

## Art Project: My Perspective

**Grades:** 2nd – 3rd **Duration:** 45 minutes

**National Learning Standards Covered:** (see end of lesson for full standards covered)

VA:Cr1.1.2a, VA:Cr1.1.3a, VA:Cr1.2.2a, VA:Cr1.2.3a, VA:Cr2.1.2a, VA:Cr2.1.3a, VA:Cr2.3.3a, VA:Cr3.1.2a, VA:Cr3.1.3a, VA:Re9.1.2a, VA:Cn10.1.2a, VA:Cn10.1.3a

**Objective:** Students will create a perspective drawing project after viewing famous perspective artworks and learning how line direction and size can be used to create space.

### Vocabulary:

*Perspective:* the art of drawing solid objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other when viewed from a particular point. Or, a point of view.

*Vanishing Point:* the point at which receding parallel lines viewed in perspective appear to converge.

*Line:* foundation for drawing; it is the first and most versatile of the visual elements in art.

*Horizon Line:* the point where the earth meets the sky.

*Direction:* line that is either horizontal, vertical or diagonal. A line can also be curved not straight. Every line has a direction of some sort. Artists use lines to create different effects on the viewer's eyes. Direction lines can be used to lead the viewer's eye through an image.

*Space:* Depth created on a flat surface. Can be done by overlapping, placement on the paper, size, detail, color and value, and perspective.

**Materials Needed:** My Perspective video, My Perspective handout, two 9"x12" piece of paper, pencil, ruler, 2 inch paper square

**About Line Art:** Examples of perspective drawings in art and how lines help create depth, form, texture, movement, distance, pattern.

- 1) Vincent van Gogh's "Vincent's Bedroom In Arles"
- 2) M.C. Esher's "Wild West"
- 3) Leonardo De Vinci's "The Last Supper"

### Procedure:

- 1) Students will be ready with their paper and pencil then follow along with the video.



- 2) On the first blank paper: Students will draw a dot on the paper, toward the center. This will be their vanishing point.
- 3) Students will draw a horizon line along the vanishing point.
- 1) Students will draw eight squares on their paper. Three above the horizon line, three below the horizon line, and two on the horizon line on either side of the vanishing point.
- 2) Students will use their rulers to connect the corners of the squares to the vanishing point. Observing how the squares now become box like and appear to come forward on the page. Also observing the different directions the boxes are “popping out from” in relation to their position from the vanishing point.
- 3) On the second blank paper: Students will draw a dot on the paper, toward the center. This will be their vanishing point.
- 4) Students will use their ruler to draw lines from the vanishing point to the corner of the paper.
- 5) Students will use their ruler to draw a square or rectangle within the four corners of the paper.
- 6) Students will observe how the perspective of this image differs from the perspective of the first drawing.
- 7) Students will use this second perspective as the base for their Bonus Project, utilizing the skills learned in the first perspective drawing to create items within their room.
- 8) This project has minimal cleanup.

### **Bonus Project for Students and Teachers: Perspective Room**

See packet for step by step instructions and examples. Bonus Projects can be utilized at anytime the teacher needs. This is a great way to ensure an understanding of the concept of perspective drawing, provide an additional artistic experience for the students and the teacher, and can provide a quiet, calming activity for students to pick up and put down during their in-between times.

- 1) Students will use the room drawing, the second perspective created, from the “My Perspective” Project.
- 2) Utilizing the dimensional square technique from the first perspective in the “My Perspective” project, students will begin placing objects around the room they drew. Be sure to take one object at a time and to utilize the vanishing point to help create “space” in the room.
- 3) Redefine the boxes used for the furniture to make them look like a couch, bed, table, etc.
- 4) Add artworks, pictures, and more on the walls of your room.
- 5) These steps are demonstrated in both the *Bonus Project* instructions, and in the bonus content at the end of the “My Perspective” video.
- 6) Option: Have students talk about their artwork, discuss what room they made whether fictional or real, discuss any new ideas they discovered while creating, if there was anything they had a hard time with and how they overcame that.



7) Option: Display the students artwork!

**National Learning Standards Covered (Detailed):**

**VA:Cr1.1.2a** Brainstorm collaboratively multiple approaches to an art or design problem.

**VA:Cr1.1.3a** Elaborate on an imaginative idea.

**VA:Cr1.2.2a** Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

**VA:Cr1.2.3a** Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

**VA:Cr2.1.2a** Experiment with various materials and tools to explore personal interests in a work of art or design.

**VA:Cr2.1.3a** Create personally satisfying artwork using a variety of artistic processes and materials

**VA:Cr2.3.3a** Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

**VA:Cr3.1.2a** Discuss and reflect with peers about choices made in creating artwork.

**VA:Cr3.1.3a** Elaborate visual information by adding details in an artwork to enhance emerging meaning.

**VA:Re9.1.2a** Use learned art vocabulary to express preferences about artwork.

**VA:Cn10.1.2a** Create works of art about events in home, school, or community life.

**VA:Cn10.1.3a** Develop a work of art based on observations of surroundings.