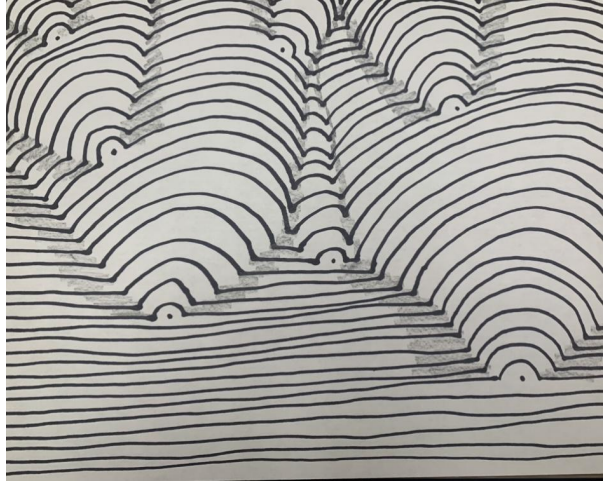
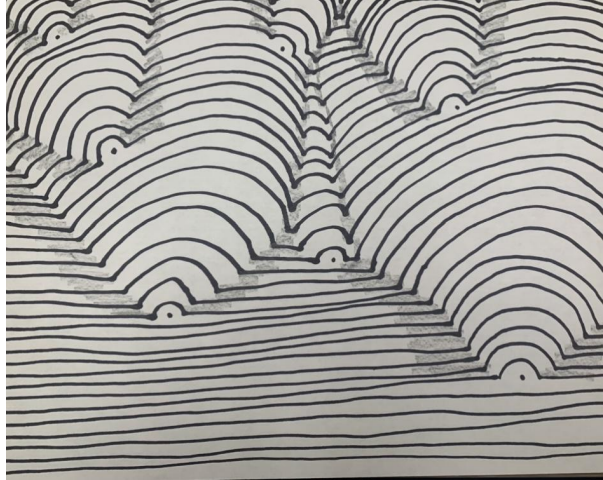



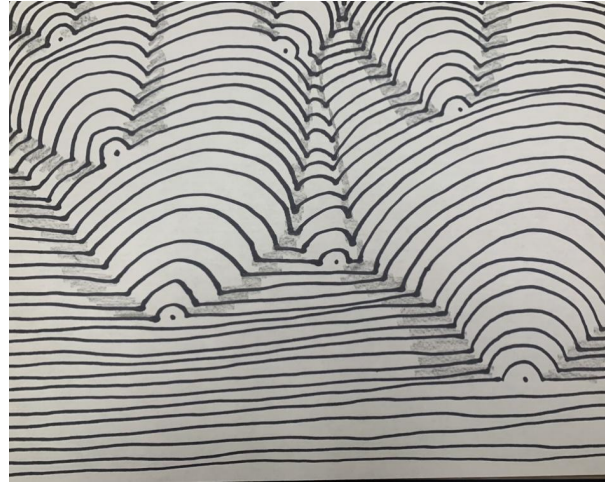
<p><b>Teacher:</b> Sydney Sanford  <b>Subject:</b> Art</p>	<p>SCTS 4.0 Requirements</p> 
<p>Time Frame: 1 Class Period</p> <p>Unit: Optical Illusions</p>	<p>Grade Level: 4th &amp; 5th Grade</p> <p>Lesson: Line Optical Illusion.</p>
<p>SCCCS Standards:  (grade level.strand.key idea.  Standard-standard indicator - ex. 3.RL.P.2-2.1  - type out entire indicator)  4th &amp; 5th Grade Artistic Processes: Creating-  I can make artwork using a variety of  materials, techniques, and processes. Anchor  Standard 1: I can use the elements and  principles of art to create artwork.  Benchmark VA.CR NH.1</p> <p>SWBAT...</p> <ul style="list-style-type: none"> <li>● Students will listen to instructions by the teacher</li> <li>● Students will Create a drawing with 7 dots and create an optical illusion.</li> <li>● Students will be able to use the materials safely.</li> </ul>	<p>1.1 Design/Plan:  The design plan</p> <ul style="list-style-type: none"> <li>● Students will listen to instructions by the teacher <ul style="list-style-type: none"> <li>○ This will be graded based on teacher observations</li> </ul> </li> <li>● Students will Create a drawing with 7 dots and create an optical illusion. <ul style="list-style-type: none"> <li>○ This will be assessed based on students ability to follow directions.</li> </ul> </li> <li>● Students will be able to use the materials safely.</li> </ul> <p>3.1 Instruction:  Creating- I can make artwork using a variety of materials, techniques, and processes.  Anchor Standard 1: I can use the elements and principles of art to create artwork.  Benchmark VA.CR NH.1</p>

