Unit 3: Three Dimensional Effects

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Week 21**
Length: **12 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn about three-dimensional drawing. They will learn how artists divide space within a picture. They will also learn about perspective and how to draw using perspective. Students will develop techniques for placing objects in the foreground and background of a picture.

Standards

VPA.K-2.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
VPA.K-2.1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
VPA.K-2.1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
VPA.K-2.1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
VPA.K-2.1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
VPA.K-2.1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
VPA.K-2.1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
VPA.K-2.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Essential Questions

1. How does perspective create the illusion of space on a two-dimensional space?

2. How do size relationships affect the viewer's perception of the fore, middle and background?

3. How is three-dimensional artwork unique?

Application of Knowledge and Skills...

Students will know that...

- 1. Perspective is the technique used to represent a three-dimensional world on a two-dimensional surface.
- 2. Lines in a picture separating a wall from the floor are considered part of the wall in the drawing.
- 3. Vincent van Gogh's artwork was the inspiration for many twentieth century painters.
- 4. Claude Monet's work was meant to capture the "impression" of a moment.
- 5. Cubism is a type of art that uses geometric shapes in an abstract setting.
- 6. In a drawing, nearer objects are larger and closer to the bottom of the picture.
- 7. Painting scenes of nature is common all over the world.
- 8. Artwork about cities is called a cityscape.

Students will be able to...

- a. Use the perspective technique.
- b. Draw a picture of a corner of a room where walls and floor meet.
- c. Identify the artwork of Vincent van Gogh.
- d. Explain the meaning of the impressionist style of artwork.
- e. Define the artistic style of cubism.
- f. Identify which objects are nearer to the viewer in a picture, and which objects are farther away.
- g. Create a nature scene using styles of different artistic traditions.
- h. Create a cityscape, accurately and proportionally representing foreground and background objects.

Assessments

- Cityscape Summative: Visual Arts Project Students will create a cityscape by cutting triangles, rectangles, and squares of construction paper and gluing them onto blank white paper. Using crayons, students will draw windows and doors on the buildings. Emphasis will be placed on location of foreground and background buildings. 1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.B.3
- Bridge Formative: Other visual assessments Using watercolor, students will paint a bridge over a lake and add other details to the landscape. 1.1.2.D.1 1.4.2.B.3
- Cherry Tree Formative: Other visual assessments Students will paint a Japanese cherry tree. They will paint the cherry blossoms by holding the end of the brush, in order to achieve a natural feeling. 1.2.2.A.1 1.4.2.B.3
- Corner of a Room Diagnostic: Other visual assessments Students will draw the corner of a room to measure the accuracy of drawing the walls meeting. 1.1.2.D.1 1.3.2.D.1

- Draw your Bedroom Formative: Other visual assessments Students will make a three-dimensional drawing of a corner of their bedroom. The drawing will include furniture. 1.3.2.D.3 1.3.2.D.5
- Early Cubism Formative: Other visual assessments Students will cut black strips of construction paper and glue them to blank white paper, intersecting the black strips at right angles. In the spaces created, they will construct a design by coloring some of the spaces and leaving others blank. 1.2.2.A.1 1.3.2.D.5
- Playground Formative: Other visual assessments Students will draw a three-dimesional picture of a playground and children playing a variety of games in different locations in the park. 1.3.2.D.3 1.4.2.B.2
- Vincent van Gogh Paintings Formative: Other visual assessments Students will draw "art notes" while watching a van Gogh video using any picture from the video. 1.2.2.A.1 1.3.2.D.4

Activities

- Show Pippin's *Domino Players*; discuss how Pippin is able to convey a sense of three dimensions in the painting
- Show van Gogh's *The Bedroom in Arles*; point out the techniques van Gogh used to make the nightstand and bed appear three-dimensional
- Watch a DVD about the life, career, and artwork of Vincent van Gogh
- Watch a DVD about the life, career, and artwork of Claude Monet; discuss the *Water Lilies* series and how the paintings evoke imaginative senses
- View the work of Piet Mondrian and discuss critically the lines, shapes, and colors used in his artwork
- Demonstrate proper marker technique
- Show pictures of people playing in a park; focus on certain people in the picture and describe their activity
- Move around the room and engage in different activities, such as running, jumping, catching
- While students move around the room, their peers will notice how their body positions change; particular attention should be paid to bending wrists, knees, elbows, and spines
- Choose a piece of student-created art and critique their art orally with the teacher
- Show pictures of Japanese cherry blossoms, such as the trees located in the small gardens found in Washington, D.C.
- Demonstrate how painting with the end of the paintbrush can convey a sense of vitality and energy within a painting
- Look at pictures of cityscapes and notice the different shapes which are present in the buildings located in cityscapes
- Discuss the merits of cityscapes which are orientated vertically compared to horizontally

Activities to Differentiate Instruction

- In a drawing of their bedroom, all students will be expected to include a bed and at least one table; advanced students may include windows, wall art, and chairs
- In the students' "Bridge" artwork, they will include a lake, bridge, trees, and flowers; advanced students may also include a scenic walking path
- In the "Playground" picture, the students will start with individuals or pairs of people engaged in activities; students who demonstrate mastery, will be encouraged to draw a baseball game in progress in the far back corner of the park
- Students work at their own pace/teacher-reduced project expectations

- Review and repeat instructions
- Use proximity control
- Incorporate frequent modeling and prompting

Integrated/Cross-Disciplinary Instruction

In science class, students will learn about different genera of trees, including the Japanese cherry blossoms. Students will learn from which family of trees the cherry blossom originates.

Resources

- Adventures in Art by Laura H. Chapman, Davis Publications, 2008
- *Domino Players* by Horace Pippin
- *The Bedroom in Arles* by Vincent van Gogh
- Getting to Know the World's Greatest Artists by Mike Venezia, Getting to Know Incorporated, 2008
- *Water Lilies* series by Claude Monet
- Large reproductions of cherry trees
- Large reproductions of cityscapes
- Art supplies