

LESSON PLAN TEMPLATE:

NOTE: YOU WILL EITHER COMPLETE THE TRADITIONAL OR THE 5E PORTION OF THE LP TEMPLATE. DELETE THE ONE YOU DO NOT PLAN TO USE.

Teacher's Name Justin Phannavong Alexandria Cranson	Content Art - Optical Illusions
Class Grade 5 Total Students: 36 2 - In-Class Support 4 - Resource Pull Out 7 - ESL	Date 9/10/2025

What standard(s) will drive your instruction? Include the TEKS, as well as the ELPS Standards.	<p>TEKS 117.117. Art, Grade 5</p> <ul style="list-style-type: none"> - (1)(A) - Identify and apply elements of art (line, color, value, form) - (2)(B) - Communicate ideas through original artworks. - (3)(C) - Produce drawings using a variety of media and techniques <p>ELPS 74.4(c)(1)(E) - internalize new basic and academic language 74.4(c)(2)(G) - understand general meaning of conversations and discussions.</p>
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Why are you teaching this standard now? (What resources did you use to make this decision?)	I'm teaching this standard now because 5th graders are ready to apply and explore the elements of art in more complex ways. I chose optical illusions because they give students hands-on practice with line, color, value, and form while allowing them to communicate original ideas. I used the TEKS art standards, ELPS guidelines, and visual examples of optical illusions to guide this lesson and support all learners, including English Learners.
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Vertical Alignment of the TEKS: Use the space below to map out where the standard(s) fall in the vertical progression of TEKS

Previous Grade	<p>Grade 4 TEKS connections:</p> <p>117.114(1)(A): Identify and apply elements of art (line, shape, color, texture), which builds towards 5th grades focus</p> <p>117114(2)(B): Communicate ideas through original artworks, preparing students to express ideas more intentionally in 5th grade.</p> <p>117.114(3)(C): Produce drawings using a variety of media and techniques, and lays the foundations for the 5th-6th grade expectation of producing artwork with more complex techniques and media. By 5th grade, students are expected to refine the skills they</p>
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	learned, add value and form, and create more complex original artworks.
Following Grade	<p>117.118(1)(A): Identify and apply elements of art and begin incorporating principles of design (balance, contrast, emphasis), and build on the 5th grade’s focus on line, color, value, and form.</p> <p>117.118(2)(B): Communicate ideas through original artworks, students create more complex compositions and express ideas more intentionally.</p> <p>117.118(3)(C): Produce drawings using a variety of media and techniques. Students experiment with advanced media and more sophisticated techniques, extending what they learned in 5th grade.</p> <p>In 6th grade, students refine and expand the skills learned in 5th grade, adding design principles and more complex media usage while continuing to communicate ideas visually.</p>
At what grade-levels, are there notable changes in the verbs or the content? How does this influence your planning of the lesson?	<p>(Grade 4) Verbs: exploring, experimenting, identifying. Students are mostly practicing foundational skills.</p> <p>(Grade 5) Verbs: shift to identify, apply, communicate, produce, which reflects a move toward more intentional creation and expression. Students are expected to apply what they know to create original artworks and use elements of art purposefully.</p> <p>(Grade 6) Verbs: advance to refine, incorporate, and analyze, showing a higher level expectation of critical thinking, design principles, and sophisticated media use.</p> <p>This progression informs my planning because I design the 5th-6th grade lesson to bridge foundational skills from grade 4 and prepare students for more complex work in grade 6. I focus on hands-on activities (creating optical illusions) that allow students to practice applying elements of art, communicate ideas visually, and experiment with media. All while scaffolding instruction to support both skill development and higher-order thinking.</p>

Deconstruct/Unwrap the TEKS: Use the chart below to support you in developing your lesson objective.		
Cognitive Rigor/Academic Function	Conceptual Rigor	Specificities
(1)(A) Analyze and apply knowledge of visual elements; observe, compare, and make decisions	(1)(A) How elements contribute to composition; connect perception to artistic	(1)(A) Focus on line, color, value, and, form; identify and apply in own artwork

	expression	
(2)(B) Communicate ideas through original artworks	(2)(B) Express personal ideas, emotions, or narratives visually; link throughout to artistic choices	(2)(B) Work must be original; use visual elements intentionally to convey a message
(3)(C) Produce drawings using a variety of media and techniques	(3)(C) Understand how media and technique influence final artwork; relationship between materials and expression	(3)(C) Variety of media (Pencil, pen, marker, watercolor, pastels, etc); intentional choices to enhance expression
Based on the chart, what will be your Lesson Objective for this lesson?	Students will create an original optical illusion artwork in which they identify and apply elements of art (line, color, value, and form), using a variety of media and techniques to produce their drawings, and communicate their ideas visually through intentional artistic choices.	
How is this lesson objective connected to other disciplines (content areas) or content within this discipline?	<p>Math: creating optical illusions involves understanding geometric shapes, symmetry, measurement, and spatial reasoning. Students may use patterns or ratios to make their illusions visually effective.</p> <p>Science: Optical illusions connect to concepts in visual perception and how the eye and brain interpret images, linking art to human biology and the physics of light.</p> <p>Language arts: Students can write or discuss reflections about their artwork, using descriptive and academic language to communicate ideas, supporting reading and writing skills.</p>	
Will students set a learning goal? If so, how? How will they reflect on their goal at the end of the lesson?	I will create an optical illusion artwork that clearly uses line, color, value, and form to communicate my idea.	

