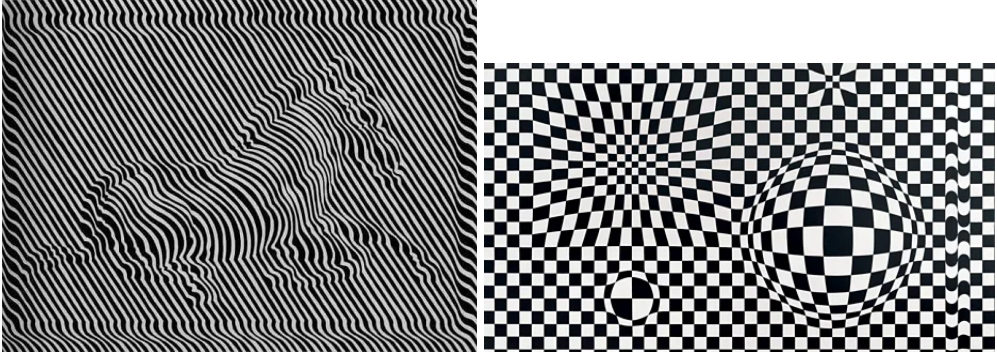
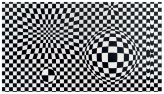






## Optical Illusion Lesson Plan

<p><b>Title:</b> Optical Illusions</p> <p><b>Time-Span:</b> 1 class - 50 minutes</p> <p><b>Grade:</b> 4th Grade</p> <p><b>Author:</b> Megan Solis</p>	<p><b>Lesson Description</b></p> <p>Inspired by the work of Victor Vasarely, students will draw cones that look 3-dimensional. This is done on white paper, using black Sharpies and organic shapes, along with the practice of highlights and shadows.</p>
<p><b>Essential Question</b></p> <p>How can I create form on a 2-dimensional surface?</p>	<p><b>Provoking Questions</b></p> <p>What makes drawings look 3-dimensional?          How do artists trick the eye and brain into seeing something that isn't really there?          How does light and shadow impact the way we perceive shapes?</p>
<p><b>Visual Provocation:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <p>Victor Vasarely</p>	

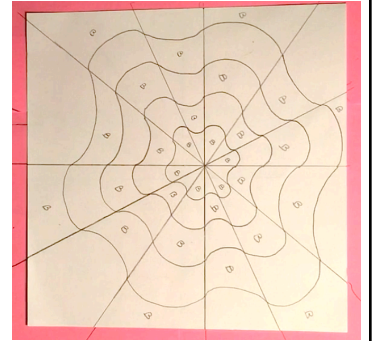
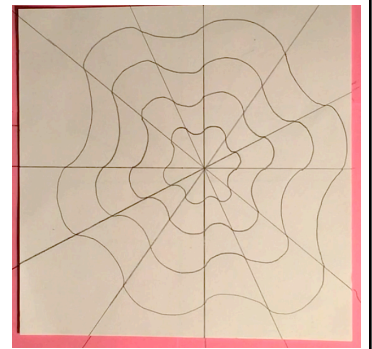
Maine Learning Results	Lesson Objectives	Assessment
<p>D.A3.4</p> <p>Revise artwork in progress on the basis of insights gained through peer discussion.</p>	<p>Students will map out a plan of where to add color to create an illusion effect. They will discuss their plan with a friend and revise their work if needed.</p>	<p>Formative: Peer check-in.  <a href="#">Table instructional sheet for discussion</a></p> <div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p style="text-align: center; background-color: #f0f0f0;"><b>FRIEND CHECK-IN + REVISE</b></p> <p><b>Question:</b> Does my plan show that I will color in <b>ONLY</b> every other shape?</p> <p><b>Yes =</b> Raise your hand and Ms. Megan will bring you a sharpie for step #5!</p> <p><b>No =</b> Work with your partner to edit your work to meet this requirement.</p> <p><b>Examples to reference:</b></p> <div style="display: flex; justify-content: space-around;">   </div> </div>
<p>D.C3.4</p> <p>Apply one set of criteria to evaluate more than one work of art.</p>	<p>Students will evaluate their artwork and the artwork of historical artist Victor Vasarely looking for the accomplishment of creating optical illusions.</p>	<p>Formative: <a href="#">Exit Ticket</a></p>

