

California State University, Long Beach



Drawing and Painting: Landscape, Figure and Portrait

Grade 12 - Proficient to Advanced

Lesson Plan #2: Two-point Perspective

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Lesson Title: Two-point Perspective	
Course: Drawing & Painting	Teacher: Chris Lee
Grade Level: 12th	Length of Lesson: 2 weeks
Description	Using background knowledge from Lesson 1, students will learn how to create two-point (2-point) perspective drawings using several mediums of their own choice. Teacher will define and explain the lesson vocabulary, model and provide scaffolded exercises, Visual Thinking Strategies, kinesthetic and sensory learning. Activities will involve tactile creative projects and information regarding commercial applications of lesson content. Students will create two (2) two-point perspective creations using paper & pencil, padlet, and other analog, digital or three-dimensional mediums. Assessments shall include Exit Slips, a quiz, a test and thematic project.
Objectives (Student Learning Outcomes)	<p>Demonstrate practical knowledge and skills for creating a two-point perspective using various mediums.</p> <p>Discuss, comprehend and communicate lesson content vocabulary in English.</p> <p>Understand and communicate the development and use of two-point perspective since the Renaissance and evaluate its relevance in the fine and commercial arts.</p>
Standards	<p>VAPA</p> <ul style="list-style-type: none"> • Acc.VA:Cr2.1: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • Prof.VA:Re7.1: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Hypothesize ways in which art influences perception and understanding of human experiences. • Prof.VA:Re7.2: Visual imagery influences understanding of and responses to the world. PS: Analyze how one's understanding of the world is affected by experiencing visual imagery. • Acc.VA:Cn10: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. <hr/> <p>Common Core</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RST.11-12.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text

	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RST.11-12.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i>. ● CCSS.ELA-Literacy.L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● CCSS.ELA-Literacy.SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Essential Question(s)	<ul style="list-style-type: none"> ● Create: How may we create an illusion of three-dimensional space on a two-dimensional surface? ● Evaluate: Evaluate and appraise artwork of self and peers ● Evaluate: Discuss the significance of linear perspective and evaluate its relevance in fine and commercial arts. ● Analyze: What are some differences we can observe in the application of two-point perspective within art from the Renaissance to modern eras? ● Apply: How can we demonstrate our knowledge of two-point linear perspective in an artistic creation? ● Understand: Describe how to draw a visual landscape using two-point linear perspective. ● Remember: Identify and define the components of two-point perspective in artworks and assessment.
Art History Connections	<p>Historical Context</p> <ul style="list-style-type: none"> ● Chinese “atmospheric” perspective, Filippo Brunelleschi’s “rediscovery” of linear perspective, Venetian view painting, architectural design, interior design and futurism. <hr/> <p>Art Movement(s)</p> <ul style="list-style-type: none"> ● Chinese landscape painting, Venetian <i>veduta</i>, Neo-Classical capricci and futuristic Modernism <hr/> <p>Artist Mentor(s)</p> <ul style="list-style-type: none"> ● Brunelleschi, Shen Zhou, Jean Pélérin, Lieven Cruyil, Canaletto, Hubert Robert, Syd Mead, Jessica Russo Scherr,
Major Themes	<p>(1) How can we create the illusion of three-dimensional depth on a two-dimensional surface? (2) How does perspective drawing enable us to represent our world? (3) Is linear perspective a necessary means of world representation? (4) Do we have an innate preference for visual “perfection”? (5) How has the development of linear perspective influenced our worldview?</p>
Vocabulary	<p>Skills/Techniques</p> <ul style="list-style-type: none"> ● Shading <hr/> <p>Tools/Media</p> <ul style="list-style-type: none"> ● Pencil, ruler, eraser, inkpen ● Desktop/laptop/padlet computer

