

## Lesson 1a: **Within the Walls** (day 1)

**Targeted Grade Level: 4**

**Estimated Completion Time:** *first of two 40 minute sessions*

### **Overview**

This is the activity day for assessment of prior knowledge. After student engagement (4 students standing at different distances, holding one rope, in front of class), drawing plane lines with their fingers, and discussion of their observation, here will be reflection in pairs (journaling) at the end of the lesson.

### **Artists, Works, and Relevancy**

- DaVinci's "Last Supper" (illusion of depth, variety, communicate, organizational structure)

**Big Idea-** Organization and structure serve as a foundation for communicating ideas

### **Enduring Ideas**

- Artists can create illusion of space and depth through mathematical means.
- Space can be defined, created and manipulated in a variety of ways.
- Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
- *Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information*
- *People communicate, make connections, reason, and represent the world quantitatively and visually in order to pose and solve problems using math and art*

### **Essential Questions**

- Does art have boundaries?
- How do we decide when measurement must be exact, and when it can be estimated?
- How do artists create illusion of depth by using math? How do artists create illusion of depth by using art rule and conventions?
- *How do we communicate, make connections, reason and represent the world using math and art?*
- How does art and math integrate in other areas of artmaking and life?

## **Florida Sunshine State Standards (for entire unit)**

**MAFS.4.G.1.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

**VA.4.O.2.1.** Use a variety of resources and art skills to overcome visual challenges in personal artworks.

**VA.4.C.1.2** Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.

**VA.4.C.3.1** Use accurate art vocabulary when analyzing works of art.

**VA.4.C.3.3** Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.

**VA.4.H.3.1** Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.

**VA.4.S.2.1** Organize the structural elements of art to achieve an artistic objective.

**VA.4.S.2.2** Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.

## **Lesson Objectives**

***Students will be able to...***

...Critically investigate the apparent inconsistencies between what they are viewing and what they know to be true

**Tools and Materials:** List tools and materials needed by both the students and teacher to complete this lesson.

- 6 foot piece of rope
- Projector
- Illustrations on walls
- Bucket with slips of paper
- Student journal/sketchbooks
- Transparency of da Vinci's "Last Supper"

## **Introduction (Assessment of prior learning)**

As students enter classroom, each will be directed to reach into a bucket of slips of paper and choose one. Most of them will have an eye drawn on them, and four will be numbered 1, 2, 3 or 4. The ones with the numbers will be directed to stand next to each other, each student farther from the front of the class than the next. They will each hold part of the rope 4 feet from the floor.

### ***Inquiry***

*Who is farthest away? How can you tell? How could you tell if you were looking a picture instead of real life? What is a picture plane? Where would the bottom, top and sides be? In the picture plane, which feet are closer to the bottom of the picture plane? Which are farther? What about the rope?*

### **Process**

**Step 1:** Students will stand up at the back of the room in rows of 5-7 (waiting students are instructed to watch the movement of engaged students hands) and be directed to point (with both left and right hands) the lines where the floor meets the wall (or floor tile lines) to their left and right. They will then attempt to trace the lines with both fingers until the line ends at the wall they are facing. The next group tries it, but traces where the walls meet the ceilings (or ceiling tiles).

**Step 2:** Prompt discussion regarding how the hands get closer together as they “draw” the lines that recede before them (introduce vocabulary word “recede” checking for knowledge).

### ***Inquiry***

What if it just kept going? Would your fingers eventually meet? Introduce the “parallel” walls that don’t *really* eventually meet, as well as the prior knowledge of other key concepts in course of discussion, as appropriate (*horizontal, vertical, parallel, plane, perpendicular, angle, intersect, and converge*)

**Step 3:** There will be reflection in pairs (with journaling) at the end of the lesson in response to the prompt, “Name five things you think or hope you will learn from this unit.” (*Journals will be placed in the Journal Bin upon exiting class*)

**Assessment:** Based on discussion, participation, and journal responses, prior knowledge, from least to most, will be assessed for teaching approach of the lesson for day 2

### **References:**

CPalms. 2014 Florida Sunshine State Standards. Retrieved 3 Oct 2014 from <http://www.cpalms.org/Downloads.aspx>

## Lesson 1b: **Within the Walls** (day 2)

**Targeted Grade Level: 4**

**Estimated Completion Time:** *second of two 40 minute sessions*

### **Overview**

Art critique of da Vinci's "Last Supper" will ensue at the beginning of the class. The image will be projected on the wall when the students walk in. Other artists and their one-point perspective interior artworks will be introduced, and students will begin to practice superimposing lines, points, angles, and convergences over copies of the art. They will then draw a simple one-point perspective interior.

