

Rose Cushwa
Perspective Landscapes
6th Grade
Drawing
13- 45 minute classes

Big Idea: Throughout time and across cultures, real and imaginary places have been important to people.

Summary: Students will identify and practice the techniques of one and two point perspective through drawing exercises. Students will then look at landscape artworks and analyze mood and interpret meaning. Students will then engage in artistic behavior by brainstorming and planning their own landscape ideas to draw in one or two point perspective, and collect reference images. Students will use their reference images and resources and knowledge of correct perspective to create finished drawings using color to create mood.

Rationale: Connection to places and the desire to capture and create them is a human experience that students will be able to explore in this lesson. By learning perspective, and collecting and synthesizing references into an original artwork, students will develop communication and research skills, in addition to artistic skills and technique.

Key Concepts:

- Perspective techniques allow us to create places that feel real.
- Mood allows us to create an emotional context for a place.
- Researching and combining reference images to create original work is an important skill and artistic practice.

Essential Questions:

- How can you draw different features of places in perspective?
- What decisions to artists make to create mood?
- How does research and using reference images create artwork?

National Standards:

Cr.2.1.3a

Create personally satisfying artwork using a variety of artistic processes and materials.

Cr.2.2.3a

Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

Pennsylvania Standards:

9.1.3.E

Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

9.1.3.H

Handle materials, equipment and tools safely at work spaces.

Objectives:

Students will...

Knowledge

- Identify the rules of one and two point perspective through class exercises.
- Reflect on, and respond in writing to landscape art by observing and interpreting mood.

Skills

- Carefully create a final original landscape artwork using correct perspective, and showing mood with features and/or color.

Disposition

- Develop artistic behavior through envisioning and planning design concepts, completing studies and sketches, and synthesizing references.

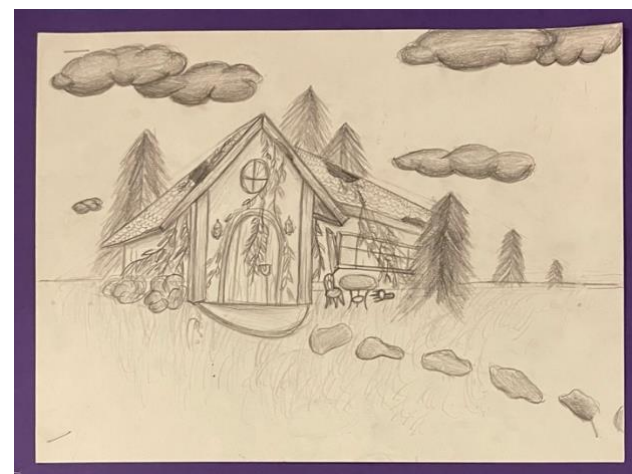
Assessments:

Formative Assessment:

- One on one in class support

Summative Assessment:

- In progress check sheet
- Students will complete a self reflection on their final work
- Rubric attached at the end of the lesson plan



Student Work

Week 1 and 2

Assessment:

Formative:

Understanding will be checked and suggestions given during work time.
Drawings will be checked and suggestions noted between classes.

Summative:

Check sheet
Rubric
Self Assessment Exit Ticket

Day 1:

Motivation/Engagement:

Art Start- One Point Perspective Landscape
Pre-drawing

Development:

Types of perspective intro discussion

Closure Question:

Exit ticket on perspective types and terms.

Day 2:

Motivation/Engagement:

Perspective recap

Development:

Step by step one point perspective drawing

Close:

Students self correct pre-drawing

Day 3:

Motivation/Engagement:

Students share steps of drawing in perspective.

Development:

Finish step by step one point perspective – students add details or personal touches.

Close:

Introduce that final project will be completely original – students can start thinking and noticing what they like in their work or the world.

Day 4:

Motivation/Engagement:

Art start – predraw of building in two point perspective.

Development:

Step by step two point perspective drawing.

Close:

Share anything students are thinking about for final drawing.

Day 5:

Motivation/Engagement:

Review differences between one and two point perspective and anything that students seem to be struggling with.

Development:

Finish two point perspective.

Close:

Add something original to the drawing that follows the rules of perspective.