	<ul style="list-style-type: none"> ● Magazines ● Paint, colored pencil, other media <hr/> <p>Elements/Principles</p> <ul style="list-style-type: none"> ● Atmospheric perspective ● One-point perspective ● Two-point perspective ("angular perspective") ● Horizon line ● Vanishing point(s) ● Nearest edge ● Orthogonal lines ● Depth/distance ● Vantage point ● Foreground, middle ground, background ● Line ● Light Source ● Shading
Materials Needed	Paper, pencil, ruler, eraser, inkpen, cardboard, acrylic paint, brushes, water, computers, software, websites, videos
Anticipatory Set (“hook”/intro activity)	<p>1) Build a three dimensional structure using cardboard, wood or plastic building blocks (castle, skyscraper, house, made of cardboard bricks, Lincoln Logs or LEGOS). Next, how would you sketch this construct using <u>more than one</u> vanishing point?</p> <p>2)</p>
Teaching Strategies <i>***Aesthetics MUST be addressed</i>	Student Activities <i>***Aesthetics MUST be addressed</i>
<p>Day 1 (50MIN CLASS)</p> <p>Scaffolding Strategy: After the Daily Doodle and Learning Objectives (LO), Teacher will place students into groups of five (5). Teacher will have teams use their paper boxes made in Lesson 1 (one-point perspective) to create a 3D team construct (additional classroom supplies are available). The teacher will then present a visual problem: “How would you sketch your 3D construct using <u>more</u> than one vanishing point?” Students will attempt to solve the problem through creating a rough sketch of their construct utilizing background knowledge and experimentation. Students using a laptop or padlet may print their sketch on classroom printer. This activity is (1) an activation of background knowledge from Lesson 1, (2) an expansion on understanding how the brain perceives a three-dimensional object, (3) an informal assessment of student retention from Lesson 1, (4) a collaborative problem solving activity.</p> <p>Pre-bell Classroom Prep: Teacher will place a giant</p>	<p>Day 1 (50MIN CLASS)</p> <p>Scaffolding activity: Students will perform Daily Doodle during roll, then respond as teacher outlines the Learning Objectives (LO). Students will join teacher-selected groups of five (5) and make a 3D construct, then sketch construct using the Problem Solving Prompt: “How would you sketch your box construct using <u>more than one</u> vanishing point on a horizon line?”</p> <p>Activity: Daily Doodle- Students will scribble or draw in their art journals - Time: 5 minutes</p> <p>Activity: Students will listen to and repeat LO's for the day posted on whiteboard - Time: 1 minute</p> <p>Activity: Students will join teacher-selected groups of five (5) and make a 3D construct, Time: 8 min.</p> <p>Activity: Students will use 1-2 sheets of paper to sketch their group construct from a unique angle while trying to solve the visual problem - Time: 27 min.</p> <p>Activity: A clean up of materials, wrap up of day's</p>

<p>LEGO piece (19.7" x 9.8" x 7.1") onto an elevated table for student Daily Doodle and a pre-anticipatory set.</p> <p>Activity: For the Daily Doodle, Teacher will have students create a sketch of a giant, 3D LEGO piece - Time: 5 minutes</p> <p>Activity: Explain LO's and day activities. - Time: 1 minute</p> <p>Activity: Teacher will number students (1-6) and organize them into mixed groups. - Time: 3 min.</p> <p>Activity: Teacher will have students use handmade boxes from Lesson 1 to make a team 3D-construct. Students may use additional classroom supplies of pre-made cardboard boxes, LEGOS or other objects. - Time: 5 min.</p> <p>Activity: Teacher will have students sit in a semicircle around their 3D construct. Teacher will pose a visual problem to students ("How would you sketch this object using <u>more than one</u> vanishing point on a horizon line? Working together, solve the problem and complete the sketch before the five-minute bell"). Teacher will then give each student two (2) sheets of 8x10 paper and a ruler. - Time: 4 min.</p> <p>Activity: Without any other instruction, teacher will have students sketch their 3D-construct using background knowledge to solve the visual problem. - Time: 25 min.</p> <p>Activity: Class cleanup, review of Learning Objectives and preview of Day 2 activities. - Time: 9 min. Class ends at 50 minutes.</p> <p>ELL Accommodation(s): Teacher shall speak moderately during modeling and instructions, provide bi-lingual vocabulary during demonstration. ELL students shall work in mixed teams of English fluency; content vocabulary words are posted in two places in the classroom.</p> <p>SPED Accommodation(s): Teacher will always read instructions aloud; insure that students have access to text-to-speech translators and sign-language interpreters as needed; multiple ways to create artworks based on student preference; more time to complete projects based on IEP. Teacher will monitor student understanding of directions.</p>	<p>activities, Learning Objectives and preview of Day 2 activities. - Time: 9 min. Class ends at 50 minutes.</p> <p>ELL Accommodation(s): ELL students will observe and access posted bi-lingual content vocabulary during demonstration, work in mixed teams of English fluency, speak in complete sentences and use content dictionaries whenever possible.</p> <p>SPED Accommodation(s): Students may have access to text-to-speech translators and sign-language interpreters as needed; SPED students may use computers or padlets to draw based on IEP or other needs, and be given more time to complete projects based on IEP.</p>
<p>Day 2 (50MIN CLASS)</p> <p>Scaffolding Strategy: Teacher will have students discuss their sketches from Day 1 and evaluate their problem solving. Teacher will ask students "What</p>	<p>Day 2 (50MIN CLASS)</p> <p>Scaffolding activity: Students will discuss their sketches from Day 1 and evaluate their problem solving. Students will consider the questions,</p>

did you discover or learn from experimenting with the visual problem?" Teacher will explain two-point perspective with visual examples, art history and content vocabulary. Teacher will give each student a two-sided, step-by-step exercise sheet, then **model** how to draw a simple two-point perspective.

Students will copy/follow teacher modeling with worksheets, pencils, erasers and rulers or iPads. For student practice and **formative assessment**, Teacher will provide a visual example, then have students use the flipside of the worksheet with written step-by-step instructions and **repeat the exercise without further instruction**.

