

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	Date 3/20/2026
Grade level 5th	Content/Subject Art - One Point Perspective, Depth, & Space

TEKS:	TEKS 5.1(A) Develop ideas from observation and imagination 5.2(A) Explore and apply elements of art including line, space, and value 5.3(A) Create artworks using perspective to show depth 5.4(A) Analyze and evaluate artworks using art vocabulary
ELPS (based on the ELPS standard): ELPS Standards	ELPS ELPS 1C: Use visual and contextual supports ELPS 3E: Share ideas using grade-level vocabulary ELPS 4F: Demonstrate understanding through visuals
Student Friendly Objective: I can...	I can use one-point perspective and a vanishing point to create the illusion of depth in my artwork.

Assessment of Objective(s): How will you Formatively and Summatively assess understanding of the skills and content (including the vocabulary) of the lesson?	Formative - Turn and talk about depth vs flat drawings - Verbal explanation of vanishing point - Checkpoints during the drawing process - Teacher questioning during work time Summative - Create a 3D name or object using one-point perspective - Correct use of vanishing point - Lines are consistently drawn toward the vanishing point - Demonstration of depth through color/shading - craftsmanship
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Data: (1) How do you anticipate your students' performance on this lesson? (2) What data (observation/assessments/previous lessons, etc) do you have that informs how you anticipate they will perform? (3) How are you using that information to inform your instructional plan?	Students previously: - struggle with ruler use and straight lines - Need modeling for spatial concepts - Often forget to connect lines to the vanishing point Instructional plan adjustment: step-by-step modeling with visual demo Anchor chart of block letters Stop and check before moving on
Assessment of Objectives ● Consider how you will determine mastery of the objective. ○ NOTE: This could be your Independent Practice, Exit Ticket, Demonstration of Learning, or the Evaluate part of the lesson.	Product Evidence: - Clearly defined vanishing point - Lines correctly drawn toward the vanishing point - 3D illusion visible - Completed artwork Process Evidence: - The student explains how depth is created - Student identifies vanishing point - The student uses a ruler correctly Rubric scale: 4 - strong depth, accurate perspective, clean craftsmanship 3 - correct perspective, minor errors 2 - inconsistent perspective 1 - incomplete or lacks understanding

Describe requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.	- Aligns with the district unit on space and perspective - Builds foundational drawing skills - Prepares for more advanced perspective work - Emphasis on precision and observation
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Number of Students in the Class	36	
	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
IEPs/504 Plans: Classification/Needs	1	Task persistence Emotional regulation Verbal encouragement Offer the option to start over
Language Needs		
Other Needs		
Differentiation (including accommodations and modifications of content, materials, delivery, activity, assignment, assessment, etc.) Based on students' needs, how do you plan to differentiate throughout the lesson?	Pre-drawn horizon line for struggling students Option to trace block letters Advanced students add shading or a background scene Visual step-by-step directions at each table	

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

Traditional Planning Template		
The graphic includes high quality best practices for the Traditional LP. 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 <u>HOT Question Stems</u>	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 <u>Creating an Anchor Chart</u>	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
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 Preparation	Allotted Time and Materials 3 class periods	Detailed Description of Your Plan. • Materials: • Pencil • Ruler • Paper • Colored pencils/markers • Example sheet (block letters)
Focus/Engage	5-7 minutes Promethean board Images that show one-point perspective	Introduce concept: Perspective Show examples of: 3D name drawings Railroad tracks / roads disappearing Discussion Questions: What do you notice about these drawings?