**Big Idea** Artists from the Masters to present day have created and do create illusion of space and depth through mathematical and artistic means.

### **Artists, Works, and Relevancy**

- DaVinci's "Last Supper" (illusion of depth, variety, communicate, organizational structure)
- Pieter DeHooch- Woman Drinking with Two Men (illusion of depth, variety, represent)
- Albrecht Durer- St Jerome in his Study (illusion of depth, variety, represent)
- Roy Lichtenstein's "The Artist's Studio No. 1" (illusion of depth, variety, connect)

### **Enduring Ideas**

- Space can be defined, created and manipulated in a variety of ways.
- Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
- Through math, students communicate, make connections, reason, and represent the world quantitatively in order to pose and solve problems.

### **Essential Questions**

- Does art have boundaries?
- How do we decide when measurement must be exact, and when it can be estimated?
- How do artists create illusion of depth by using math?

### **Florida Sunshine State Standards:**

[VA.4.C.1.2](#) Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.

[VA.4.C.3.1](#) Use accurate art vocabulary when analyzing works of art.

**VA.4.C.3.3** Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.

### **Lesson Objectives**

***Students will be able to...***

...describe one-point perspective in mathematical terms

...use straight edge or ruler to identify and draw perpendicular, parallel, angled and converging lines.

...explain and apply, step by step, a visual example of one-point perspective by drawing the consecutive components of its structure.

...create a drawing using one-point perspective to create an illusion of space.

### **Tools and Materials:**

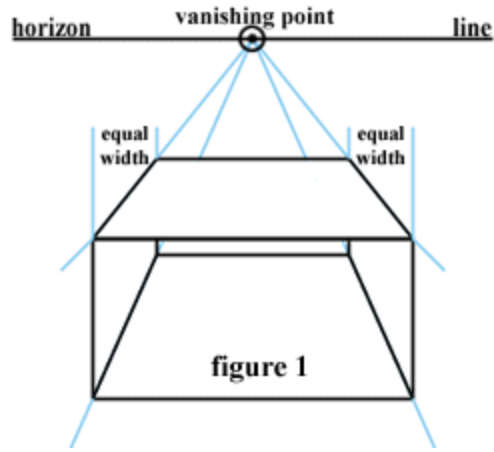
- Projector
- Transparency markers
- White board markers
- Transparencies
- Transparencies and paper copies of:
  - Leonardo da Vinci's "Last Supper"
  - Pieter De Hooch "Woman Drinking with Two Men"
  - Albrecht Durer "St Jerome in his Study"
  - Roy Lichtenstein "The Artist's Studio No. 1"
- #2 pencils and erasers
- Rulers
- Colored pencils
- 9x12 drawing paper
- Tracing paper
- Drafting tape
- Projector
- Illustrations on walls
- Student sketchbook journals

### **Introduction**

**Step 1-** Group critique and inquiry (DaVinci's "Last Supper", Pieter DeHooch- Woman Drinking with Two Men; Albrecht Durer- St Jerome in his Study; Roy Lichtenstein's "Artist's Studio No. 1" )

#### ***Inquiry***

What do these artworks have in common? How are they different? Do they look flat, or like they have depth? Why?