<p><b>Teacher:</b> Sydney Sanford  <b>Subject:</b> Art</p>	<p>SCTS 4.0 Requirements</p> 
<p>Essential Question(s):  What exactly do you want your students to learn from this lesson?  The students will learn how to create and identify optical illusions.</p>	<p>1.1 Design/Plan  Students will learn these essential questions during the lesson and while working on the project.  3.1 Instruction:  VA.CR NH.1.1</p>
<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>● Paper</li> <li>● Pencil</li> <li>● Sharpie</li> <li>● Colored Markers</li> </ul>	<p>3.5 Instruction: Activities &amp; Materials</p> <ol style="list-style-type: none"> <li>1. Students will listen to the teacher explain the lesson.</li> <li>2. Students will then draw 7 dots on their paper</li> <li>3. Students will then draw lines with rainbow loops over the dots to create the illusion.</li> <li>4. Students will then be able to color their creation.</li> </ol>
<p>Grouping and Differentiation:  Individual Project</p>	<p>1.1 Design/Plan  Early finishers will have to write a paragraph on how their work creates an optical illusion.  3.8 Instruction  This will be an individual project. Each student will make their own project</p>

<p><b>Teacher:</b> Sydney Sanford <b>Subject:</b> Art</p>	<p>SCTS 4.0 Requirements</p> 
	<p>3.10 Instruction - Teacher Knowledge of Students - Differentiation accommodations - Students with IEPs and different disabilities will be given more time and/or different materials in order to be able to finish their project and so that they can be satisfied by it.</p>
<p>Hook/Activity: The beginning hook will be looking at various optical illusion artists and a powerpoint showing the students how to make their own.</p>	<p>3.2 Instruction - Students will be motivated by viewing the slides presentation</p>
<p>Plan for Instruction: Beginning:  The beginning will be looking at various optical illusion artists and a powerpoint showing the students how to make their own.  Middle:  The middle will be where the students are creating their projects with teacher help and supervision.</p>	<p>1.2 Design/Plan -Student work will be Assessed by their completion of the project. 3.3 Instruction - Presentation Students will have the choice to present their work if they choose to. 3.4 Instruction - Project should only take one class period 3.5 Instruction -</p> <ul style="list-style-type: none"> <li>● Paper <ul style="list-style-type: none"> <li>○ For project</li> </ul> </li> <li>● Pencil <ul style="list-style-type: none"> <li>○ For Shading</li> </ul> </li> </ul>

**Teacher:** Sydney Sanford  
**Subject:** Art

SCTS 4.0 Requirements



**End:**  
 Students will be able to share their work if they want to and early finishers will write a...  
 ...paragraph of how their work is an optical illusion.

- Sharpie
  - For lines and dots

3.8/3.10 Instruction -  
 Grouping will be individual because This project is best done independently.  
 3.9 Instruction - Teacher Content  
 Knowledge is well done because of the example work.  
 3.11 Instruction- Thinking  
 3.12 Instruction - Problem Solving  
 Teacher will supervise the project to make sure Every student understands.

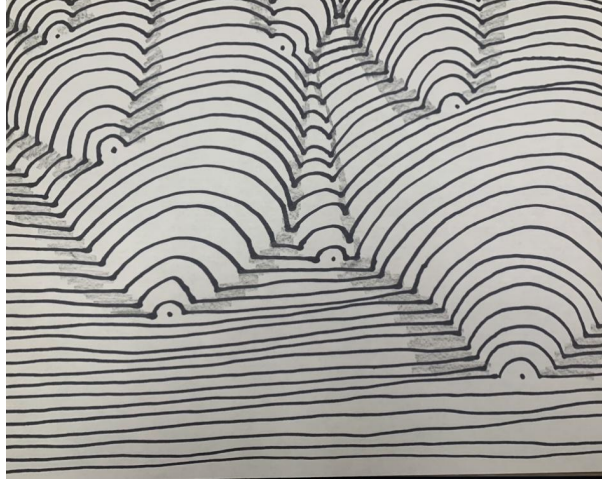
**Evaluation and Assessment of Learning:**

