

Unit 1: One Point Perspective

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

Unit 1: One Point Perspective

Unit Rationale

The purpose of this unit is to...

- Teach students one point perspective is a necessary technique used by artists in achieving a degree of realism and space in visual art.

Essential Questions

Could you use one point perspective in a painting in other ways than a city scene or an interior?

Pre-Assessments

As students enter the art room, they will receive a worksheet that asks them to draw a building in a way that looks three dimensional. The educator will ask to see the drawing results and be able to see if they have prior knowledge of one-point perspective.

Instructional Plan

See description below for Lesson 1.

Lesson 1: One-point Perspective

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

- Filippo Brunelleschi (1377-1446) an Italian architect discovered linear perspective as a necessary method of doing architectural drawings.
- One-point perspective is a drawing system in which all lines going into the distance converge on a point on the horizon.
- The horizon is the line that you see where the earth which is a sphere curves away out of your line of sight.

Student Success Criteria ... “I can statements”

- Draw a man-made scene such as a city street or interior of a room in one-point perspective.
- Draw accurate diagonal, horizontal and vertical lines that match up with the vanishing point.
- Use a ruler as a straight edge.

Instructional Strategies and Activities

Lesson 1: One-point Perspective

- Students will complete the pre-assessment described above.
- The educator will then review one-point perspective and how to achieve it in a work of art.
- Students will begin by drawing a horizon with a vanishing point.
- Then, draw all lines going into the distance (such as ceiling and floor lines, roof and street lines, window and door lines, etc.) converging at vanishing point.
- All windows and doors should consist of horizontal and vertical lines.
- Finish drawing with oil pastel and watercolor resist technique.

Formative Assessments:

Throughout the process of creating a themed color wheel, students will be evaluated using the following methods:

- **The educator may question individuals or the class as a whole for understanding of concepts.**
- **The educator may look at individual works in progress to check for understanding.**
 - Are students use ruler correctly. Are all lines that should be straight, straight?
 - Do all visual lines going into the distance converge at the vanishing point?
 - Are students starting out initially with broken lines as an indicator that they are visual guidelines?
 - Are students making these guidelines solid once actual forms are drawn?
 - Are unused portions of broken lines erased after forms are drawn in?
 - Are vertical and horizontal lines drawn correctly?

Instructional Materials and Resources

Student Supplies: Pre-assessment paper, pencil, eraser, oil pastel, watercolor, water cup, paint brushes

Educator Materials: One-point perspective lesson sample, pencil, eraser, oil pastel, watercolor, water cup, paint brushes

Reflections and Suggested Modifications

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

Modifications and/or Accommodations

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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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.

New Jersey Student Learning Standards: Content Area

VA.3-5.1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
VA.3-5.1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
VA.3-5.1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

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

Integration of Diversity, Equity, and Inclusion:

Students will create a one-point perspective drawing of a space that inspires them. At the end of the unit, students will conduct a "museum walk" critique that will give them the opportunity to provide feedback to each other and observe their work. They will collaborate on ideas, share their constructive criticisms, and embrace the differences in each of their drawings.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP6

Demonstrate creativity and innovation.

Integration of Computer Science and Design Thinking

CS.K-2.8.2.2.ITH.4

Identify how various tools reduce work and improve daily tasks.

21st Century Life and Career

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math

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.