Key Lesson Vocabulary	Optical illusion, line, curve, light, color, pattern, contrast, rhythm, balance, op art
Lesson Objective (copy and paste from above): TEKS	Students will create an original optical illusion artwork in which they identify and apply elements of art (line, color, value, and form), use a variety of media and techniques to produce their drawings, and communicate their ideas visually through intentional artistic choices.
ELPS Objective (based on the ELPS standard): ELPS Standards	English Learner students will use academic language to describe their artwork, including elements of art (line, color, value, form), and participate in class discussions to understand instructions and share ideas about their optical illusion drawings.
Student Friendly Objective: I can...	I can create an original optical illusion artwork using line, color, value, and form, and I can explain my artwork using academic language.

<p>Assessment of Objective(s): How will you Formatively and Summatively assess understanding of the skills and content (including the vocabulary) of the lesson?</p>	<p>Formative: Check sketches in progress, observe shading technique.</p> <p>Summative: Finished artwork graded on a rubric</p> <ul style="list-style-type: none"> -Use of line (40%) -Shading/blending (40%) -Overall effort/craftsmanship (20%)
<p>Link to SSC</p>	<p>Student Support Chart</p>
<p>Differentiation (including accommodations and modifications of content, materials, delivery, activity, assignment, assessment, etc.) How do you plan to differentiate throughout the Lesson?</p>	<p>Pre-drawn line templates for struggling students. Blending charts as references. Challenge advanced students with 2+ illusion centers.</p>
<p>Management of the Lesson: How will you reinforce the classroom rules/routines for learning and behavior during the lesson? What will you do to get students' attention during the lesson? What are your plans for any transitions during the lesson?</p>	<p>Attention getters: Class class/yes yes Show me the Mona Lisa Flat tire, shhh</p>

NOTE: Choose the appropriate LP template (below) for your lesson, then delete the template you do not use.

Traditional Planning Template

Use the following graphic as a checklist to support you as you write your lesson plan.

Lesson Planning: Gradual Release

Engage

- Question
- Quick Game
- Active Warm-up using prior knowledge
- Other

Direct Instruction/Modeling

- Connect to Engage
 - Processing Opportunity (Based on the "Engage")
- Connection to prior learning
- Think Aloud (Teacher)
- Examples (Teacher-led)
- Anchor Chart
- Vocabulary
- HOT Questions

Guided Practice

- Active Learning Activity
 - With a recording sheet or graphic organizer
 - Processing Opportunity
- Collaborative/Student to Student
 - Cooperative Learning strategy
- HOT Questions

Independent Practice

- Active Learning Activity
 - With a recording sheet or graphic organizer
 - Processing Opportunity
- Individual Work OR Collaborative/Student to Student
 - Cooperative Learning strategy (if collaborative)
- HOT Questions

HOT Question Stems

Creating an Anchor Chart

Culturally Responsive Practices

- Funds of Knowledge
- Cooperative Learning
- Power & Participation
- Culture & Community
- Content
- Language Support
- Student Value

Cooperative Learning Strategies

- Think Pair Share or Turn & Talk
- Hand Up; Stand Up; Pair Up
- Numbered Heads Together
- Rally Robin
- Concept Sort
- Carousel Chart/Gallery Walk
- Four Corners

Differentiation

- Content
- Process
- Product

Assessment Ideas for IP

- Computer game/qu
- Exit Ticket/Ticket Out the Door
- One question quiz/SA Qu

Traditional Lesson Plan: Describe each lesson plan part in detail. Be sure to include the materials needed, and allotted time for each part.

