

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 Alexandria Cranson	Content Art - Elements of Value, Color, and Composition
Class 3rd grade	Date 9/26/2025

<p>What standard(s) will drive your instruction? Include the TEKS, as well as the ELPS Standards.</p>	<p>TEKS - Art, Grade 3 (1)(B) - Identify elements of art such as line, color, texture, form, space, and value. (2)(C) - Demonstrate an understanding of art principles through the use of emphasis and contrast. (2)(D) - Produce drawings, paintings, and other artworks, using a variety of materials. (3)(B) - Intentionally use art elements and principles to express ideas.</p> <p>ELPS (1)(C) - Use techniques to learn new vocabulary (3)(D) - Speak using grade-level content area vocabulary in context.</p>
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<p>Why are you teaching this standard now? (What resources did you use to make this decision?)</p>	<p>Students are developmentally ready in 3rd grade to move beyond identifying the elements of art to intentionally apply them in their own artwork. Value, contrast, and color blending are foundational for creating the illusion of form, which vertically aligns with 2nd grade introduction to light/dark and prepares students for 4th grade's more advanced use of value and mixed media.</p> <p>This lesson also takes advantage of the seasonal relevance of fall imagery (pumpkins), which increases student engagement and provides a concrete, familiar subject to explore abstract concepts like highlight, shadow, and color blending.</p> <p>This decision was informed by TEKS vertical alignment: Which shows value as a bridge standard between early identification (2nd grade) and applied form/contrast (4th grade) Observation and readiness: Students have already practiced basic sketching and color use in earlier units, so this project builds naturally on those prior skills.</p>
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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	Students are introduced to basic elements of art (line, shape,
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	color) and practice simple blending/layering. They begin to identify light vs. dark areas in drawings and paint.
Following Grade	Students expand to more complex use of value and color to suggest form in multiple objects, experiment with color mixing (warm/cool interactions), and use observational drawing with increased detail and proportion control.
At what grade-levels, are there notable changes in the verbs or the content? How does this influence your planning of the lesson?	<p>2nd:verbs: identify, observe, name (lower-level cognitive verbs)</p> <p>3rd:verbs: apply, demonstrate, produce, analyze (students use elements intentionally)</p> <p>4th:verbs: create, evaluate, mix, refine (students plan and critique more complex compositions)</p> <p>Scaffold from identification and basic blending (2nd) to guided, intentional application here (3rd), while leaving room for more sophisticated mixing and critique in 4th.</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)(B) Remember - Understand	(1)(B) Low-Med	(1)(B) Students will identify value, highlight, shadow, and warm colors in pumpkin photos and in their own work.
(2)(C) Apply - Analyze	(2)(B) Medium	(2)(B) Students will apply contrast (dark vs. light) and explain where emphasis occurs on their pumpkin (stem, ridge, highlight).
(2)(D) Analyze - Create	(2)(D) Medium-High	(2)(D) Students will create a zoomed-in pumpkin artwork using at least 2 media choices (crayon/oil pastel/marker for outline).
(3)(B) Analyze - Create	(3)(B) High	Students will use value intentionally (place highlights and shadows) to convey 3-D form and crop composition for dramatic effect.
Based on the chart, what will be your Lesson Objective for this lesson?	Students will produce a zoomed-in pumpkin artwork that demonstrates the use of warm colors and at least three distinct value levels (highlight, mid-tone, shadow), and will verbally identify where highlights and shadows are during a peer check.	
How is this lesson objective connected to other disciplines (content areas) or content within this discipline?	<p>Science: Observational skills, light source & shadows.</p> <p>Math: Proportion, shape recognition (curved segments, radial lines).</p> <p>ELA: Use and practice content vocabulary (highlight, shadow, value) in oral reflection and a short written sentence.</p> <p>Seasonal/cross-curricular: Can link to fall/harvest units or a reading about pumpkins.</p>	
Will students set a learning goal? If so, how? How will	During gallery-walk reflection (exit): Each student records one "I did	

they reflect on their goal at the end of the lesson?	this well” and one “I will improve by next time”. Teacher collects these or uses them for quick conference notes.
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Key Lesson Vocabulary	Value, Highlight, Shadow, Warm Colors, Blend, Crop / Zoomed-in, Emphasis
Lesson Objective (copy and paste from above): TEKS	Students will create a zoomed-in pumpkin artwork demonstrating the use of warm colors and value (highlights, midtones, shadows) to produce the illusion of 3-D form in accordance with TEKS (1)(B), (2)(C), (2)(D), and (3)(B)
ELPS Objective (based on the ELPS standard): ELPS Standards	Students will use grade-level art vocabulary orally and in one short written sentence to describe how highlights and shadows create form (ELPS: practice content-area vocabulary and use language to describe observations).
Student Friendly Objective: I can...	“I can use warm colors, highlights, and shadows to make my pumpkin look 3D and tell a partner where my light is coming from.”

