

Unit 3: Perspective

Content Area: **Performing Arts**

Course(s):

Time Period:

Length: **Approximately 7 weeks**

Status: **Published**

State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
N/A	N/A

Perspective Summary

Unit 3, Perspective, challenges artists to create work using technical drawing skills. Artists will learn one and two-point perspective and their practical applications. Artists will conjure and combine interdisciplinary skills in measuring and simple math in order to complete these projects. This unit will also consider space and its two very different appearances in art: positive/negative and foreground/middle ground/background. Artists will develop proficiency in the use of rulers and other measuring tools and aids. This unit will end with a reflection on optical illusions and tessellations while looking at the work of M.C. Escher.

Learning Objectives

- Compare and contrast worm’s eye view and bird’s eye view
- Consider optical illusions and math in art via tessellations and anamorphic work
- Consider space in terms of negative and positive
- Consider the Renaissance’s global influence on the progression of art and techniques such as perspective
- Create the illusion of space on a two-dimensional surface using linear perspective
- Define and identify horizon line and vanishing point
- Define perspective as it pertains to spatial planes and depth
- Define space using foreground, middle ground, and background
- Employ the use of drawing aids and techniques
- Use measuring tools and skills to successfully create technical drawings
- Use vocabulary related to space, depth, and perspective

Essential Skills

- Artists will be able to analyze and interpret artwork.
- Artists will be able to analyze the role and responsibility of an artist.
- Artists will be able to appropriately depict scale and proportion in the human figure and portrait.
- Artists will be able to compare and contrast periods of art movements.
- Artists will be able to critique and give constructive feedback on own artwork and artwork of others.
- Artists will be able to define, recognize, and apply the Elements of Art.
- Artists will be able to demonstrate strong skills in technical drawing.
- Artists will be able to develop a rich fine arts vocabulary.
- Artists will be able to discuss the roles of artists in local communities.
- Artists will be able to discuss the use of art as a form of visual communication.
- Artists will be able to display knowledge of various media and their properties.
- Artists will be able to examine art's place in the world.
- Artists will be able to examine self as an artist.
- Artists will be able to identify and apply color relationships using color theory.
- Artists will be able to properly and appropriately care for, store, and present artwork.
- Artists will be able to render 3-dimensionally on 2-dimensional planes.
- Artists will be able to safely use and store art materials.

Standards

VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

Instructional Tasks/Activities

Students will correctly demonstrate, perform, identify, discuss, analyze, compare:

- Anamorphic class/group tape installation
- Art vocabulary exercises and activities
- Bird's Eye/Worm's Eye drawings
- Linear perspective notes
- Negative/positive Ill
- One-point perspective drawing
- Tessellations mini project
- Two-point perspective drawing

Assessment Procedure

- Cumulative portfolio
- Quizzes and tests
- Classroom Total Participation Technique
- Classwork
- Daily Draw warm ups
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- In class participation
- In class projects
- Journal / Student Reflection
- Kahoot
- Midterms and finals
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Project goal tracking
- Quiz
- Research projects
- Rubric
- Sketchbook checks
- Teacher Collected Data
- Teacher observation

- Test
- Worksheet
- Written and verbal critiques

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify
- Use Google Docs to complete writing assignments, critiques, and a manage project goal tracking

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Special Education

Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating

- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- 50 Things to Draw
- Art of Nineteenth Century Europe
- Drawing on the Right Side of the Brain
- Graffiti School
- Juxtapoz Magazine and Juxtapoz.com
- Line of Action Figure Drawing guide
- National Gallery of Art
- The Metropolitan Museum of Art website
- The Moma website
- The Moma World Reference
- The Secret Language of the Renaissance: Decoding the Symbolism of Italian Art
- The Secret Lives of Colors
- The Secret Lives of Famous Artists
- The Sketch Daily
- The World Art Reference Guide
- Visual Reference Guide: Mythology
- Visual Reference Guide: World History

Unit Vocabulary

- Angles
- Background
- Bird's eye view
- Decorative
- Depth
- Eye-level
- Foreground
- Geometric

- Horizon line
- Illuminated letter
- Illuminated manuscript
- Linear perspective
- Middle ground
- Negative space
- One-point perspective
- Organic
- Orthogonal
- Pen and ink
- Perspective
- Positive space
- Space
- Two-point perspective
- Vanishing point
- Worm's eye view

Artistic Materials

- Drawing pencils
- Erasers
- Rulers
- Scissors
- Sharpie markers

Unit Artists

- Book of Kells
- Hans Holbein the Younger
- Jan Van Eyck
- Leonardo Da Vinci
- M.C. Escher
- Raphael

Teaching Strategies

- In class assignments will produce works of art that reflect thoughtful consideration of concept in addition to skill building with a variety of fine arts materials.
- Meaningful instruction will be given using PowerPoint notes and presentations, hand out worksheets, art process and technique demonstrations, and modeling thought and creative processes.

- Sketchbook assignments and daily warm ups will reinforce classroom knowledge and build on prior understandings.
- Various teaching methods and techniques will be utilized in this course.