

# Unit 2: Overlapping, Scale, and Proximal Perspective

Content Area: **Art**  
Course(s):  
Time Period: **Full Year**  
Length: **8 Weeks**  
Status: **Published**

## **Unit 2: Overlapping, Scale, and Proximal Perspective**

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### **Unit Rationale**

The purpose of this unit is to...

- Teach students that two dimensional (flat) artwork can create the illusion of three dimensional spaces or visual depth.
- Create depth by overlapping shapes, using a variety of scales, and perspectives.

### **Essential Questions**

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- In what ways can you create the illusion of a three dimensional space on a two dimensional surface?
- How does varying the scale of shapes and objects in a work of art alter the illusion of its three dimensional quality?

### **Pre-Assessments**

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The students will be asked to sketch a scene with a foreground, middleground, and background without any prior instruction on a piece of paper/personal whiteboard. Observing their innate drawing methods to show perspective allows the educator to get a sense of the students' usage of space and scaling of objects to create the illusion of the three dimensional scene on a two dimensional surface.

### **Instructional Plan**

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See description below for Lesson 1 and Lesson 2.

## **Lesson 1: Identifying and Sketching Parts of a Landscape**

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### **Student Learning Intentions or We are learning to/that ... (WALT)**

- The three main parts of a landscape are the foreground, middle ground and background.
- The illusion of depth can be created on a two dimensional surface by including objects with a variety of size and scale.
- Objects in the foreground are larger than objects in the background to give the illusion of space.

### **Student Success Criteria ... "I can statements"**

- Identify the three main parts of a landscape by circling and labeling them on a reference sheet
- Create various shapes and sizes of objects to indicate implied space in the landscape.

### **Instructional Strategies and Activities**

#### **Part 1: Identifying and Sketching Parts of a Landscape**

- Educator will present Google Slides presentation to students on the parts of a landscape.
- Educator will distribute laminated landscape reference photos with dry erase markers and erasers to students.
- Students will be instructed to identify each part of the landscape on their reference photo by circling each part the educator asks them to.
- Educator will demonstrate and lead students in drawing a basic landscape layout including the foreground, middle ground, and background. The emphasis should be placed on varying the size of objects according to alluded distance portrayed in the landscape.
- Students will embark on their own landscape drawing with the foreground, middle ground, background, and additional objects of their choice.

### **Formative Assessments:**

Throughout the process of identifying parts of and drawing the landscape, students will be observationally evaluated using the following criteria:

- Can students properly identify the foreground, middle ground, and background in any landscape?
- Can students sketch a landscape that has a foreground, middle ground, and background?
- Can students create objects with a variety of sizes in their landscape to properly show the illusion of space (three dimensional quality) on the two dimensional surface of their paper?

### **Instructional Materials and Resources**

Student Supplies: Landscape reference photo, dry erase marker, pencil, paper, eraser

Educator Materials: Google Slides presentation, landscape reference photo, dry erase marker, pencil, paper, eraser, lesson sample

## **Reflections and Suggested Modifications**

To be reflected upon by the educator at the completion of the unit.

## **Lesson 2: Mixed Media and Collaging a Landscape**

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### **Student Learning Intentions or We are learning to/that... (WALT)**

- Cut and adhere paper in a way that overlaps each other when one is partially in front of another object
- Objects that are closer to the viewer in the foreground appear larger than objects that are further from the viewer in the background appear smaller.
- Objects located higher in an artwork appear to be further away than objects located lower that appear to be closer to the viewer.

### **Student Success Criteria ... “I can statements”**

- Create a mixed media collage landscape that utilizes a variety of sizes and shapes to display the illusion of a three dimensional scene.

## **Instructional Strategies and Activities**

### Part 2: Creating a Mixed Media Collage Landscape

- Distribute paper that students sketched on from the previous lesson with their planned landscape layout.
- Guide students through the process of cutting, overlapping, and adhering paper in a way that emphasizes three dimensional quality.
- After all shapes are adhered to the paper, students may add details to their landscapes with crayons to increase the illusion of a three dimensional scene.

## **Formative Assessments**

Throughout the process of collaging parts of the landscape, students will be observationally evaluated using the following criteria:

- Can students cut and adhere paper in a way that shows depth in their landscape?
- Can students add details with crayons that emphasizes the three dimensional quality of the scene?

## **Instructional Materials and Resources**

Student Supplies: Landscape sketch, pencil, eraser, colored paper, scissor, glue stick, crayons

Educator Materials: Lesson sample, Landscape sketch, pencil, eraser, colored paper, scissor, glue stick, crayons

## **Reflections and Suggested Modifications**

To be reflected upon by the educator at the completion of the unit.

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the

concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## **Gifted & Talented Strategies**

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure

he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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## **New Jersey Student Learning Standards: Content Area**

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VA.K-2.1.5.2.Cr2

Organizing and developing ideas.

VA.K-2.1.5.2.Cn10a

Create art that tells a story or describes life events in home, school and community.

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## **Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy**

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### **Integration of Diversity, Equity, and Inclusion:**

Students will have the freedom to include human figures in their landscapes if they wish to do so. The people in their landscapes can be their friends, family, or other important figures in their lives. It will be important for them to reflect on why they decided to include the people they did and their purpose in the landscape.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## **Integration of Computer Science and Design Thinking**

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CS.K-2.8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.
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## **21st Century Life and Career**

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CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.E.CS1	Plan strategies to guide inquiry

## **Interdisciplinary Connections: NJSL Standards for ELA, Social Studies, Science and/or Math**

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MATH.1.G.A	Reason with shapes and their attributes
MATH.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
MATH.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
ELA.SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and

texts with peers and adults in small and larger groups.

ELA.SL.PE.1.1.A

Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

ELA.SL.PE.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.