Unit 3: Perspective

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Week 21**
Length: **8 Weeks**
Status: **Published**

Unit Overview

In this unit, students will develop their technical skills in perspective by practicing overlapping figures in their artwork. Student technical progression will occur through creating pictures using both human and inanimate subjects.

Standards

VPA.3-5.1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
VPA.3-5.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
VPA.3-5.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.3-5.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.3-5.1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
VPA.3-5.1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
VPA.3-5.1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
VPA.3-5.1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
VPA.3-5.1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

Essential Questions

1. Where do artists get their ideas?

2. How does visual art contribute to our shared cultural heritage?

3. Why is the utilization of perspective so important to creating artwork?

Application of Knowledge and Skills...

Students will know that...

- 1. Artists overlap figures in a picture to signify one object is nearer than another.
- 2. When looking at a picture, larger figures are generally closer to the viewer.
- 3. Perspective is the technique of showing things that are near or far in a picture.
- 4. Still-life is art based on non-moving and non-living objects.
- 5. Vincent van Gogh's style of painting pioneered the trend in art for more expressive and vibrant pictures.

Students will be able to...

- a. Identify which figures are nearer the foreground of the picture based on their positioning.
- b. Create artwork with larger figures in the foreground.
- c. Use the technique of perspective to show figures in a picture as near or far away.
- d. Create still-life art, which utilizes the perspective technique.
- e. Adapt the style of van Gogh to create an expressive still-life.

Assessments

- Sunflowers Still-Life - Oil Pastels Summative: Visual Arts Project Students will apply color to their "Sunflowers Still-Life" imitating the style of van Gogh through the use of dashes of color, frequent swirls, and thick strokes. 1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5
- Jacob Lawrence Diagnostic: Other visual assessments Students will look at prints created by the artist, Jacob Lawrence, and explain how the artist signified one figure as closer to the viewer than another. 1.1.5.D.1 1.2.5.A.1 1.2.5.A.2
- Stage Scene Formative: Other visual assessments Students will draw a stage showing several people and objects. They will draw themselves as the largest figure in the center of the stage. 1.2.5.A.2 1.3.5.D.1
- Stage Scene-Markers Formative: Other visual assessments After students have drawn at least three rows of overlapping figures, they will use markers to color their stage scene. 1.1.5.D.2 1.2.5.A.2 1.3.5.D.1

1.3.5.D.2

- Sunflowers Still-Life Formative: Other visual assessments Students will draw a vase of sunflowers.

1.1.5.D.1 1.3.5.D.1 1.3.5.D.3

Activities

- Discuss that near people in a picture are the larger figures and are generally positioned toward the bottom of the picture
- Discuss how overlapping figures allow a viewer to perceive one person as closer than another
- Review prior knowledge about van Gogh
- Read Camille and the Sunflowers to the class
- Show van Gogh's *Sunflowers* series; discuss why he painted this subject
- Discuss how still-life pictures are excellent examples of perspective paintings
- Demonstrate how to begin drawing a still-life picture
- Demonstrate how to use oil pastels, emphasizing how short strokes, convey a sense of energy

Activities to Differentiate Instruction

- As students create the "Stage Scene" picture, they will overlap a minimum of three characters/objects to create an illusion of near and far, advanced students will include a fourth level of characters/objects
- In the "Sunflowers Still-Life", students will include between varying numbers of sunflowers in their vase
- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions
- Use proximity control
- Incorporate frequent modeling and prompting
- Use visuals, when possible, to accompany instructions
- Preferential seating

Integrated/Cross-Disciplinary Instruction

In social studies classes, students will learn how African-American leaders, such as Martin Luther King, Jr., protested for better treatment of African-Americans in the USA during the 1950s and 1960s. Discuss with the students that artist, Jacob Lawrence always portrayed African-American subjects in his paintings, because he considered his artwork a forum for protest against African-American mistreatment.

Resources

- Adventures in Art, Grade Three by Laura H. Chapman, Davis Publications, 2008
- Camille and the Sunflowers by Laurence Anholt, Barron's Educational Series, 1994
- *Sunflowers* series by Vincent van Gogh
- Art supplies