Assessment of Objective(s): How will you Formatively and Summatively assess understanding of the skills and content (including the vocabulary) of the lesson?	<p>Formative (during lesson)</p> <ul style="list-style-type: none"> - Teacher checklist while circulating: sketch composition cropped? Highlight present? At least 3 value steps? Blending attempted? - Quick oral checks: partners explain where their highlight/shadow is. <p>Summative (finished product + reflection)</p> <p>Rubric (4-point)</p> <p>Composition & Cropping:</p> <ul style="list-style-type: none"> - Strongly cropped/zoomed + dynamic (4) - Cropped and balanced (3) - Partial cropping (2) - Composition unclear. (1) <p>Use of Value:</p> <ul style="list-style-type: none"> - Clear highlight, midtone, and shadow well blended (4) - 2 value levels evident with some blending (3) - Minimal value (2) - No value (1) <p>Color Use (Warm palette):</p> <ul style="list-style-type: none"> - Uses 3+ warm colors with layering (4) - Uses 2 warm colors (3) - Limited warm colors (2) - Not using warm colors (1) <p>Vocabulary & Reflection:</p>
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	<ul style="list-style-type: none"> - Explains highlight/shadow clearly in writing/oral (4) - Partially explains (3) - Limited language (2) - No explanation (1) <p>Exit ticket prompt: Name one thing you did to make your pumpkin look 3D?</p>
Link to SSC	Student Support Chart
<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>ELPS:</p> <ul style="list-style-type: none"> - Sentence frames: “My pumpkin shows ___(highlight/shadow) because___.” - Vocabulary cards with images <p>IEP / fine-motor needs: Provide larger paper, thick oil pastels/crayons, a pre-drawn pumpkin base to color, or allow collage technique using pre-cut color strips to indicate value, and a visual timer</p> <p>For advanced learners: Offer mixed media options (tempera + pastel) or ask them to add a cast shadow on a separate piece of paper to show a light source direction.</p> <p>Flexible grouping/prompts: Use step-by-step instructions (sketch, add 3 zones, blend, outline) for students needing structure.</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>Reinforce routines</p> <ul style="list-style-type: none"> - Attention getters - Remind students of material expectations and workspace boundaries <p>Materials distribution and transitions</p> <ul style="list-style-type: none"> - Pre-sort materials into tubs (pencils, pastels, markers) Use a helper system (table leaders) to manage materials. - Transition plan: 1) put tools away, 2) push in chairs, 3) gallery walk line. Model gallery walk behavior and expectations. <p>Attention-getters:</p> <ul style="list-style-type: none"> - Class, class, yes, yes - Show me the Mona Lisa - Flat tire, shhh

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	5-7 minutes Real pumpkin Promethean Board Zoomed-in images of pumpkins (showing	I will engage students by showing real pumpkins and zoomed-in pumpkins on the screen. I'll ask students what they notice about the light and dark areas and how the light makes the pumpkin look round. I will connect this to how artists use value to make objects look three-dimensional.

	light/shadow)	<p>The questions I will ask are:</p> <ol style="list-style-type: none"> 1) Where do you see the light hitting the pumpkin? 2) Where does it look darker? 3) What makes some parts look like they're popping out? 4) Why do you think artists use both light and dark colors together?
Modeling	<p>15-20 minutes</p> <p>Drawing paper Pencils and erasers Oil pastels Teacher example Hovercam/Demo video</p>	<p>I will model how to draw a large, zoomed in pumpkin segment and add value using warm colors and blending.</p> <p>I will use this example of a finished pumpkin to show the difference between flat coloring and blended value. As I do the example, I will say: "I'm starting with the lightest orange on this side because that is where my light is shining. Now I'm pressing a little harder with my darker orange in the shadow area. See how it starts to curve around the pumpkin? I am blending where the colors meet so there's no hard line, and that makes it look rounder."</p> <p>I will teach the following vocabulary... Value, highlight, shadow, warm colors, blend, contrast, 3D form</p> <p>I will create an anchor chart with:</p> <ul style="list-style-type: none"> - Three labeled value steps: highlight, midtone, shadow - Visual examples using small pumpkin sketches to show each level of value. - Key vocabulary written with matching color examples <p>The questions I will ask are:</p> <ul style="list-style-type: none"> - How can you tell where the light is coming from? - Which part of the pumpkin would you color the lightest? - How does blending help show that the pumpkin is round? - What would happen if we didn't use any darks or lights at all?
Guided Practice	<p>20-25 minutes</p> <p>Drawing paper Pencils & erasers Oil pastels</p>	<p>I will have students work individually at first to begin applying their light source and their first layer of color, then briefly pair up with a table partner to compare where their highlights and shadows are placed.</p>

