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Approval _____

LESSON PLAN

Lesson Title: Linear Perspective: converging parallel lines - Activity 163

Day #: 1

Length of Period: 1 hour

Age range: 7th - 8th grade

Vocabulary:

- a. **Parallel** - two or more lines that remain level with each other
- b. **Horizon** - A line at which the sky and earth appear to meet
- c. **Appear** - to have the appearance of being; seem; look
- d. **Vanishing point** - a point on the horizon line where the parallel lines “appear” to meet
- e. **Converge** - meet in a point or line; incline toward each other
- f. **Eye level** - the height at which the viewer see’s the horizon line
- g. **Landscape** - a picture representing natural inland or coastal scenery (typically)

Materials, Resources, Technologies:

Tri-fold board/card board, large images art work, handouts, crayons, pencils, erasers, pencil sharpeners, photo examples and rulers

Master work(s):

“The Last Supper”- Leonardo da Vinci

“Courtyard of the Former Castle in Innsbruck, Austria” - Albrecht Dürer

“The Last Supper, with a Spaniel” - Giovanni Pietro da Birago; after, Leonardo da Vinci

“Take-Off, project Perspective” - Max Peintner, (Artist), Austrian, born 1937

“Theatrical perspective with symbolic monuments of Rome” - Baldassare Peruzzi

Photographs of examples of perspective

Standards/Objectives/Adaptations

STANDARDS / ANCHORS:	LEARNING OBJECTIVES:	ADAPTATIONS:
<p>9.1.8 C. Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>9.3.8 C. Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p> <p>9.3.8 D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p> <p>9.1.8 A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>Elements-Visual Arts: color form/shape line space texture value</p>	<p>Students will learn descriptive terms and be able to identify and categorize types and forms of works of art.</p> <p>Students will understand the visual elements of parallel lines and perspective.</p> <p>Students will create an drawing by “breaking down” elements such as a vanishing point, horizon line, and parallel lines.</p>	<p>Students will work at different levels due to varying age range of 7th -8th grade.</p> <p>Older/advanced students can focus on color and texture once they complete shape and linear aspects of assignment.</p>

Lesson Body:

Anticipatory Set (5mins) {Sarah}

Students will observe a refresher about the class expectations:

Respect- honor, esteem & consideration

Pride- value, satisfaction in a job well done, cherished

Students will view artworks and photographs of perspective and will be presented with a list of vocabulary with review words and new words. Each student will also be given an 8.5 X 11 image and a pencil.

Procedures

{Jon}

- Vocab (10mins): Students will fill out the term sheets as the words are defined; active participation from the students will be required. Students will be asked if they know what the words means the teacher will give definition. Students will be asked: Who remembers what a horizon lines is? What determines its placement? Why do the lines seem or appear to come together in the distance
{Sarah}

- Warm-up & Demonstration exercise (10mins): Students will observe teacher showing where the lines are in a few examples of linear perspective. Students will use a pencils and rulers to draw implied

perspective lines on the 8.5 x 11 photo handouts provided. Jon will hand out paper and rulers during warm-up.

- **Production (20mins):** Student will produce a drawing using linear perspective and one vanishing point. They will choose to illustrate a highway, sidewalk or railroad tracks. The students must incorporate a building, fence, telephone poles to demonstrate knowledge of perspective above, below & on the vanishing point. If students finish early, they can revisit atmospheric perspective and use color to help determine depth of space.

Closure (10mins) {both}

Students will review terms as we look at completed images. Students will show where they used converging lines and they will discuss the success each artwork.

Clean-up (5mins)

Students will return all materials to bins and turn in completed work.

Independent Practice

None

Safety Considerations

Keep aisles clear and supplies on tables.

Evaluation:

“The teacher will assess the student’s ability to describe works of art by having each student participate in a mini critique and discuss how they used linear perspective within their drawing.”

Self-reflection:
