



## Grade 6 Art Lesson: One Point Perspective

<p><b>OVERALL EXPECTATIONS</b></p> <p>By the end of Grade 6, students will:</p> <ul style="list-style-type: none"> <li>• produce art works in a variety of traditional two- and three-dimensional forms , as well as multimedia art that communicate feelings, ideas, and understandings, using elements, principles and techniques of visual areas</li> <li>• apply critical analysis process and communicate feelings, ideas and understandings in response to a variety of art works and art experiences.</li> <li>• demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present and their socio-cultural and historical contexts</li> </ul>	<p><b>VOCABULARY</b></p> <p>form, line, shape, movement, radial balance, composition, one-point perspective, vanishing point, horizon, horizon line, eye level, bird's eye view, worm's eye view, face, side, contrast, ratio, scale, parallel lines</p> <p><b>MATERIALS</b></p> <p>30 cm ruler, 8"X10" white paper, HB pencil, white eraser, 12X18" cartridge paper, pencil crayons with high contrast, meter sticks, document camera &amp; LCD projector, or overhead projector, transparencies, and overhead markers</p>
<p><b>SPECIFIC EXPECTATIONS</b></p> <p><b>Creating &amp; Presenting:</b></p> <p>D1.1 Creating art work that expresses feelings and ideas  D1.2 Demonstrate an understanding of compositions using selected principles of design to create narrative art works or works on a theme or topic  D1.3 Use the elements of design to communicate ideas, messages and understandings for a specific audience or purpose</p>	<p><b>Activity Instructions:</b></p> <p>Lesson 1:</p> <ol style="list-style-type: none"> <li>1. Model steps on 8X10" paper using the appropriate labels, thus reviewing the vocabulary, how to make simple cubes and cylinders using the vanishing point and points of view</li> <li>2. Begin by locating a horizon line, draw it across the page (landscape) and label it on the right side. Discuss how this is the imaginary line of the eyelevel of the artist and viewer.</li> </ol>

**Reflecting and Responding:**

D2.2 Explain how the elements and principles of design are used in their own and other's works to communicate meaning or understanding

D2.4 Identify and explain their strengths, interests and areas for improvement as creators, interpreters and viewers of art

**Cross Curricular:**

- Math

3. Discuss what happens to long hallways, on straight train tracks, or straight roads in the distance. Explain the imaginary convergence of parallel lines. Give this imaginary point a name and place the Vanishing Point on the Horizon Line close to the middle
4. Let the students tell you where the Bird's Eye View and Worm's Eye View should be located and label appropriately
5. -Begin to draw three-dimensional shapes using simple squares or rectangles. Label the front of the shapes, the Face. From the front review that these are solid shapes; therefore not all corners can go to the vanishing point. connect appropriate corners to the VP
6. -Stress that these guidelines are parallel lines and the backs of the shape must be parallel to the original sides of the shape.

Lesson 2 - Letters that are 5cm square. Create letters of equal width and length.

1. Select a vanishing point either worm's eye view or bird's eye view.
2. Practice joining the letters to the VP and using a colour scheme of 3 different contrasting colours 1st colour for the fronts, 2nd colour for right and left sides.

Lesson 3 - Explosion Letters

1. Discuss composition and the concept of thirds for placement of the VP and radial balance.
2. Discuss ratio and scale for 3 sizes of letters.
3. Project components: 5cm- 3 letters, 10cm- 3 letters, 2.5cm- 3 letters, 3 letters of their choice.
4. Letters must be placed around the VP.
5. Colour the letters using the 3 colour scheme from Lesson 2.

**Concluding Activity:** class critique and self-analyze their own final works

**ASSESSMENT**

Observation/conferencing, project evaluation rubric, peer critiques, self-evaluation/journaling, reflections