

# Unit 1: Perspective

Content Area: **Visual Arts**  
Course(s): **Visual Arts**  
Time Period: **Week 1**  
Length: **5 Week**  
Status: **Published**

## Unit Overview

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Perspective is creating the illusion of depth on a two-dimensional surface. When students learn a one-point perspective it introduces them to the concept of point of view. Students will create a one-point perspective of their name in this unit.

## Standards

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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.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
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.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.3-5.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.3-5.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

## Essential Questions

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- How do underlying structures unconsciously guide the creation of art works?
- To what extent does the viewer affect the artist and his/her art?
- What is the difference between a thoughtful and thoughtless artistic judgment?

## Application of Knowledge and Skills...

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## Students will know that...

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- 1. Perspective is creating the illusion of depth on a two-dimensional surface.
- 2. One-point perspective was developed during the Italian Renaissance, from the fourteenth to sixteenth centuries.
- 3. In a one-point perspective drawing, the artwork has a single vanishing point.
- 4. The basic rule of one-point perspective is that all lines that are parallel in space either remain parallel in the picture plane or intersect at a single vanishing point.
- 5. Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.

## Students will be skilled at...

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- a. Explain the concept of perspective in artwork.
- b. Identify the origin of one-point perspective artwork.
- c. Define one-point perspective.
- d. Create a one-point perspective piece of artwork.
- e. Evaluate the aesthetic merits of one's own artwork.

## Assessments

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- Student Names Summative: Visual Arts Project Students will create one-point perspective drawings of their own names. 1.1.5.D.1 1.1.5.D.2 1.3.5.D.1 1.3.5.D.3
- Critique Formative: Other written assessments The students will critique their own artwork. They will describe the art, analyze the compositional design, and evaluate the aesthetic merits of their work. 1.4.5.A.1 1.4.5.A.2
- History of Perspective Diagnostic: Other oral assessments The students will define one-point perspective and identify when in history one-point perspective developed in art. 1.1.5.D.1 1.2.5.A.3
- Rules to Perspective Formative: Other oral assessments The students will look at two paintings and indicate where in the paintings the artist has followed the rules of perspective. 1.1.5.D.1 1.1.5.D.2 1.2.5.A.3

## Activities

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- Discuss the historical origin of one-point perspective
- Using a sample, identify how a piece of art uses one-point perspective
- Demonstrate how a piece of artwork follows the rules of perspective
- Draw points on a piece of paper and add lines to connect the points to a single vanishing point
- Write first name using block or bubble letters
- Draw parallel lines from the letter points toward the vanishing point
- Add contrasting colors for each letter of the name
- Create an abstract design for the background

### **Activities to Differentiate Instruction**

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- Create a one-point perspective drawing using only two initials
- 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**

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In social studies, the students will learn about the culture of the early Native Americans of the USA. Students will compare and contrast great Native American art with great Renaissance art.

### **Resources**

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- "Art Display Cards - Drawing & Perspective" by Crystal Productions
- *The Adoration of the Magi* by Sandro Botticelli
- *The School of Athens* by Raphael Sanzio
- Art supplies

