Lesson: Showing Depth (ADHA Modification)  Length: 50 minutes

Age or Grade Intended: 4th Grade

Academic Standards:
3.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary), lines (characteristics and qualities), textures (tactile and visual), and space (placement/overlapping/negative/positive/size), in their work and the works of others.

3.9.2 Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories including:
   DRAWING: Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals
   Processes: contour line, rendering, sketching, value

Performance Objectives:
1. Given a picture displaying middle ground, background, and foreground, students will identify the specific parts correctly.

2. Given 3 different sizes of paper, students will draw displaying the parts of the picture for 100% accuracy.

Advanced Preparation by Teacher:
- Make an agenda for the class period
- Write on the board the discussion question
- Make worksheet that demonstrates what the lesson means
- Make a slide show for Michael Sowa’s works
- Gather materials needed: paper, markers, scissors, stapler
- Make a worksheet to test what the student knows
- Produce examples of the projects

Procedure:
Introduction:
Students will be asked to explain what fantasy means from the vocabulary list that they learned last class and write it down on paper. They will be able to look at the wall to find the collage of it while the teacher is taking attendance. The teacher will pass out papers of the agenda for that day or write it on the board. Students will receive a work sheet that demonstrates what foreground, middle ground, and back ground means. Students will be introduced to a slide
show of Michael Sowa’s works of art to examine where these words fit into the picture and how they would use it in their own art. Students will get a short introduction on how to use and blend oil pastels. Then the teacher will demonstrate how each layer of paper can be different sizes but should keep the same theme throughout.

**Step-by-Step:**

1. While the teacher is passing out papers and materials, students will take out a piece of paper and start brainstorming what they want their picture to be of or what theme will it have.
2. After students have their ideas, the teacher will pass out the instructions and go over them with the class. The teacher will read and model the instructions.
3. To make sure everyone understands, the teacher will ask questions like: What do you do first? Where should the pieces be? What size should something far away be?
4. Students will cut out 3 sizes of squares. 1 big piece, 1 medium piece, and 1 small piece. Students will draw their background on their big piece, middle on the medium, and foreground on the small piece.
5. When students are finished the pieces will overlap each other to form a picture. The teacher will staple the pieces together.

**Closure:**

When finished, students will clean up the mess. When cleaned up students will have the chance to tell the class about their art and demonstrate were their foreground, middle ground, and background are. Students will be reminded that they have a worksheet and it is do at the beginning of the next class.

**Adaptations:** Students with ADHD need a lot of modifications to the classroom and the lesson. The adaptations that the teacher should make include:

1. Students should receive written out plans for the day or period. Use simple text and underline or **bold** important items.
2. The assignments should be broken down into parts.
3. The teacher should model the instructions.
4. The examples should be kept out so the students can refer back to them.
5. It helps some students to have classical music in the background to calm them.
6. The rules should be written out and kept visual.

Different multiple intelligences were also used:

- **Math**- They use logic and problem solving to better understand where parts of the picture are. Students also use different sizes of shapes to work with.
- **Naturalist**- Students make distinctions of places on the picture and can use knowledge of nature to find the perspective.
- **Verbal**- Students see where words go in relationship to the picture.