Activity: Teacher will **return sketches from Day 1**, have students turn to a partner, discuss their sketches and answer a critique. - **Time: 5 min.**

Activity: Teacher will give PowerPoint visual lesson on two-point perspective (diagram, Brunelleschi, Perugino, Peralin, Canaletto, Wright, Mead, Scherr) - **Time: 10 min**

Activity: Teacher will give each student a two-sided exercise sheet, then **model** how to draw a simple two-point perspective. **Students will copy/follow teacher modeling** on their worksheets, using pencils, erasers, rulers or iPads. - **Time: 10 minutes**

Activity: As a **formative assessment**, Teacher will have students **repeat the process** using the flipside of the worksheet with step-by-step instructions. - **Time: 10 min.**

Activity: Teacher will ask for **Exit Slips (KWL)** and tell students what will happen on Day 3. - **Time: 10 min.**
Class ends at 50 minutes.

ELL and SPED Accommodation(s): Same as above

"What did you discover or learn from experimenting with the visual problem?" Students will listen and observe as the teacher explains two-point perspective with visual examples, art history and content vocabulary. Teacher will give each student a two-sided, step-by-step exercise sheet, then **model** how to draw a simple two-point perspective. **Students will copy/follow teacher modeling** with worksheets, pencils, erasers and rulers or iPads. Students will use the flipside of the worksheet to **repeat the exercise without further instruction (students can ask for help if they get "stuck")**.

Activity: Students will discuss **sketches from Day 1**, with a partner, discuss their sketches and answer a critique. - **Time: 5 min.**

Activity: Students will listen/ask questions as teacher gives PowerPoint visual lesson on two-point perspective (diagram, Brunelleschi, Perugino, Peralin, Canaletto, Wright, Mead, Scherr) - **Time: 10 min**

Activity: Using a step-by-step, two-sided exercise sheet, students will use pencils, erasers and rulers (or freehand) and follow along as teacher **models** how to create a simple two-point perspective drawing. Students will **demonstrate learning** by repeating the process using the flipside of the worksheet without teacher assistance. - **Time: 20 min.**

Activity: Students will submit **Exit Slips (KWL)**, listen and ask questions as teachers talks about Day 3 activities. - **Time: 10 min.**
Class ends at 50 minutes.

ELL and SPED Accommodation(s): Same as above

Day 3 (50MIN CLASS)

Scaffolding Strategy: Teacher will review Day 2 activities, answer **Exit Slip** questions, then present Day 3 activities. Teacher will introduce this lesson's first large assignment ("Flying Objects and Different Horizons") and answer questions. Class ends with review of learning objectives and Day 4 activities.

Activity: Teacher will answer **Exit Slip** questions from Day 2 and review images by **mentor artists**. - **Time: 5-10 min.**

Activity: Teacher will introduce first assignment (flying objects and different horizons) with visual

Day 3 (50MIN CLASS)

Scaffolding activity: Students will listen and respond as the teacher answers Day 2 Exit Slip questions and reviews images by **mentor artists**.. Students will observe and listen to instructions on first assignment ("Flying Objects and Different Horizons") and ask questions, if any. Class ends with review of learning objectives and Day 4 activities.

Activity: Listen and respond as teacher explores Exit Slip questions from Day 2 and reviews artworks by **mentor artists**.. - **Time: 5- 10 min.**