		<p>Name: _____ Optical Illusions - Exit Ticket</p> <p><b>Reflect on <u>YOUR</u> Work:</b></p> <p style="text-align: center;">✓                      ✗</p> <table border="1"> <tr> <td>Does your work use alternating colors?</td> <td></td> <td></td> </tr> <tr> <td>Does your work use highlights and shadows?</td> <td></td> <td></td> </tr> <tr> <td>Does your work look 3-D?</td> <td></td> <td></td> </tr> </table> <p><b>Reflect on the work of <u>Vasarely</u>:</b></p>  <p style="text-align: center;">✓                      ✗</p> <table border="1"> <tr> <td>Does Vasarely's work use alternating colors?</td> <td></td> <td></td> </tr> <tr> <td>Does Vasarely's work use highlights and shadows?</td> <td></td> <td></td> </tr> <tr> <td>Does Vasarely's work look 3-D?</td> <td></td> <td></td> </tr> </table>	Does your work use alternating colors?			Does your work use highlights and shadows?			Does your work look 3-D?			Does Vasarely's work use alternating colors?			Does Vasarely's work use highlights and shadows?			Does Vasarely's work look 3-D?		
Does your work use alternating colors?																				
Does your work use highlights and shadows?																				
Does your work look 3-D?																				
Does Vasarely's work use alternating colors?																				
Does Vasarely's work use highlights and shadows?																				
Does Vasarely's work look 3-D?																				
D.A2.4A Explore and invent art-making techniques and approaches.	Students will create their own optical illusions by exploring the techniques of creating form on a 2-dimensional surface.	<p>Summative: Single-point rubric</p> <p> Megan S_Op Illusions_Modifi...</p>																		

Vocabulary	Materials	Instructional Resources
<p>Optical Illusion – A picture that tricks your eyes! It might look like it's moving or popping out, but it's really just flat.</p> <p>Form – A shape that looks like it has sides and pops out, like a ball or a cube.</p> <p>Highlight – The brightest part of something! It's where the light shines the most.</p> <p>Shadow – The darkest part of something! It's where the light can't reach.</p>	<p>Sharpie</p> <p>Pencil</p> <p>Ruler</p> <p>Erasers</p> <p>Black colored pencils</p> <p>White Colored Pencils</p> <p>Pre-cut square paper</p>	<p> Optical Illusions 4th grade 2/3</p> <p>Step-by-step photo guide (slide #10)</p> <p><a href="https://docs.google.com/presentation/d/1cCEb5wKUAY2PffVgFhMmHBczkIRIfFK7AqzoKB9ZYAg/edit?usp=sharing">https://docs.google.com/presentation/d/1cCEb5wKUAY2PffVgFhMmHBczkIRIfFK7AqzoKB9ZYAg/edit?usp=sharing</a></p>

Direct Instruction	Evidence of Making
--------------------	--------------------

Class discussion about historical artist Victor Varsarely: 5 minutes  
 Live demo: 5 minutes (max)  
 Work time: 30 minutes  
 Students will create optical illusions of cones by using curved lines, block coloring, highlights, and shadows.  
 - 2 formative assessments will happen during work time (5 minutes total)  
 Clean-up time: 5 minutes  
 Total= 50 minutes  
 Class dismissed.



### Clean up

Around the 5-minute mark at the end of class, I will announce clean-up time. Students will return supplies to their designated homes, label their papers (if they have not done so already), and put their artwork in their cubbies.

### Technology

Computer  
 Projector  
 Camera to show my live demo on the projector

### Accommodations/Modifications

Step-by-step instructions will be available on the projector for anyone who struggles with remembering the process  
 Some papers will have pre-drawn lines (these will be given out on a basis of need)  
 Early finishers will have choice time to work on other art projects

### Teacher Prep

Teacher will create a slideshow presentation  
 Teacher will create demo materials  
 Teacher will pre-cut square paper  
 Teacher will set out any supplies (as necessary)