

**LESSON PLAN NAME:** 1 Point Perspective Interior/Exterior

**Grade Level:** 9-12

List 2 or 3 related outcomes from the PA Arts and Humanities Standards:

<https://www.pmea.net/wp-content/uploads/2012/10/PA-Standards.pdf>

And/or national core curriculum: <https://www.nationalartsstandards.org>

9.1.12- Know and use the elements and principles of each art form to create works in the arts and humanities.

A. Elements

Visual Arts: color, form/shape, line, space, texture, value

Principles

Visual Arts: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony

B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.

Visual Arts: paint, draw, craft, sculpt, print, design for environment/communication/multimedia

**BIG PICTURE RATIONALE:** This is a little introduction to having more choices for projects. I believe that learning basics in art is extremely important and I would consider 1 point perspective as part of the basics in the art room. Giving them a choice between interior and exterior allows them to feel a bit more control over their creativity and interests. Learning 1 point perspective will allow for students to make more refined work in the future.

**MENTOR ARTIST/S OR VISUAL CULTURE:** Perspective artwork gained popularity in Europe in the 1300s. It was used in a lot of religious depictions, as well as architectural paintings and drawings. In the modern era, there is also a lot of 1 point perspective used in video games, album covers, photography, etc. There is a slideshow I made attached to this lesson plan that has examples of 1 point perspective in modern media.

**ESSENTIAL QUESTIONS:**

- What are some differences between the components of an interior versus exterior 1 point perspective drawing?
- Why is it so important that our lines are perfectly straight?
- What is the importance of following the rules of 1 point perspective?

**GOALS:**

- Students will be able to use their T Squares properly.
- Students will be able to identify horizontal, vertical, diagonal, horizon, vanishing point, and orthogonal lines.
- Students will be able to follow the rules of 1 point perspective in order to create a successful 1 point perspective drawing.
- Students will be able to apply their knowledge of shading and/or color to produce detailed drawings.
- Students will apply their practice from interior and exterior to choose which they would like to complete for their final.

**OBJECTIVES:** Students will choose between an interior or exterior 1 point perspective drawing. They will apply the rough draft practice to their final to make the decision. Students are encouraged to make stores or restaurants they like, take inspiration from their favorite media, incorporate things they come in contact with daily, etc. Students will use T Squares to create work that is clean and accurate. They will “draw it light until they get it right.” Students will apply their knowledge of shading, tones, and/or color to complete their drawings.

**LOGISTICS:** Paper, pencils, T Squares, erasers, paint, paint brushes, paper towels, water cups, palettes, colored pencils, markers, pastels

**SPARK/INTRODUCTION (Time: \_\_ 2 classes \_\_)** – Start the class with looking at images of paintings and drawings from the 1300s of 1 point perspective, then transition into the slideshow I made of modern examples of 1 point perspective. We will then do a step by step of how to draw an interior 1 point perspective drawing together. Each student will follow along with me. This will go until the end of class. The next day, we will do the same but with an exterior 1 point perspective. Students will then take the rest of class that day to begin their final drawing, choosing between interior or exterior.

**ACTIVITY (Time \_\_ Several classes \_\_):** Students will have studio work days everyday during this project. They will have the entire class to ask questions, get refreshers/advice, and any other support they need from me. This project will take roughly a week.

**CLEAN-UP PROCEDURES (Time \_\_\_\_ 5-10min \_\_\_\_):** Depending on the material each student was using, clean-up time will vary. Students are expected to clean their own space up and put things back in their homes in the classroom. Students who chose to paint will need those extra 5 minutes to clean their brushes, cups, and wipe the table off as needed.

**CONCLUSION/WRAP-UP (Time \_\_\_\_ 5-10 min \_\_\_\_)** – A few minutes prior to clean-up, I begin making my final rounds. I do my last individual check-ins and give any advice/tips as needed, as well as answer any questions students have. This will continue through cleanup until the end of the class.

**ADAPTATIONS/MODIFICATIONS:** Students on an IEP/504 can work on smaller paper if necessary. They may also make fewer buildings, or put less details on an interior. They may also receive additional help and one-on-one instruction from me.

**EXTENSION:** Students who feel they are done early may be asked to revisit/refine certain areas as needed. They may also be asked to take things a little further if it could be. Students who are done early may either make another or free draw.

**ASSESSMENT STRATEGIES/RUBRICS:** Students will be graded on their own ability and effort. Students will also be graded on whether or not they completed all requirements. They will also be graded on how correct their lines are, this includes the straightness of lines, right angles, and if lines go to vanishing point.

**RESOURCES & IMAGES:**

<https://www.essentialvermeer.com/technique/perspective/history.html>

[https://docs.google.com/presentation/d/1aX7lc1z3SAoS\\_dVCqBq3jl4BQnpIbPomM3ozNK3e6bA/edit?usp=sharing](https://docs.google.com/presentation/d/1aX7lc1z3SAoS_dVCqBq3jl4BQnpIbPomM3ozNK3e6bA/edit?usp=sharing)