<p>examples and answer questions - Time: 15 min. Activity: Teacher will have students make two (2) sketch proposals (iPads or padlets are optional). - Time 25 minutes Activity: Optional snack break - Time: 5 min. Activity: Clean-up, review and Exit Slips - Time: 5 min Class ends at 50 minutes.</p> <p>ELL and SPED Accommodations: Same as above</p>	<p>Activity: Students will observe, listen and ask questions as teacher explains the assignment. - Time: 15 min. Activity: Students will make two (2) sketch proposals (iPads or padlets are optional). - Time 25 minutes Activity: Optional snack break - Time: 5 min. Activity: Clean-up, review and Exit Slips - Time: 5 min Class ends at 50 minutes.</p> <p>ELL and SPED Accommodations: Same as above</p>
<p>Day 4 (50MIN CLASS)</p> <p>Scaffolding Strategy: Teacher will review Day 3 activities and Learning Objectives and answer Exit Slip questions. Teacher will give class the option of first (a) completing a Sentence Frame vocabulary worksheet, or (b) continuing the assignment and completing a Sentence Frame vocabulary worksheet at the end of class. Teacher will discuss and approve sketch and medium chosen by student for project. Class ends with a review, exit slips and verbal reminder of Quiz on Day 6.</p> <p>Activity: Review LO's and answer Exit Slips questions - Time 5 min. Activity: Teacher will have class choose to either (a) complete sentence frame vocabulary worksheet first or (b) continue drawing assignment and then do worksheet. During this time teacher will approve sketches for project. - Time: (a) 10+30 min. or (b) 25 min + 5 minutes cleanup then 10 min. worksheet. Activity: Class ends with a review, exit slips and verbal reminder of vocabulary/visual Quiz on Day 6. Time: 5 min Class ends at 50 minutes.</p> <p>ELL and SPED Accommodations: Same as above</p>	<p>Day 4 (50MIN CLASS)</p> <p>Scaffolding Strategy: Students will listen and respond as teacher answers Exit Slip questions. As a class, students will vote on the option of first (a) completing a Sentence Frame vocabulary worksheet, or (b) continuing the assignment and completing a Sentence Frame vocabulary worksheet at the end of class. During chosen activity, Students will present sketches and choose one with teacher approval of medium. Class ends with a review, exit slips and verbal reminder of Quiz on Day 6.</p> <p>Activity: Review LO's and listen to Exit Slips questions - Time 5 min. Activity: Teacher will have class choose to either (a) complete sentence frame vocabulary worksheet first or (b) continue drawing assignment and then do worksheet. Students will get approval from teacher for chosen sketch and medium. - Time: (a) 10+30 min. or (b) 25 min + 5 minutes cleanup then 10 min. worksheet. Activity: Class ends with a review, exit slips and verbal reminder of vocabulary/visual Quiz on Day 6. Time: 5 min Class ends at 50 minutes.</p> <p>ELL and SPED Accommodations: Same as above</p>
<p>Day 5 (50MIN CLASS)</p> <p>Scaffolding Strategy: Teacher will return Sentence Frame worksheets to students and take roll. Teacher will review Day 4 activities and answer Exit Slip questions, then review worksheets with class, with a whiteboard KWL chart. Teacher will clarify content vocabulary as needed. Teacher will work with a small group that wants further vocabulary</p>	<p>Day 5 (50MIN CLASS)</p> <p>Scaffolding Strategy: Students will review Sentence Frame worksheets during roll, then will participate as teacher answers Exit Slip questions. Students will ask questions as needed to clarify content vocabulary and student comprehension of art history lesson content. Students may work more with Teacher to</p>

<p>instruction as other students continue working on project. Teacher will walk through the classroom, monitor student progress as students work on project. Class ends with a review, request for Exit Slips and verbal reminder of vocabulary/visual Quiz on Day 6.</p> <p>Activity: Teacher will take roll as students review returned worksheets. - Time 5 min.</p> <p>Activity: Teacher and class will review the worksheet answers. Teacher will then project three images and ask students to identify the components of one point and two-point visual perspective in each image. - Time: 15 min</p> <p>Activity: Students may join teacher in a small group review of one-point perspective and vocabulary, while remainder of class works on their projects. - Time: 20 min.</p> <p>Activity: Class ends with a review, exit slips and verbal reminder of vocabulary/visual Quiz on Day 6. Time: 10 min Class ends at 50 minutes.</p> <p>ELL and SPED Accommodations: Same as above</p>	<p>improve vocabulary and content knowledge. Students will continue their Flying Objects assignment. Class ends with a review, request for Exit Slips and verbal reminder of vocabulary/visual Quiz on Day 6.</p> <p>Activity: Review worksheets from Day 4 during roll - Time: 5 min.</p> <p>Activity: Discuss worksheets with teacher, then Identify the components of one point and two-point visual perspective in three images (pre-quiz exercise). - Time: 15 min</p> <p>Activity: Join small group for further teacher instruction/clarification as needed, and/or continue art project. - Time 20 min.</p> <p>Activity: Clean-up, submit drawings - Time: 10 min.</p> <p>Activity: Review day's activities with teacher.</p> <p>ELL and SPED Accommodations: Same as above</p>
<p>Days 6 (50MIN CLASSES)</p> <p>Scaffolding Strategy: Teacher will take roll while students prepare for quiz.. Teacher will hand out quiz sheets and project the three (3) images for identification. Teacher will collect and grade quizzes while students continue projects, then circulate through classroom, observe and assist students as needed.</p> <p>Activity: Take Roll. - Time: 5 min.</p> <p>Activity: Dispense Quiz - Time: 15 min.</p> <p>Activity: Grade Quiz while tudents continue on artworks. - Time: 20 min</p> <p>Activity: Direct clean-up, collect completed drawings - Time: 10 min.</p> <p>ELL Accommodation(s): Teacher will not mark students down on the Quiz for grammar and/or punctuation errors, but provide corrections in blue or red ink. Bi-lingual quiz will be provided by teacher if student asked on Day 5.</p> <p>SPED Accommodation(s): Students with alternate testing site per IEP may/will go there, where test will be waiting (teacher delivered day before to Learning Center teacher/counselor).</p>	<p>Days 6 (50MIN CLASSES)</p> <p>Scaffolding activity: Relax during roll, take quiz, complete drawing assignment.</p> <p>Activity: Doodle or rest during roll - Time: 5 min.</p> <p>Activity: Take Quiz - Time: 15 min.</p> <p>Activity: Complete artwork. - Time: 20 min</p> <p>Activity: Clean up materials and submit artwork to teacher - Time: 10 min.</p> <p>ELL Accommodation(s): ELL students will receive bi-lingual quiz if requested on Day 5; speak in complete English sentences and use content dictionaries as needed (after quiz).</p> <p>SPED Accommodation(s): Students with alternate testing site per IEP may/will go there, where test will be waiting (teacher delivered day before to Learning Center teacher/counselor).</p>