	<p>Anchor chart Teacher example</p>	<p>I will have students practice adding three zones of value (highlight, midtone, and shadow) on their pumpkin using crayons, colored pencils, or oil pastels. They will actively blend colors where they meet, testing pressure and layering techniques to create smooth transitions.</p> <p>Students will engage with one another by sharing their progress and discussing how they decided where their light source was coming from. “I made this area darker because...” “My highlight is on __ because the light is coming from.”</p> <p>The questions I will ask are... How can you tell where your light source is in your drawing? Where does the pumpkin need to be darker to look round? How can blending help connect your colors smoothly? What changes when you layer one warm color over another? Does your pumpkin look flatter or rounder after adding value? Why?</p>
<p>Independent Practice</p>	<p>20-30 minutes</p> <p>Student artwork</p> <p>Pencils and erasers</p> <p>Oil pastels</p> <p>Rubric checklist</p> <p>Teacher example</p>	<p>I will have students work individually to complete their zoomed-in pumpkin artwork, applying the full range of value (highlight, midtone, and shadow), while blending warm colors smoothly to show 3D form.</p> <p>I will have students demonstrate what they’ve learned through active art-making: layering multiple warm colors, refining blending, and adjusting shadows or highlights as needed. Students will self-check their work using the posted “3 levels of value” chart and a brief rubric checklist to guide completion.</p> <p>If students are struggling, I will ask...</p> <ul style="list-style-type: none"> - Can you show me where your light source is coming from? - Where could you make your darks darker or lights lighter? - What happens if you blend softly between these two colors? - Would adding another warm color help your pumpkin look rounder? - How can you fix an area that looks too flat?

<p>Discussion Frame for Mini-Closure/Reflection on the Learning</p> <p>NOTE: A mini-closure could take place after Guided Practice, depending on what would be appropriate.</p>	<p>Launch: Include summary statement and divergent question to begin discussion</p>	<p>Summary statement: Today, we're going to learn how artists use value (light and dark areas) to make flat shapes look 3D. We'll be studying pumpkins because their round shape and curved lines are perfect for practicing highlights and shadows. By the end of class, you'll know how to use warm colors and blending to make your pumpkin look realistic and full of form.</p> <p>Divergent question: What would happen if we used cool colors instead of warm ones? Would our pumpkin still look 3D, or would it feel different?</p>
	<p>Eliciting/Orienting Qu: What are 2 eliciting and 2 orienting questions you could ask during the discussion?</p>	<p>Eliciting questions: What happens to the color of an object when light shines on it? Where do you usually see shadows on round objects like balls or pumpkins?</p> <p>Orienting questions: How can we use light and dark areas to make our pumpkin look 3D? When we blend warm colors, how does that change the way our pumpkin looks?</p>
	<p>Conclusion: Include summary statement, question, and plan for future learning</p>	<p>Today, we learned how artists use value (the lightness and darkness of color) to make flat shapes look 3D. By adding highlights, midtones, and shadows, and blending warm colors, you created pumpkins that look realistic and full of form.</p> <p>How did adding highlights and shadows change the way your pumpkin looked? What would happen if we didn't include value in our artwork? How would it look different?</p>
<p>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. 		<p>To assess student understanding, I will evaluate final artworks using the rubric for value, color blending, composition, and vocabulary use. During reflection, students will describe their highlights and shadows using key terms such as value, highlight, and shadow in sentence frames. Their ability to use this vocabulary and demonstrate three distinct value levels in their artwork will show mastery of how value levels in their artwork will show mastery of how value and blending create the illusion of 3D form.</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><u>HOT Question Stems</u></p>	<p><u>Creating an Anchor Chart</u></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 <i>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.</i>	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		I will engage students by ... OR I will engage students by having them...

		The questions I will ask are:
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>	Launch: Include summary statement and divergent question to begin discussion	
	Eliciting/Orienting Qu: What are 2 eliciting and 2 orienting questions you could ask during the discussion?	
	Conclusion: Include summary statement, question, and plan for future learning	
<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>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>