

Perspective in drawing and beyond

Secondary: (ages 11 – 14)

Visual arts

Students explore using one point perspective in their drawings. Specifically, this project will expose students to linear perspective. Linear perspective uses lines to make objects appear to take up space and form in a flat work. Students will use one point perspective to create an illusion of space in a two dimensional space and will then discuss concepts of perspective both inside and outside of the visual arts.

Time allocation About 3 lesson periods

Subject content Use linear perspective to create illusion of space/form in 2-D picture
Experiment with one point perspective and create unique images

Creativity and critical thinking This unit has a **creativity** and **critical thinking** focus:

- Create visual art in a personally novel manner
- Make connections to ideas about perspective inside and outside of the visual arts
- Reflect on the importance of perspective and steps taken to create a visual arts piece

Other skills N/A

Key words one-point; two-point; linear perspective; space; form; horizon; vanishing point; drawing

Products and processes to assess

Students produce a series of drawings using linear perspective and take part in discussions or produce written work on the concept of perspective. At the highest levels of achievement, their outputs are imaginative with high levels of personal features whilst also demonstrating a technical understanding of perspective. In discussion/written work, they are able to make links to the idea of “considering multiple perspectives” across different disciplines, and they take a specific position about the importance of perspective, supporting this with well-chosen examples and justification, as well as being open to the ideas and feedback of others.

Teaching and Learning plan

This plan suggests potential steps for implementing the activity. Teachers can introduce as many modifications as they see fit to adapt the activity to their teaching context.

Step	Duration	Teacher and student roles	Subject content	Creativity and critical thinking
1	Lesson period 1	<p>Teacher introduces the concepts of one point perspective and two point perspective, gives definitions of vanishing points and horizon lines, and shows examples of artworks using one point perspective.</p> <p>Students break into groups and are given examples of images using one point perspective. They are asked to identify the vanishing point and horizon lines in each.</p>	<p>Developing understanding of one point perspective</p> <p>Locating vanishing points and horizon lines</p>	
2	Lesson period 2	<p>Students complete the two one perspective worksheets found here: http://www.studentartguide.com/wp-content/uploads/2015/02/perspective-drawing.pdf</p>	<p>Developing drawing accuracy and technical skills</p>	
3	Lesson period 3	<p>Students break into groups of 3. Each student has one piece of paper. All students draw a dot somewhere on their paper, and then rotate papers, so each student gives their paper to another member of the group. All students then draw a single object somewhere on the new piece of paper they have, and then rotate papers again so everyone has a paper they have not yet had. Each student is then left with a piece of paper with a dot and an object. They are challenged to use the dot as the vanishing point, create a line of horizon, and incorporate the object into an interesting and imaginative finished drawing. Students work on their drawings, teacher circulates to assist as needed.</p>	<p>Working with a given vanishing point and object to create a new work</p> <p>Understanding one point perspective in drawing</p>	<p>Generating ideas for objects to depict</p> <p>Creating visual art in a personally novel manner</p>
4		<p>The teacher may choose to close the activity with some reflective discussion (either in small groups or as a class) or some reflective writing on perspective. What did students learn about using linear perspective in art? Have they heard the term perspective used outside of the visual arts? What does it mean to “consider multiple perspectives” in your thinking or writing? Can you give an example? Why might it be important to do this? How is this similar or different to the kind of perspective you’ve been studying in visual arts?</p> <p>Students complete an exit ticket which they hand in before leaving. The ticket says:</p>	<p>Reflecting on perspective in and outside the visual arts</p>	<p>Reflecting on the importance of perspective and considering multiple perspectives</p> <p>Making connections to conceptual ideas about perspective outside of the discipline of visual arts</p> <p>Reflecting on steps taken in</p>

creating a piece of visual art

Today, I used these habits of mind.
(Circle those that are appropriate)

Envision	Explore	Reflect
Persist	Develop craft	Observe
Understand art world		Express

Resources and examples for inspiration

Web and print

- Examples from online images that use one point and two point perspective (these can be found by searching for “one point perspective examples” or “two point perspective examples”)
- Student one point perspective worksheet <http://www.studentartguide.com/wp-content/uploads/2015/02/perspective-drawing.pdf>

Other

- 12” by 9” black, grey, or brown paper
- Coloured pencils
- Graphite

Opportunities to adapt, extend, and enrich

- Further links could potentially be made with mathematics (e.g. the geometry of creating an illusion of space)

Creativity and critical thinking rubric for visual arts

• Mapping of the different steps of the lesson plan against the OECD rubric to identify the creative and/or critical thinking skills the different parts of the lesson aim to develop

	CREATIVITY Coming up with new ideas and solutions	Steps	CRITICAL THINKING Questioning and evaluating ideas and solutions	Steps
INQUIRING	Make connections to other visual arts concepts and media or to conceptual ideas in other disciplines	4	Identify and question assumptions and conventional rules in a piece of visual art (content, style, technique, colour, composition, etc.)	
IMAGINING	Play with unusual and radical visual arts ideas when preparing or creating a piece of visual art	3	Consider several perspectives on the content, technique or expression of a piece of visual arts	4
DOING	Create visual art that shows expressive qualities or personally novel ways to engage a subject matter	3	Explain both strengths and limitations of a piece of visual arts justified by aesthetic, logical and possibly other criteria	
REFLECTING	Reflect on steps taken in creating a piece of visual art and on its novelty compared to conventions	4	Reflect on the chosen expressive choices of a visual arts piece relative to possible alternatives	4