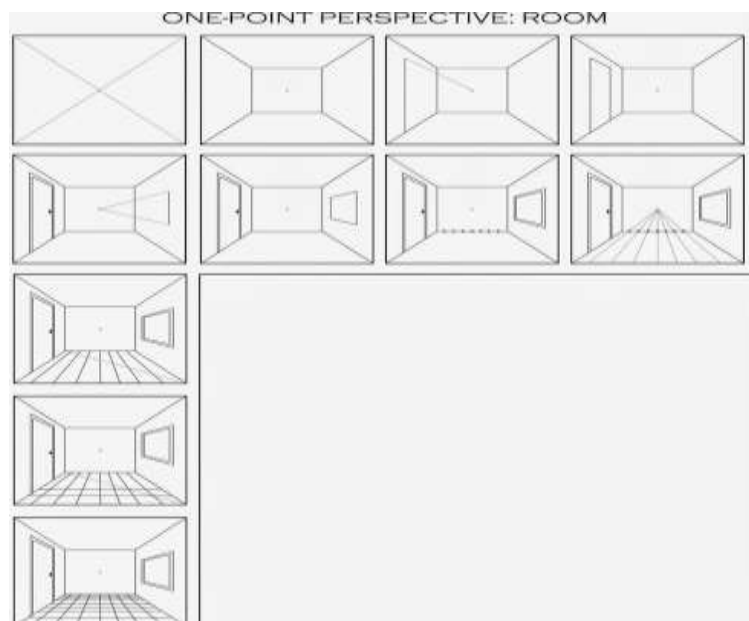


During inquiry, demonstrate on whiteboard the rudimentary beginnings of a one-point perspective room, including (and writing down) all vocabulary and terms for the process- Suggest that the students jot down terms and concepts in their sketchbook journals.

**Step 2-** Put a blank transparency on top of one of the art work transparencies, drawing in overlay perspective lines onto it. Using projector, then project art onto white board, having student volunteers come up and draw in vanishing point and receding lines that converge to the vanishing point.

**Step 3-** Give each student copied image and tracing paper, and instruct them to use rulers to draw in horizon line, vanishing point, and at least four converging lines in colored pencil on the tracing paper laid and taped on top of the image. They will be instructed to label the different Instructor will demonstrate, with explanation and using vocabulary terms, a one-point perspective interior.

**Step 4-** Students will draw a simple one-point perspective interior using guide:



**Assessment:**

Formative based on engagement and image produced on tracing paper.

**References:**

CPalms. 2014 Florida Sunshine State Standards. Retrieved 3 Oct 2014 from <http://www.cpalms.org/Downloads.aspx>

Wolfram Math World. 2014. "Perspective." From [MathWorld](#)--A Wolfram Web Resource. Retrieved 5 Oct 2014 from <http://mathworld.wolfram.com/Perspective.html>

## Lesson 2a: **Depth within Depth** (day 3)

**Targeted Grade Level: 4**

**Estimated Completion Time:** #1 of two 40 minute sessions

**Overview (2a) - 40 minute session**

Students will draw one-point perspective interior objects within their initial interior room drawing, getting a feel for the addition of furniture, etc.

**Artists, Works, and Relevancy**

- Pieter DeHooch- Woman Drinking with Two Men (illusion of depth, variety, represent)
- Albrecht Durer- St Jerome in his Study (illusion of depth, variety, represent)
- Roy Lichtenstein's "The Artist's Studio No. 1" (illusion of depth, variety, connect)

**Big Idea- [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills within fields and to/from other fields.](#)**

**Enduring Ideas**

- Artists can create illusion of space and depth through mathematical means.
- Space can be defined, created and manipulated in a variety of ways.
- [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)
- Through math and art, people communicate, make connections, reason, and represent the world quantitatively and visually in order to pose and solve problems.

**Essential Questions**

- What other ways can the illusion of space be portrayed in two dimensions?
- How can the perspective lines be used to define other rules of perspective?
- How do we decide when measurement must be exact, and when it can be estimated?
- How do artists create illusion of depth by using overlapping, placement, and size?

**Florida Sunshine State Standards:**

**MAFS.G.1.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

**[VA.4.C.3.3](#)** Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.



**VA.4.H.3.1** Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.

**VA.4.S.2.1** Organize the structural elements of art to achieve an artistic objective.

### **Lesson Objectives**

***Students will be able to...***

...describe one-point perspective in mathematical terms

...use straight edge or ruler to identify and draw perpendicular, parallel, angled and converging lines.

...explain and apply, step by step, a visual example of transfer of knowledge and skills from one-point perspective planes to objects within the planes

...create a drawing using one-point perspective to create an illusion of space.

...identify and demonstrate knowledge of the laws of overlapping, size, and surface placement

...design and produce a one-point perspective colored pencil drawing of an interior space.

**Tools and Materials:** List tools and materials needed by both the students and teacher to complete this lesson.

- Projector
- Perspective presentation pdf
- Rulers
- #2 pencils and erasers
- Colored pencils
- 9x12 drawing paper
- Varied size/shape blocks
- Sketchbook Journals

### **Introduction**

Objects within the imaginary plane lines will be introduced and explored as the class begins experimenting with the addition of 3-dimensional objects into generic copies of interior rooms.

## Process

**Step 1:** As students enter classroom, instruct them to go to the resource table and choose two or three blocks to take back to their tables. Explain that these will be used as tools later on during activity.

**Step 2:** Projected presentation on the beginnings of perspective

[1-point Perspective DrawingPP.pdf](#)

Open discussion during presentation, with informal review of terms and concepts, as well as details about theories and works beginning in the 15<sup>th</sup> century.

**Step 3:** Students will use blocks to view what sides are visible at different angles and viewpoints.

### ***Inquiry***

*How do the viewpoints line up with the laws of one-point perspective? How would such objects be represented using perspective guidelines that are already installed?*

**Step 4:** Students will draw block shapes into a paper copy of a blank interior room, following the parallel lines as they converge at the vanishing point

## Assessment:

Based on discussion and participation, and final drawing of 3D shapes, formative assessment will be determined.

## Artists

Pinterest <https://www.pinterest.com/alimayo/drawing-perspective/>

## References:

CPalms. 2014 Florida Sunshine State Standards. Retrieved 3 Oct 2014 from <http://www.cpalms.org/Downloads.aspx>

Pinterest Board. 2014 Retrieved 4 Oct 2014 from <https://www.pinterest.com/alimayo/drawing-perspective/>

[Rasane, T. \(2007\).1-point Perspective Drawing Interior Design pdf. Retrieved 10 Oct 2014 from http://www.art-outrageous.net/2007/LindsayA-perspective1.jpg](#)

[Wolfram Math World. 2014."Perspective." From \*MathWorld\*--A Wolfram Web Resource. Retrieved 5 Oct 2014 from <http://mathworld.wolfram.com/Perspective.html>](#)

## Lesson 2b: **Depth within Depth** (day 4)

**Targeted Grade Level: 4** #2 of two 40 minute sessions

**Overview (2b)** - one 40 minute session

After group sharing and reflection, students will begin experimenting with overlapping, size, and surface placement, and will design, color and shade one-point perspective interior objects within their own interior room drawing.

### **Artists, Works and Relevance**

- Roy Lichtenstein's "The Artist's Studio No. 1" (illusion of depth, variety, connect)
- Pinterest Board <https://www.pinterest.com/alimayo/drawing-perspective/>

### **Enduring Ideas**

- Space can be defined, created and manipulated in a variety of ways.
- Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
- Through math and art, people communicate, make connections, reason, and represent the world quantitatively and visually in order to pose and solve problems.

### **Essential Questions**

- Does art have boundaries?
- How do we decide when measurement must be exact, and when it can be estimated?
- How do artists create illusion of depth by using math and art structures?

### **Florida Sunshine State Standards:**

[VA.4.C.1.2](#) Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.

[VA.4.C.3.1](#) Use accurate art vocabulary when analyzing works of art.

[VA.4.S.2.1](#) Organize the structural elements of art to achieve an artistic objective.

[VA.4.S.2.2](#) Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.

### **Lesson Objectives**

***Students will be able to...***

... design and produce a one-point perspective colored pencil drawing of an interior space with various aligned objects placed within it.

