Unit 1: Perspective

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

Unit Overview

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

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

- 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...

Students will know that...

- 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...

- 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

- 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

- 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

- 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

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

- "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