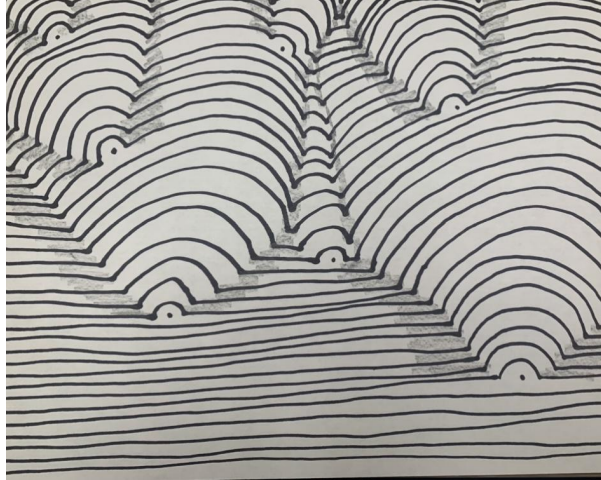
Assessment Rubric				
	Exemplary	Proficient	Basic	Below Basic
Lesson	Students are engaged, listening, and participating in the lesson.	Students are participating in the lesson.	Students are somewhat listening.	Students are not listening to the lesson.
Project	Students put effort and use their creativity into making their project.	Students put effort into their project.	Students make a project.	Students do not complete the project.
Clean Up	Students are safe and orderly when cleaning up.	Students clean up.	Students miss a few things but attempt to clean up.	Students do not clean up.

1.3 Design/Plan -  
 Assessment will based on a rubric

**Describe, Analyze, Reflect):**

How effective was the lesson?  
 How did strategies/activities deepen student understanding?

<p><b>Teacher:</b> Sydney Sanford <b>Subject:</b> Art</p>	<p>SCTS 4.0 Requirements</p> 
	<p>What caused the lesson to go well?          What challenges did you face?          How will you link this lesson to future learning?          What learning did you take away from this lesson?          What would you do differently next time?</p>
<p>21st Century Skills – select at least 3 of the appropriate skill(s) and provide evidence of how each was used in lesson</p> <ul style="list-style-type: none"> <li>● Understanding of optical illusion</li> <li>● Use of art materials</li> <li>● Following directions</li> </ul>	
<p>Thinking and Learning Skills          Following directions          Listening skills          Presentation skills</p>	<p>Life Skills          Listening Skills          Comprehension skills          Asking for help if needed</p>
	<p>3.11 Instruction- Thinking</p>

<p><b>Teacher:</b> Sydney Sanford <b>Subject:</b> Art</p>	<p>SCTS 4.0 Requirements</p> 
	<p>3.12 Instruction - Problem Solving Skills will be implemented throughout the children creating the project.</p>

### Design

DE Creating:I can conceive and develop new design ideas and work.

Standard 1: I can conceive and develop a design challenge.

Standard 2: I can research to explore and identify aspects of the design challenge.

Standard 3: I can select and create possible solutions to the design challenge.

Standard 4: I can create an original prototype.

DE Presenting:I can present new design ideas and work.

Standard 5: I can present my final design solution.

DE Responding:I can respond to feedback from others on new design ideas and work.

Standard 6: I can reflect and revise based on feedback and input.

DE Connecting:I can relate artistic ideas and work with personal meaning and external context.

Standard 7: I can identify and examine design through history and world culture.

Standard 8: I can relate design ideas to other arts disciplines, content areas, and careers.

### Media Arts

MA Creating:I can conceive and develop new design ideas and work.

Standard 1: I can use past, current and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.

Standard 2: I can organize, improve, and complete artistic work using media arts elements and principles.

MA Presenting:I can share artistic ideas and work.

Standard 3: I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.

MA Responding:

I can interpret (read) and evaluate how media is represented and conveys meaning.

Standard 4: I can describe, analyze, and evaluate the meaning of my work and the work of others.

MA Connecting:

I can relate artistic ideas and work with personal meaning and external context.

Standard 5: I can examine the role of media arts through history and cultures.

Standard 6: I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.