## Tools and Materials:

- Projector
- Rulers
- #2 pencils and erasers
- Colored pencils
- 9x12 drawing paper
- Various size/shape blocks
- Sketchbook Journals

## Introduction

As students enter classroom, they will get into their pair groups for self- and partner-assessment, followed by the introduction of the laws of perspective and the first rubric of the unit. Then they will design and create in a studio-style environment

## Process

**Step 1:** they will get into their pair groups and so self-assessment and sharing based on the questions: Do you think your (then your partner's) interior drawing and shapes have an illusion of depth? Why or why not? Record reflections in the sketchbook journals, then engage in brief sharing and discussion of reflection findings.

**Step 2:** Students will draw another interior space. Handouts for the seven laws of perspective will be provided, and examples of each will be shared in group discussion and group demonstration (instructor and students will draw their interpretations of each law on the white board).

[seven-laws-of-perspective \(2\).pdf](#)

There will be various technical drawing examples available on the resource table.

**Step 2:** After receiving and discussing the rubric, students will draw furniture and objects keeping in line with the perspective, and implementing the laws of overlapping, shading and placement. They will use colored pencils for both coloring and shading.

[Onepoint perspective rubric.doc](#)

*(Journals will be placed in the Journal Bin upon exiting class)*

**Assessment:** Based on discussion, participation, and journal responses. Rubric for one-point perspective will be used for the final room drawing

## References

ArtsConnectEd. 2014. Retrieved 3 Oct 2014 from

<http://www.artsconnected.org/resource/165468/perspective>

CPalms. 2014 Florida Sunshine State Standards. Retrieved 3 Oct 2014 from

<http://www.cpalms.org/Downloads.aspx>

Practical Pages.Wordpress.com. Posted 9 Mar 2010 by Nadene. Retrieved 3 Oct 2014  
from <http://practicalpages.wordpress.com/2010/03/09/finding-perspective-in-van-goghs-bedroom-in-auvers/>

## Lesson 3: **Outside the Boundaries** (day 5)

**Targeted Grade Level: 4** #1 of three or four 40 minute sessions

### Overview

This lesson will involve a trip outdoors to see how perspective translates in landscape. Students will learn about and experiment with “point of view” (worm’s eye, bird’s eye, and different levels above and below horizon line).

The final project will be a demonstration of student knowledge and skills with the production of a scene that both uses and contradicts (at least two examples) the laws of perspective within the same piece (surrealism), exploring, through surrealist art critique and comparison to realism, the idea that the “boundaries” can be stretched or broken effectively when the principles are understood.

### Artists, Works and Relevance

- Roy Lichtenstein’s “The Artist’s Studio No. 1” (illusion of depth, variety, connect)
- Pinterest Board <https://www.pinterest.com/alimayo/drawing-perspective/>

### Enduring Ideas

- Space can be defined, created and manipulated in a variety of ways.
- Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
- Through math and art, people communicate, make connections, reason, and represent the world quantitatively and visually in order to pose and solve problems.

### Essential Questions

- Does art have boundaries?
- How do we decide when measurement must be exact, and when it can be estimated?
- How does one-point perspective outside differ from one-point perspective inside and how are they the same?

### Florida Sunshine State Standards:

[VA.4.C.1.2](#) Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.

[VA.4.C.3.1](#) Use accurate art vocabulary when analyzing works of art.

[VA.4.S.2.1](#) Organize the structural elements of art to achieve an artistic objective.

[VA.4.S.2.2](#) Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.

## Lesson Objectives

**Students will be able to...**

... design and produce a one-point perspective colored pencil drawing of an exterior space.

### Tools and Materials:

- Projector
- Rulers
- #2 pencils and erasers
- Colored pencils
- 9x12 drawing paper
- Various size/shape blocks
- Sketchbook Journals

### Introduction- one 40 minute session

Student will go outside to observe outdoor one-point perspective. There will be a paired discussion (and journaled) comparison of sky versus ceiling in one-point perspective, followed by a demonstration

### Process

**Step 1:** As students enter classroom, they will get their sketchbook journals and go outside in pair groups for quick sketches of outdoor one-point perspective.