Week 3 and 4

Assessment:

Students work should be reviewed and notes/suggestions made regarding perspective between days 8, 9 and 10.

Preparation:

Planning Packets

Starting day 7 students will need perspective exercise drawings and other perspective resources to references while working.

Day 6:

Motivation/Engagement:

Art start – Brainstorm real and imaginary places.

Development:

Intro to project and Mood Discussion

Close:

What's the Story? Responding to Art Activity

Day 7:

Motivation/Engagement:

Review mood discussion – Students share the mood they interpreted for their What's the Story Image

Development:

Landscape planning

Close:

Sketch out the major features of you landscape for reference.

Day 8:

Motivation/Engagement:

Students share their mood for original landscape.

Development:

Collect research photos and sketch landscape compositions.

Close:

Review sketches and circle the one you feel matches the mood the best.

Day 9:

Motivation/Engagement:

Drawing in perspective review – note any challenges seen in composition sketches.

Development:

Begin final landscape starting with horizon line, vanishing point, and one major feature to check perspective.

Close:

Review mood features.

Day 10:

Motivation/Engagement:

Review Perspective drawing techniques – address any challenges seen in drawings.

Development:

Work on final landscapes.

Close:

Write down any questions or challenges on sticky note.

Week 5

Day 11:

Motivation/Engagement:

Demo details, textures, etc. that can help finish landscapes based on what the class is working on.

Development:

Finish drawing, add details, etc.

Close:

Gallery Walk

Day 12:

Motivation/Engagement:

Talk about color, perspective, and mood.

Development:

Add color.

Close:

Trade pieces and write down one word for the mood you see in your partners artwork.

Day 13:

Motivation/Engagement:

Students share their mood again, if it matched the mood their partner said.

Development:

Finish

Close:

Exit ticket reflection

Materials:

Teacher Materials:

Perspective and Landscape Intro

What's the Story Landscape Presentation

Photocopier for color studies

Perspective references for students

*Attached separately

Student Materials:

Landscape Planning Packet (What's the

Story? Brainstorming Real and

Imaginary Places, Landscape and Mood

Planning, Thumbnail Boxes

Paper

Pencils

Rulers

Chromebooks

Colored Pencils/Watercolor/Etc.

	Above and Beyond	Right on Target	Needs Work	Needs Help
Understanding of Perspective Knowledge	Student demonstrated strong understanding of the rules of perspective through discussion and exit tickets. Drawing exercises have correct perspective and additional original features also demonstrate correct perspective. Student was able to completely correct pre-drawing.	Student demonstrated understanding of the rules of perspective through discussion and exit tickets. Drawing exercises have correct perspective and student was able to mostly self correct their pre-drawing.	Student demonstrated a lack of understanding of the rules of perspective across assessment forms, including discussion, exit tickets, and drawings, even after assisted. Errors in perspective were not corrected.	Student demonstrates no understanding of perspective in any assessment even with one on one instruction. Student made no attempt to correct perspective drawing after suggestions.
Artistic Planning Disposition	Student developed research and planning skills through carefully and thoroughly completing planning exercises, sketches, and collecting references. Student explored a range of ideas and there is strong connection between planning material and the final image.	Student developed research and planning skills through carefully completing planning exercises, sketches, and collecting references. Student explored several possibilities for final image and the connection between planning and the final image is identifiable.	Student demonstrated little development in research and planning skills. Planning exercises and sketches were not completed carefully, and the references were limited. There is little to no connection between planning material and the final image.	Student did not develop research or planning skills. Exercises, sketches, and reference collection were not completed even with prompting and assistance. There is no connection between planning and final image.
Final Drawing Skill	Student carefully rendered a technically accurate landscape drawing using correct perspective. Exceptional care and skill are demonstrated through design, accuracy, and detail. Mood is shown clearly through features and/or color	Student created a landscape drawing using accurate perspective. Student showed care through attention to technique and detail. There is an identifiable mood using features and or/color.	Student created a landscape drawing, but the perspective is inconsistent and does not show attention to correct technique. Mood techniques are used but not consistently.	The landscape shows little to no accurate perspective demonstrating lack of attention to instruction and one on one assistance. The final landscape shows no creation of mood.