Lesson Plan Part	Allotted Time and Materials Describe the allotted time and materials needed for this part of the lesson. Include specific, differentiated supports linked directly to the unique needs of students in your class that you will be using to teach the lesson.	Detailed Description of Your Plan. <ul style="list-style-type: none"> • Describe how you will focus the students on what you are teaching. • You may use the sentence starters to help you develop your lesson. • Include the questions you will ask during this part of the lesson. Be sure to include HOT questions.
Focus	10-15 minutes Visual examples Teacher modeling materials Pencil Paper	I will engage students by showing them examples of optical illusions, modeling the drawing process, and having them create their own illusions using line, color, value, and form. Questions I will ask:

		<p>What do you notice about this optical illusion? Which elements of art do you notice being used? How can you make your drawing look 3D or like it moves?</p>
Modeling	<p>10-15 minutes</p> <p>Drawing paper Pencils Erasers Colored pencils Reference visuals</p>	<p>Students will work in pairs or small groups and individually to create their optical illusion drawings.</p> <p>Students will explore by planning, experimenting with line, color, value, and form, and adjusting their artwork.</p> <p>Students will engage by sharing ideas, giving feedback, and discussing how they used elements of art.</p> <p>Questions: What effects are you trying to create? How could you change your shading or colors to make it stronger? Which part draws your attention to this artwork and why?</p>
Guided Practice	<p>15-20 minutes</p> <p>Whiteboard Markers Anchor chart Hovercam Teacher example Student paper</p>	<p>Students will model how to create an optical illusion by following step-by-step examples.</p> <p>Students will do examples from teacher demonstrations and visual models.</p> <p>Students will understand the following vocabulary: line, color, value, form, optical illusion, media, technique, composition, contrast, and pattern.</p> <p>I will create an anchor chart with: key vocabulary definitions, steps for creating an optical illusion, and visual examples.</p> <p>Questions to ask: What do you notice about the lines and shading? How does this value make the shape appear 3D?</p> <p>Which element of art are you focusing on, and why?</p>
Independent Practice	<p>25-30 minutes</p> <p>Drawing paper Pencils Erasers Rulers Colored pencils or markers Reference examples</p>	<p>Students will work in pairs or small groups and individually to create their optical illusion drawings.</p> <p>Students will actively plan, experiment with line, color, value, and form, and adjust their artwork.</p> <p>Students will engage by sharing ideas, giving feedback, and discussing how they used elements of art.</p>

		If students are struggling, I will ask: Which element of art could you change to make your illusion stronger?
Discussion Frame for Mini-Closure/Reflection on the Learning NOTE: A mini-closure could take place after Guided Practice, depending on what would be appropriate.	Launch: Include summary statement and divergent question to begin discussion	<p>Today, we explored how line, color, value, and form can create optical illusions in our artwork.</p> <p>How could you use these elements in a different artwork or in real-life designs to make people see things in new ways?</p>
	Eliciting/Orienting Qu: What are 2 eliciting and 2 orienting questions you could ask during the discussion?	<p>What do you notice about the way the lines and shapes create movement or depth? Which colors or values make the parts of the illusion appear closer or farther away?</p> <p>How did you use the elements of art (line, color, value, and form) to create your illusion? What techniques or media choices helped you communicate your idea most effectively?</p>
	Conclusion: Include summary statement, question, and plan for future learning	<p>Today we learned how artists use line, color, value, and form to create optical illusions that trick the eye.</p> <p>What is one way you might use these elements in a future artwork to create movement, depth, or emphasis?</p> <p>In our next lessons, we will continue exploring how artists communicate ideas by experimenting with more advanced techniques and different media, building on what you practiced today.</p>
Post Assessment of Objectives <ul style="list-style-type: none"> ● Consider how you will determine the extent to which students are already able to use the language function and vocabulary/symbols to develop content understandings ● This should align with the summative assessment description above. ● NOTE: You may link your assessment here, if appropriate. 		<p>To determine the extent to which students can use the language function and vocabulary, I will evaluate both their artwork and their ability to communicate it. Students will complete a short reflection where they use key vocabulary (line, color, value, form, optical illusion) to describe how they created their illusion and what effect it produces. I will also circulate during group discussions to check for the correct use of terms and understanding of concepts. This aligns with the summative assessment, since both the artwork and reflection demonstrate their ability to apply elements of art, communicate ideas, and use media/techniques effectively.</p>

5E Planning Template

Use the following graphic as a checklist to support you as you write your lesson plan.

