



Grade 7 Art Lesson: 2-Point Perspective Building Environments

<p>OVERALL EXPECTATIONS</p> <ul style="list-style-type: none"> - to produce a variety of traditional 2-dimensional forms that communicate an understanding of ideas and feelings, using the elements, principles, and techniques - applies the critical analysis process to communicate feelings - exploring forms in social cultural context 	<p>VOCABULARY</p> <p>Space, line, shape & form, unity & harmony</p>
<p>SPECIFIC EXPECTATIONS</p> <ul style="list-style-type: none"> - use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges <p>demonstrate an understanding of composition, using multiple principles of design and the “rule of thirds” to create narrative art works or art works on a theme or topic</p> <p>identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art</p>	<p>MATERIALS</p> <ul style="list-style-type: none"> - 30 cm x 30 cm cartridge paper - pencil - eraser - ruler - coloured pencils - perspective handouts - perspective posters - scrap paper <p>INTRODUCTION</p> <ul style="list-style-type: none"> - show students examples from posters and handout of different kinds of perspective - using a ruler and scrap paper, demonstrate how to draw 1&, 2 and 3-point perspective using a basic cube as the focus <p>Activities</p> <ul style="list-style-type: none"> - ask students to create their “ideal living space” on the good copy paper, keeping in mind perspective and adding details to their living space to seem really

	<ul style="list-style-type: none">- the space is viewed from the outside, and must keep in mind the horizon and the natural environment which must also follow the rules of perspective- students conference with the teacher as the drawing time goes on- correct any errors early on- once they have completed the pencil drawing and it has been checked by the teacher for obvious problems, they use pencil crayons to finish their work (use the ruler on the vanishing points and move across the image in order to see if all lines match-up, or are vertical in appropriate places)- special attention is paid to where the light source is in the sky (or if it's night time) so that the colouring reflects this (demonstrate adding the complimentary colour into the colour that is to be darkened to help create realistic shadows) <p>Concluding Activity:</p> <ul style="list-style-type: none">- share with the class their building environment and explain why it's their "ideal living space"- students are encouraged to evaluate their successes and what they would do differently <p>ASSESSMENT</p> <ul style="list-style-type: none">- observation- conferencing- perspective quiz- project- peer/teacher critiques
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