		Why do things look smaller far away? Where do all the lines go? Turn and talk: Where have you seen perspective in real life?
Concept Development/ Direct Teach (Modeling)	20 - 25 minutes Drawing paper Pencils and erasers Rulers Hovercam/demo video Teacher example Anchor chart	Day 1: Direct Teach I will model: Drawing a horizon line Placing a vanishing point Drawing block letters Connecting lines to the vanishing point I will say: “If your lines don’t go to the vanishing point, it won’t look 3D.” Steps: Draw block letters Draw lines from corners to the vanishing point Connect lines to form 3D shapes CFU Questions: What happens if your lines don’t meet the point? Why do we use a ruler? Day 2: Color and Finish Students will Add color to show depth Use darker colors on the sides Add details/designs Teacher Questions: Where is your vanishing point? How are you showing depth? Which side is closest to the viewer?
Practice (GP/IP)	25-30 minutes Drawing paper Pencils and erasers Rulers Teacher example	Students will: Begin drawing their 3D name Apply one-point perspective rules Continue work independently The teacher will: Circulate and support Pause for “stop and check moments.” Pull small groups if needed CFU: Show me your vanishing point. Are all your lines going to it? Where is depth happening?

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	Summary statement; Artists use perspective to create depth and make drawings look 3D. Divergent question: How would your drawing look if there was no vanishing point?
	Eliciting: What are 2 HOT questions you could ask during the discussion?	Eliciting Qu 1 How does the vanishing point create depth? Eliciting Qu 2 Why do artists use perspective instead of flat drawings?
	Conclusion: Include summary statement, question, and plan for future learning	Summary Statement: Perspective helps turn flat drawings into realistic space. Question: How did you make your name look 3D today? Plan for future learning: Next class, we will add color and details to enhance depth.
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?		Attention getters Transitions: Supply manager passes out rulers Table captains collect materials Instructions posted visually Rules reinforced: Use rulers correctly Stay seated during drawing Respect materials Supports: Visual timer Stop and check before coloring Step-by-step directions posted

5E Planning Template

The graphic includes high quality best practices for the 5E LP. Use the following graphic as a checklist to support you as you write your lesson plan.

Lesson Planning: 5E

Engage Possibilities ☐ Question ☐ Quick Game ☐ Active Warm-up using prior knowledge ☐ Other, as appropriate	Explore ☐ Active Learning/ Investigation ☐ No worksheets ☐ Can use a recording sheet or graphic organizer ☐ Collaborative/Student to Student ☐ HOT Questions	Explain ☐ Connect to Explore ☐ Processing Opportunity (Based on the "Explore") ☐ Connection to prior learning ☐ Think Aloud (Students) ☐ Examples (Students) ☐ Anchor Chart ☐ Vocabulary ☐ HOT Questions	Elaborate ☐ Active Learning/ ☐ No worksheets ☐ Can use a recording sheet or graphic organizer ☐ Processing Opportunity through the Discussion Framework ☐ Collaborative/Student to Student ☐ Cooperative Learning strategy ☐ HOT Questions
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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

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. - Using the district curriculum, describe what will happen in each part of the lesson. - You may use the sentence starters to help you develop your lesson to ensure best practices are included in your LP. - Be sure to include the questions you will ask during this part of the lesson.
Engage		I will engage students by ... OR I will engage students by having them... The questions I will ask are:
Explore		I will have student work...(in pairs/groups, etc) I will have students explore by.... Students will engage with one another by ____ and discussing ____. The questions I will ask are:
Explain		I will have students model how to ____ by ____. I will have students do examples from... I will make sure students understand the following key vocabulary ...

		The anchor chart/visual will include ... The questions I will ask are:
Elaborate		I will have student work... (in pairs/groups, etc) I will have students.... (active learning)... Students will engage with one another by ____ and discussing ____. If students are struggling, I will ask:
Discussion Frame for Mini-Closure/Reflection on the Learning NOTE: A mini-closure could take place after Explain, as well, depending on what would be appropriate.	Launch: Include summary statement and divergent question to begin discussion	Summary statement; Divergent question:
	Eliciting/Orienting Qu: What are 2 eliciting and 2 orienting questions you could ask during the discussion?	Eliciting Qu 1 Eliciting Qu 2
	Conclusion: Include summary statement, question, and plan for future learning	Summary Statement: Question Plan for future learning:
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?		