Lesson Planning: 5E

<p>Engage Possibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Question <input type="checkbox"/> Quick Game <input type="checkbox"/> Active Warm-up using prior knowledge <input type="checkbox"/> Other, as appropriate 	<p>Explore</p> <ul style="list-style-type: none"> <input type="checkbox"/> Active Learning/ Investigation <ul style="list-style-type: none"> <input type="checkbox"/> No worksheets <input type="checkbox"/> Can use a recording sheet or graphic organizer <input type="checkbox"/> Collaborative/Student to Student <input type="checkbox"/> HOT Questions 	<p>Explain</p> <ul style="list-style-type: none"> <input type="checkbox"/> Connect to Explore <ul style="list-style-type: none"> <input type="checkbox"/> Processing Opportunity (Based on the "Explore") <input type="checkbox"/> Connection to prior learning <input type="checkbox"/> Think Aloud (Students) <input type="checkbox"/> Examples (Students) <input type="checkbox"/> Anchor Chart <input type="checkbox"/> Vocabulary <input type="checkbox"/> HOT Questions 	<p>Elaborate</p> <ul style="list-style-type: none"> <input type="checkbox"/> Active Learning/ <ul style="list-style-type: none"> <input type="checkbox"/> No worksheets <input type="checkbox"/> Can use a recording sheet or graphic organizer <input type="checkbox"/> Processing Opportunity through the Discussion Framework <input type="checkbox"/> Collaborative/Student to Student <ul style="list-style-type: none"> <input type="checkbox"/> Cooperative Learning strategy <input type="checkbox"/> HOT Questions
<p>HOT Question Stems</p>	<p>Creating an Anchor Chart</p>		
<p>Culturally Responsive Practices</p> <ul style="list-style-type: none"> • Funds of Knowledge • Cooperative Learning • Power & Participation • Culture & Community • Content • Language Support • Student Value 	<p>Cooperative Learning Strategies</p> <ul style="list-style-type: none"> • Think Pair Share or Turn & Talk • Hand Up; Stand Up; Pair Up • Numbered Heads Together • Rally Robin • Concept Sort • Carousel Chart/Gallery Walk • Four Corners 	<p>Differentiation</p> <ul style="list-style-type: none"> • Content • Process • Product 	<p>Assessment Ideas for IP</p> <ul style="list-style-type: none"> • Computer game/qu • Exit Ticket/Ticket Out the Door • One question quiz/SA Qu

5E Lesson Plan: Describe each lesson plan part in detail. Be sure to include the materials needed, and allotted time for each part.

Lesson Plan Part	Allotted Time and Materials Describe the allotted time and materials needed for this part of the lesson. Include specific, differentiated supports linked directly to the unique needs of students in your class that you will be using to teach the lesson.	Detailed Description of Your Plan. <ul style="list-style-type: none"> • Describe how you will focus the students on what you are teaching. • You may use the sentence starters to help you develop your lesson. • Include the questions you will ask during this part of the lesson. Be sure to include HOT questions.
Engage		<p>I will engage students by ... OR I will engage students by having them...</p> <p>The questions I will ask are:</p>
Explore/"You Do"		<p>I will have student work...(in pairs/groups, etc)</p> <p>I will have students explore by.... (active learning)...</p> <p>Students will engage with one another by ____ and discussing ____.</p> <p>The questions I will ask are:</p>

Explain/”We Do”		<p>I will have students model how to ___ by___.</p> <p>I will have students do examples from...</p> <p>I will make sure students understand the following vocabulary ...</p> <p>I will create an anchor chart with ...</p> <p>The questions I will ask are:</p>
Elaborate/ ”You Do”		<p>I will have student work... (in pairs/groups, etc)</p> <p>I will have students.... (active learning)...</p> <p>Students will engage with one another by ____ and discussing ____.</p> <p>If students are struggling, I will ask:</p>
<p>Discussion Frame for Mini-Closure/Reflection on the Learning</p> <p>NOTE: A mini-closure could take place after Explain, as well, depending on what would be appropriate.</p>	<p>Launch: Include summary statement and divergent question to begin discussion</p>	
	<p>Eliciting/Orienting Qu: What are 2 eliciting and 2 orienting questions you could ask during the discussion?</p>	
	<p>Conclusion: Include summary statement, question, and plan for future learning</p>	
<p>Evaluate: Post-Assessment of Objectives</p> <ul style="list-style-type: none"> ● Consider how you will determine the extent to which students are already able to use the language function and vocabulary/symbols to develop content understandings ● This should align with the summative assessment description above. ● NOTE: You may link your assessment here, if appropriate. 		

Educator Biases	
<p>Based on the standards, where may your biases live?</p> <ul style="list-style-type: none"> ● Are there standards you enjoy or don't enjoy teaching? ● What are your beliefs about student knowledge and understanding of the standard? ● What were your own personal experiences as a student engaging with this standard? 	<p>I enjoy teaching optical illusions because they allow students to exercise creativity in a therapeutic way while practicing important elements of art such as line, color, pattern, and form. I believe students are capable of understanding this lesson and will find it engaging enough to continue experimenting with optical illusions even outside of instructional time. Personally, I remember being fascinated by optical illusions as a student. They challenged me to think on a deeper, almost scientific level about how our eyes can be tricked into seeing two-dimensional artwork as three-dimensional. I also value how this type of</p>

	<p>lesson gives students design autonomy, particularly through their color choices, which makes each piece unique and reflective of the individual student.</p>
<p>Based on your knowledge and/or experience of this standard, how confident are you in teaching the lesson standard?</p>	<p>Use the Likert scale below to indicate (highlight) your comfort level with teaching this standard in an upcoming lesson.</p> <p>No Confidence 1 2 3 4 5 Highly Confident</p>