<p>Day 7 (50MIN CLASS)</p> <p>Scaffolding Strategy: Teacher will return quiz to students, who shall review quiz while teacher takes roll. Teacher will then review the quiz aloud and create a KWL chart on the whiteboard. Teacher will then conduct a Gallery Walk of completed projects and have students provide critique using Post-Its ("Something I Like, Something I Would have Liked to See, A Question for the Artist) for three (3) artworks.</p> <p>Activity: Take roll while students review returned quiz - Time: 5 min. Activity: Review quiz with class, create KWL chart on the whiteboard/screen - Time: 20min. Activity: Gallery Walk and Critique with Post-Its: - Time: 15 min Activity: Have students collect artworks and Post-Its - Time: 3 minutes Activity: Review LO's and goals for Day 8 - Time: 7 min</p> <p>ELL and SPED Accommodation(s): Same as usual.</p>	<p>Day 7 (50MIN CLASS)</p> <p>Scaffolding activity: Students will review quiz while teacher takes roll. Students will participate in Quiz review with Teacher as he makes a KWL chart on the whiteboard. Students will look at completed projects during a Gallery Walk. Students will choose and critique three (3) artworks, using Post-Its and answering with Something I Like, Something I Would have Liked to See, and A Question for the Artist.</p> <p>Activity: Review returned quiz during roll - Time: 5 min. Activity: Review quiz with teacher and class, help create KWL chart on the whiteboard/screen - Time: 20min. Activity: Gallery Walk and Critique with Post-Its: - Time: 15 min Activity: Collect artworks and Post-Its - Time: 3 minutes Activity: Review LO's and goals for Day 8 - Time: 7 min</p> <p>ELL and SPED Accommodation(s): Same as usual.</p>
<p>Day 8 (50MIN CLASS)</p> <p>Scaffolding Strategy: Teacher will take roll during the Daily Doodle, then introduce the second large assignment ("Two point perspective Theme") and answer any questions. Teacher will give a short lecture on the application of two-point perspective in architectural drafting and interior design. Teacher will have students choose (or invent) a theme for their final two-point perspective drawing, and choose one or more mediums (pencil, ink, colored pencil, paint, collage, acrylic, watercolor, pastel, oil pastel, yarn or digital platform). Class ends with review of learning objectives and Day 8 activities.</p> <p>Activity: Teacher will take roll during the Daily Doodle. - Time: 5 min. Activity: Teacher will give a short lecture on commercial two-point perspective and introduce second and final assignment for this lesson. - Time: 10 min. Activity: Teacher will have students consider, choose or invent a theme for their drawing - Time 10 min. Activity: Teacher will have students create two (2) rough-sketch designs and choose a color meium -</p>	<p>Day 8 (50MIN CLASS)</p> <p>Scaffolding activity: Students will sketch for the Daily Doodle as teacher takes roll, then listen and observe as teacher introduces the second large assignment ("Two point perspective Theme") and ask questions. Teacher will have students choose (or invent) a theme for their final two-point perspective drawing, and choose one or more mediums (pencil, ink, colored pencil, paint, collage, acrylic, watercolor, pastel, oil pastel, yarn or digital platform). Class ends with review of learning objectives and Day 8 activities.</p> <p>Activity: Daily Doodle: students will sketch in journals during roll.. - Time: 5 min. Activity: Students will observe, listen and ask questions as teacher gives a short lecture on commercial two-point perspective and introduces the second assignment for this lesson. - Time: 10 min. Activity: Students will choose or invent a theme for their drawing and create two (2) rough sketch ideas and choose a color medium. - Time 20</p>

