



Grade 8 Art Lesson: Two Point Perspective Design

<p>OVERALL EXPECTATIONS</p> <p>By the end of Grade 8, students will:</p> <p>D1. Creating and Presenting: apply the creative process to produce art works in a variety of traditional two and three dimension forms, as well as multimedia art works, that communicate feelings, ideas and understandings, using elements, principles and techniques of visual arts as well as current media technologies;</p> <p>D2. Reflecting, Responding, and Analyzing: apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of art works and art experiences;</p> <p>D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.</p> <p>Develop understanding of elements and principles of design through participation in a variety of hands-on, open-ended visual arts experiences.</p>	<p>VOCABULARY</p> <p>1 pt perspective, 2 pt perspective, vanishing point Linear, overlapping, intersecting, optical illusion, Movement</p> <hr/> <p>MATERIALS</p> <ul style="list-style-type: none"> - 12" X 18" newsprint paper - plastic right angles/metal straight edges - 12" X 18" white cartridge paper - fine line permanent technical pens (0.3, 0.5, 0.7) - coloured pencils <p>RESOURCES</p> <ul style="list-style-type: none"> - Perspective without Pain – Phil Metzger - Basic Perspective Drawing (DVD) - Optricks by Larry Evans - (in Sightlines Anthology 8) - Drawing with Light & Shade DVD
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SPECIFIC EXPECTATIONS

Creating & Presenting:

D1.1 Create art work that expresses feelings and ideas

D1.2 Demonstrate an understanding of composition using multiple principles of design

D1.3 Use elements of design to communicate ideas, messages and understandings for a specific audience and purpose.

Reflecting, Responding & Analyzing

D2.3 demonstrate an understanding of how to read and interpret signs, symbols and style in art works

D2.4 identifies and explains their strengths, their interest, and areas for improvement as creators, interpreters, and views of art.

- Gain an appreciation for optical illusion art and artists
- Use math skills in transforming an image using vanishing points
- Use imagination - develop problem solving skills - utilize elements/principles of design
- Develop color planning using pencil crayons

Cross Curricular:

- Math, Science

INTRODUCTION

1. Display and discuss Optricks by Larry Evans
2. Review 1 pt and 2 pt lessons
3. Demonstrate overlapping and intersecting bars, blocks, turrets, Greek keys, et
4. Complete activity with the following criteria
 - a) Minimum of five boxes of varying sizes
 - b) Minimum of four bars that go around and through the box
 - c) Minimum of 10 holes (can be on top and bottom as well as sides)
 - d) Minimum of 10 turret shapes
 - e) Colour with a light source
 - f) Use minimum of $\frac{3}{4}$ of the paper and create a balanced composition (turn the paper upside down while working to ensure balance).

Concluding Activity:

Class critique

ASSESSMENT

- Observation
- Conferencing
- Project Rubric
- Peer/teacher critiques