**Step 2:** After a brief group discussion of sketching results, there will be a paired discussion (and journaled) comparison of sky versus ceiling in one-point perspective, based on the question "How does one-point perspective outside differ from one-point perspective inside, and how are they the same?"

**Step 3:** Instructor will provide a landscape perspective slide show with guided class discussion critique of art work (Biondetti, Bubley, Cassatt, Custis, Estes, Tornabuoni). [perspectiveartscon.pdf](#)

**Step 4:** The instructor will provide a brief demonstration as students follow along with pencil and paper. The instructor will advise them that their homework is to collect ideas for a fantasy scene using one-point perspective.

*(Journals will be placed in the Journal Bin upon exiting class)*

**Assessment:** Based on discussion, participation, and journal responses.

### References

ArtsConnectEd. 2014. Retrieved 3 Oct 2014 from

<http://www.artsconnected.org/resource/165468/perspective>

CPalms. 2014 Florida Sunshine State Standards. Retrieved 3 Oct 2014 from

<http://www.cpalms.org/Downloads.aspx>

### Lesson 3: **Outside the Boundaries** (day 6)

**Targeted Grade Level: 4** #2 of three 40 minute sessions

**Overview (3b)** - one 40 minute session

After group sharing and reflection, students will begin experimenting with overlapping, size, and surface placement, and will design, color and shade one-point perspective interior objects within their own interior room drawing.

#### Artists, Works and Relevance



MC Escher "Another World"

De Chirico "Return of Ulysses"

MC Escher "Picture Gallery"



René Magritte "Forbidden literature (The use of the Word)"

#### [The Surreal](#)

- Space can be defined, created and manipulated in a variety of ways.
- Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.



- Through math and art, people communicate, make connections, reason, and represent the world quantitatively and visually in order to pose and solve problems.

### **Essential Questions**

- Does art have boundaries?
- How do we decide when measurement must be exact, and when it can be estimated?
- How do artists create illusion of depth by using math?

### **Florida Sunshine State Standards:**

[VA.4.C.1.2](#) Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.

[VA.4.C.3.1](#) Use accurate art vocabulary when analyzing works of art.

[VA.4.S.2.1](#) Organize the structural elements of art to achieve an artistic objective.

[VA.4.S.2.2](#) Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.

### **Lesson Objectives**

***Students will be able to...***

... design and produce a one-point perspective colored pencil drawing of an exterior or interior space with 3D objects within it.

### **Tools and Materials:**

- Projector
- Rulers
- #2 pencils and erasers
- Colored pencils
- 9x12 drawing paper
- Various size/shape blocks
- Sketchbook Journals

### **Introduction**

As students enter classroom, they will get into their pair groups for self- and partner-assessment, followed by the introduction of the laws of perspective and the first rubric of the unit. Then they will design and create using their finely honed skills.

### **Process**

**Step 1:** Students will get into their pair groups for self-assessment and sharing based on the questions: "Do you think your (then your partner's) interior drawing and shapes have an illusion of depth? Why or why not?" They will record

reflections in the sketchbook journals, then engage in brief sharing and discussion of reflection findings.

**Step 2:** Students will draw their choice of interior and/or exterior draft for final project. There will be various technical drawing examples available on the resource table.

**Step 3:** After receiving and discussing the rubric, students will draw objects keeping in line with the perspective, and implementing the laws of overlapping, shading and placement. They will use colored pencils for both coloring and shading.

[Onepoint perspective rubric.doc](#)

**Assessment:** Based on discussion, participation, and journal responses. Rubric for one-point perspective will be used for formative assessment here, and then formal assessment of the upcoming final space drawing.