<p>Time: 10 min. Activity: Clean-up, review and Exit Slips - Time: 5 min Class ends at 50 minutes.</p> <p>EELL and SPED Accommodation(s): Same as usual.</p>	<p>minutes Activity: Clean-up, review and Exit Slips - Time: 5 min Class ends at 50 minutes.</p> <p>ELL and SPED Accommodation(s): Same as usual.</p>
<p>Day 9 (50MIN CLASS)</p> <p>Scaffolding Strategy: Teacher will take roll as students commence their final two-point perspective drawing. Class ends with review of learning objectives and Day 10 activities.</p> <p>Activity: Teacher will take roll as students prepare materials - Time: 5 min. Activity: Teacher will answer any questions students have before they continue with project. - Time: 5 min. Activity: Teacher will have students continue working on project, and circulate through classroom to encourage, monitor and assess progress- Time 30 min. Activity: Teacher will have students clear up materials and desks. Open the floor for questions or comments. Time: 10 min. Class ends at 50 minutes.</p> <p>ELL and SPED Accommodation(s): Same as usual.</p>	<p>Day 9 (50MIN CLASS)</p> <p>Scaffolding activity: Students will continue their Two point perspective project. Class ends with review of learning objectives and Day 10 activities.</p> <p>Activity: Students will prep materials as teacher takes roll.. - Time: 5 min. Activity: Students will ask any questions they have or make comments before continuing with project. - Time: 5 min. Activity: Students will choose or invent a theme for their drawing and create a rough sketch that includes comments on possible mediums. - Time 30 minutes Activity: Clean-up, questions or comments - Time: 10 min Class ends at 50 minutes.</p> <p>ELL and SPED Accommodation(s): Same as usual.</p>
<p>Day 10 (50MIN CLASS)</p> <p>Scaffolding Strategy: Teacher will take roll as students prepare materials. Teacher will give a short art history lecture and VTW on two point perspective from the Renaissance to late 20th century, including commerce and interior design. Students will ask questions, make comments, then continue their two-point perspective project. Class ends with review of learning objectives and Day 11 activities.</p> <p>Activity: Teacher will take roll as students prepare materials - Time: 5 min. Activity: Teacher will give a short art history lecture and VTW. - Time: 10 min. Activity: Teacher will have students continue working on project, and circulate through classroom to encourage, monitor and assess progress- Time 20 min. Activity: Teacher will have students clear up</p>	<p>Day 10 (50MIN CLASS)</p> <p>Scaffolding activity: Students will prepare materials during roll. Students will listen, participate in art history lecture and TAKE NOTES. Students will ask questions, make comments, then continue their two-point perspective project. Class ends with review of learning objectives and Day 11 activities.</p> <p>Activity: Students will prep materials as teacher takes roll.. - Time: 5 min. Activity: Students will listen, participate in art history lecture and TAKE NOTES. - Time: 10 min. Activity: Students will continue project. - Time 20 minutes Activity: Clean-up, ask questions or comments and leave EXIT SLIPS (KWL). - Time: 10 min Class ends at 50 minutes.</p>

<p>materials and desks. Open the floor for questions or comments and have students leave EXIT SLIPS (KWL). - Time: 15 min. Class ends at 50 minutes.</p> <p>ELL and SPED Accommodation(s): Same as usual.</p>	<p>ELL and SPED Accommodation(s): Same as usual.</p>
<p>Day 11 (50MIN CLASS)</p> <p>Scaffolding Strategy: Teacher will take roll as students prepare materials. Teacher will answer Exit Slips questions. Teacher will have students continue project. Class ends with review of learning objectives and Day 12 activities.</p> <p>Activity: Teacher will take roll as students prepare materials - Time: 5 min. Activity: Teacher will answer Exit Slip questions Time: 10 min. Activity: Teacher will have students continue working on project, and circulate through classroom to encourage, monitor and assess progress- Time 25 min. Activity: Teacher will have students clear up materials and desks. Open the floor for questions or comments. - Time: 10 min. Class ends at 50 minutes.</p> <p>ELL and SPED Accommodation(s): Same as usual.</p>	<p>Day 11 (50MIN CLASS)</p> <p>Scaffolding activity: Students will prepare materials during roll. Students will listen and comment as teacher answers Exit Slip questions or clarifies instructions. Students will continue their two-point perspective project. Class ends with review of learning objectives and Day 12 activities.</p> <p>Activity: Students will prep materials as teacher takes roll.. - Time: 5 min. Activity: Students will listen as teacher answers Exit Slip questions - Time: 10 min. Activity: Students will continue project. - Time 25 minutes Activity: Clean-up, ask questions or comments. - Time: 10 min Class ends at 50 minutes.</p> <p>ELL and SPED Accommodation(s): Same as usual.</p>
<p>Day 12 (50MIN CLASS)</p> <p>Scaffolding Strategy: Teacher will take roll as students prepare materials. Teacher will show students images for the Test on Day 14, and answer questions. Teacher will have students continue their project. Class ends with review of learning objectives and Day 13 activities.</p> <p>Activity: Teacher will take roll as students prepare materials - Time: 5 min. Activity: Teacher will show and discuss Test questions and images. Time: 15 min. Activity: Teacher will have students continue working on project, and circulate through classroom to encourage, monitor and assess progress- Time 20 min. Activity: Teacher will have students clear up materials and desks. Open the floor for questions or comments. - Time: 10 min. Class ends at 50 minutes.</p>	<p>Day 12 (50MIN CLASS)</p> <p>Scaffolding activity: Students will prepare materials during roll. Students will listen and comment as teacher presents images for final Test on Day 14.. Students will continue their two-point perspective project. Class ends with review of learning objectives and Day 13 activities.</p> <p>Activity: Students will prep materials as teacher takes roll.. - Time: 5 min. Activity: Students will listen and participate as as teacher presents test images and questions - Time: 15 min. Activity: Students will continue project. - Time 20 minutes Activity: Clean-up, ask questions or comments. - Time: 10 min Class ends at 50 minutes.</p> <p>ELL and SPED Accommodation(s): Same as</p>

<p>ELL and SPED Accommodation(s): Same as usual.</p>	<p>usual.</p>
<p>Day 13 (50MIN CLASS)</p> <p>Scaffolding Strategy: Teacher will take roll as students prepare materials. Teacher will hand out test vocabulary in English/Spanish, and project test images on the whiteboard. However, teacher will answer student questions concerning lecture notes and the test. Teacher will have students finish their project. Class ends with review of learning objectives and Day 14 activities (Test, Gallery Walk, VTS and self-critique).</p> <p>Activity: Teacher will take roll as students prepare materials - Time: 5 min.</p> <p>Activity: Teacher will hand out printed lesson/test vocabulary in English/Spanish and answer student questions Time: 10 min.</p> <p>Activity: Teacher will circulate through classroom to encourage, monitor, assess, and have students finish their project.- Time 25 min.</p> <p>Activity: Teacher will have students clear up materials and desks. Open the floor for questions or comments. - Time: 10 min.</p> <p>Class ends at 50 minutes.</p> <p>ELL and SPED Accommodation(s): Same as usual.</p>	<p>Day 13 (50MIN CLASS)</p> <p>Scaffolding activity: Students will prepare materials during roll. Students will receive and ask questions regarding lesson vocabulary and test. Students will finish their two-point perspective project. Class ends with review of learning objectives and Day 14 activities (Test, Gallery Walk, VTS and self-critique).</p> <p>Activity: Students will prep materials as teacher takes roll.. - Time: 5 min.</p> <p>Activity: Students will receive printed vocabulary and ask questions based on lecture notes regarding vocabulary and test. - Time: 10 min.</p> <p>Activity: Students will continue their project. - Time 25 minutes</p> <p>Activity: Clean-up, ask questions or comments. - Time: 10 min</p> <p>Class ends at 50 minutes.</p> <p>ELL and SPED Accommodation(s): Same as usual.</p>
<p>Day 14 (50MIN CLASS)</p> <p>Scaffolding Strategy: Teacher will take roll as students prepare for test (pencil and eraser only). Teacher will hand out test worksheets and project test images on the whiteboard. Students will complete test. Teacher will guide a Gallery Walk, VTS and peer critique (Post-Its), Teacher will continue to grade projects for several more days outside of class..</p> <p>Activity: Teacher will take roll as students relax for the test. - Time: 5 min.</p> <p>Activity: Teacher will project test images on whiteboard, hand out test worksheets to students and start testing time. Time: 30 min.</p> <p>Activity: Teacher will collect tests and have student helpers lay out peer drawings on desks. Time 5 min.</p> <p>Activity: Students will enjoy a Gallery Walk of peer work and leave Post-It critiques (Like, Need To Improve, One Question). Teacher will hand out self-critique assessment worksheet as homework, which students shall return to Teacher the following</p>	<p>Day 14(50MIN CLASS)</p> <p>Scaffolding activity: Students will prepare materials during roll. Students will receive and ask questions regarding lesson vocabulary and test. Students will finish their two-point perspective project. Class ends with review of learning objectives and Day 14 activities (Test, Gallery Walk, VTS and self-critique).</p> <p>Activity: Students will relax as teacher takes roll.. - Time: 5 min.</p> <p>Activity: Students will observe test images, receive printed test and begin. Students may ask Teacher question clarifications. When finished with test, students are to remain quiet and patiently wait. Smartphone use is FORBIDDEN during tests. - Time: 30 min.</p> <p>Activity: Students will enjoy a Gallery Walk of peer work and leave Post-It critiques (Like, Need To Improve, One Question). Teacher will hand out self-critique assessment worksheet as</p>