## References

CPalms. 2014 Florida Sunshine State Standards. Retrieved 3 Oct 2014 from

<http://www.cpalms.org/Downloads.aspx>

The Helpful Art Teacher Blogspot, 31 Dec 2013. Retrieved 15 Oct 2014 from

<http://thehelpfulartteacher.blogspot.com/2013/12/draw-surrealistic-room-in-one-point.html>

Pinterest. 2014. Retrieved 14 Oct 2014 from

<https://www.pinterest.com/artgirl90/drawing-perspective-room/>

Wikigallery.org. 2014. Retrieved 5 Oct 2014 from

[http://www.wikigallery.org/wiki/painting\\_96005/Pieter-De-Hooch/A-Woman-Drinking-with-Two-Men-and-a-Serving-Woman](http://www.wikigallery.org/wiki/painting_96005/Pieter-De-Hooch/A-Woman-Drinking-with-Two-Men-and-a-Serving-Woman) and art-

10.wikispaces.com/.../One+and+Two+point+perspective+rubric.doc

## Lesson 3: **Outside the Boundaries** (day 7)

**Targeted Grade Level: 4** #3 of three 40 minute sessions

**Overview (3b)** - one (maybe two) 40 minute session(s)

Students will spend full class period creating, studio-style, with option to continue next class date

### **Artists, Works and Relevance**

Students will have access to all previous artist's information and works

### **Enduring Ideas**

- Space can be defined, created and manipulated in a variety of ways.
- Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
- Through math and art, people communicate, make connections, reason, and represent the world quantitatively and visually in order to pose and solve problems.

### **Essential Questions**

- How can artists stretch or break the “boundaries”?
- How do we decide when measurement must be exact, and when it can be estimated?
- How do artists create illusion of depth by using math and art structures?

### **Florida Sunshine State Standards:**

[VA.4.C.1.2](#) Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.

[VA.4.C.3.1](#) Use accurate art vocabulary when analyzing works of art.

[VA.4.S.2.1](#) Organize the structural elements of art to achieve an artistic objective.

[VA.4.S.2.2](#) Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.

### **Lesson Objectives**

***Students will be able to...***

... design and produce a one-point perspective colored pencil drawing of any space from any perspective with objects placed in realistic and surrealistic fashion.

### **Tools and Materials:**

- Those from the last lesson

### **Introduction**

Students will engage in their final project in a studio-style fashion

### **Process**

**Step 1:** Students will gather materials and inspiration from the resource table to begin their final one-point perspective colored pencil drawing of any space from any perspective with objects placed in realistic and surrealistic fashion. There will be various examples available on the resource table.

**Step 2:** Students will go to their work stations, engage with other students as they create, share ideas

**Step 3:** After receiving and discussing the rubric, students will draw furniture and objects keeping in line with the perspective, and implementing the laws of overlapping, shading and placement. They will use colored pencils for both coloring and shading.

[Onepoint perspective rubric.doc](#)

**Assessment:** Final- One-point perspective rubric and self-assessments written in sketchbook journals

### **Resource References**

ArtsConnectEd. 2014. Retrieved 3 Oct 2014 from

<http://www.artsconnected.org/resource/165468/perspective>

CPalms. 2014 Florida Sunshine State Standards. Retrieved 3 Oct 2014 from

<http://www.cpalms.org/Downloads.aspx>

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[http://www.escapeintolife.com/wp-content/uploads/2010/04/Estes\\_42nd\\_Street\\_Crosstown\\_Bus.jpg](http://www.escapeintolife.com/wp-content/uploads/2010/04/Estes_42nd_Street_Crosstown_Bus.jpg)

Graphic Design. V. Ryan © 2002 – 2014, Retrieved 5 Oct 2014 from

<http://www.technologystudent.com/designpro/drawdex.htm>

The Helpful Art Teacher Blogspot, 31 Dec 2013. Retrieved 15 Oct 2014 from

<http://thehelpfulartteacher.blogspot.com/2013/12/draw-surrealistic-room-in-one-point.html>

Marry Cassatt.org. 2014. Retrieved 8 Oct 2014 from

<http://www.marycassatt.org/Mr-Robert-S-Cassatt-On-Horseback.html>

Pinterest. 2014. Retrieved 3 Oct 2014 from

<http://www.pinterest.com/pin/226517056232091557/>

Pinterest. 2014. Retrieved 14 Oct 2014 from

<https://www.pinterest.com/artgirl90/drawing-perspective-room/>

Practical Pages.Wordpress.com. Posted 9 Mar 2010 by Nadene. Retrieved 3 Oct 2014

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