<p>day - Time: 15 min. Class ends at 50 minutes.</p> <p>ELL Accommodation(s): Bi-lingual vocabulary removed from classroom walls, but upon request, ELL students may receive a bi-lingual version of the test.</p> <p>SPED Accommodation(s): Teacher will insure that students have access to text-to-speech translators and sign-language interpreters as needed. IEP students who test elsewhere will come to class when finished and participate in Gallery Walk. If they do not finish their test by the bell, they do not have to report to the Teacher's classroom.</p>	<p>homework, which students shall return to Teacher the following day - Time: 15 min Class ends at 50 minutes.</p> <p>ELL Accommodation(s): ELL students may request bi-lingual version of the test, and ask teacher for language clarifications during the test if necessary.</p> <p>SPED Accommodation(s): IEP students who take tests elsewhere will come to class once test is complete and participate in Gallery Walk. If they do not finish their test by the bell, they do not have to report to the Teacher's classroom.</p>
<p>Assessments (Describe here and attach at the end of the Lesson Plan)</p>	<p>Formative Assessment: The Daily Doodle in journal; lesson Copy One/Do One worksheets, drawing assignments, quiz and peer critique</p> <hr/> <p>Summative Assessment: Drawing assignments , Quiz, Test and self-critique</p>
<p>Aesthetics</p> <ul style="list-style-type: none"> ● Solving a Visual Problem ● Reflection ● Critiques ● Visual Thinking Strategies 	<ul style="list-style-type: none"> - Students will use background knowledge from Lesson 1 and collaborate with a partner to experiment and discover how to sketch a 3D construct using <u>more</u> than one vanishing point. - Students shall self-evaluate efforts to experimentally solve visual problem posed by the teacher; Students shall use self-assessment to critique their work, and provide simple critiques to peers during Gallery Walk - VTS such as "Something I Like, Something I Would have Liked to See, A Question for the Artist shall be used, along with guidelines of the Elements of Art to develop "visual literacy, thinking, and communication skills." - VTS such as "See - Think - Analyze" shall be used, along with guidelines of the Elements of Art, to develop "visual literacy, thinking, and communication skills." Students will conduct Post-It critiques of peer work (What I Like, What you Could Improve, One Question for Artist)
<p>Closure</p> <ul style="list-style-type: none"> ● Summary ● Reflection ● Next Steps ● Connect to future lessons 	<ul style="list-style-type: none"> - Activating background knowledge and reviews of the day's activities shall serve as a method of summary and reflection. - Teacher will inform students at the close of day concerning the next day's activities - This lesson establishes the second basic skillsets needed for computer-based linear perspective and CAD (Computer Aided Drafting/Drawing) with Photoshop, Illustrator or other software programs. Possible lessons to follow include three-point perspective. - Students will conduct peer critique during Gallery Walk - Students will complete as homework written self-critique on assignment.
<p>Adaptations/ Special Needs You must describe here</p>	<p>Accommodations</p> <hr/> <p>ELL</p> <ul style="list-style-type: none"> ● Seat Javier (FS1) near my desk; choose partners with proficient to fluent

<p>and attach accommodations for 2 of your students: ELL and SPED</p>	<p>English skills and native speakers of English</p> <ul style="list-style-type: none"> ● Use clear lettering, do not write in cursive ● Provide some bi-lingual vocabulary but do not create dependency ● Use visual aids and handouts, ensure student comprehends content ● Speak clearly and slower speed for general comprehension of all ● Do not mistake high verbal skills for literacy skills; reduce writing requirements ● Provide a Word Wall of key terms for lesson ● Provide examples of completed artworks/projects <hr/> <p>SPED</p> <ul style="list-style-type: none"> ● Choose partners for Joshua (FS2) when teamwork occurs, preferably someone who understands or is open to students on the ASD spectrum ● Seat Joshua away from loud students, distractions or overstimulation ● Be mindful of overstimulation and need for sensory breaks ● Break down goals into small steps; scaffolding of projects clearly ● Develop a verbal or signal cue system that teacher and Joshua can use to communicate with one another ● Be mindful that Joshua may not understand common social cues and may exhibit unique behavior that ignores social conventions ● If the room allows, create a safe corner for quiet/restful time only ● Other IEP students besides Joshua may have the option of taking the test in another campus location; teacher will deliver such tests the day before to Counselor or Learning Center for such students.
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Focus Student 2 (FS2) – IEP/504/GATE

Period 4: Joshua is on the Autism spectrum. He is a **quiet** student who cares deeply about his grades and doing well in class, but he is **isolated** from his peers. He is very interested in computers and robotics, and has been a great resource for helping the teacher with Chromebook issues, but he very rarely extends that help to a peer. He is helped by using defined [teacher selected or defined by similarities?] groups instead of student-selected groups. He is very good about asking for help, if needed.

Focus Student 1 (FS1) - English Learner

Period 1: Javier, home language is Spanish; he is an **LTEL [Long-term English learner]** who was born in Fountain Valley, CA. SBAC[1] (Smarter Balanced Assessment Consortium) Level 2 (Standard Nearly Met), Reading: 9th grade level, **RFEP**ed [Reclassified Fluent English Proficient] based on 2016 CELDT [**California English Language Development Test**] scores Early Advanced. Javier is enrolled in SDAIE [**Specially Designed Academic Instruction in English**] Government even though he is listed as **RFEP** because he benefits from the additional support. He was enrolled in our ELD/SDAIE English block last year. Javier is a quiet, attentive student. He works well with his group. He struggles with academic and advanced vocabulary and he is a developing writer. He struggles to develop his ideas.

Other Notes:

After initial demonstration of basic competency in using pencil, ruler and erasers, students are free to use a **variety of mediums** in their work, including magazine cutouts, collage, ink, paint, pastel or crayon. Students only need to demonstrate the basic principles of two-point perspective in their own **creative** way. Students will observe and take notes during any art history presentations be able to identify types of linear perspective and discuss aesthetic differences.