

M-DCPS Visual Arts Lesson Plan Template

Grade: 6th-8th grade	Date(s): 4/10/25
Lesson: one and two point perspective - drawing	Media: Pencil
Standards: Florida State Standards – <a href="http://www.CPALMS.org">www.CPALMS.org</a>	
<p>VA.68.O.1.3: Combine creative and technical knowledge to produce visually strong works of art.          VA.68.O.2.1: Create new meaning in artworks through shared language, expressive content, and ideation.          VA.68.S.1.3: Use ideas from cultural, historical, and artistic reference to create personal responses in personal artwork.          VA.68.S.1.2: Use media, technology, and other resources to derive ideas for personal art-making.          VA.68.S.2.2: Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.</p>	
Objectives/Student Outcomes: Provide a list of the anticipated outcomes of the lesson what students will know, understand, and do. Example: Students will be able to..., Students will know..., Students will understand..., Students will do...	Differentiated Instruction Strategies: How will you modify your instruction to meet the individual needs of your students?
Students will practice perspective using worksheets, demonstrate their understanding of one-point perspective by drawing their neighborhood street, and show their understanding of two-point perspective by creating a city block drawing; they will also apply prior shading techniques to enhance the three-dimensional effect.	<p>ESOL/ELL: Provide illustrated instructions for one-point and two-point perspective drawing, with key vocabulary labeled. Use bank words with definitions. Demonstrate each step while explaining the thought process slowly and clearly.</p> <p>ESE: Break the project into smaller steps with individual check-ins and goals. Allow students to choose simpler objects or scenes for perspective drawings based on readiness. Use visual cues to show progress and help with transitions or pacing. Offer guided practice or peer assistance for students who need extra support with spatial concepts.</p>
Materials/Supplies: List all materials and supplies needed to complete the lesson.	Visuals/Resources/Technology: List all visual samples, handouts, resources, and technology that will be used to enhance the lesson
<p>One point perspective worksheet          Art notebook          Pencils          Erasers          Rulers          8.5"x11" white paper          Medium size white paper          Colored pencils, markers, sharpies, crayons (optional)</p>	<p>Powerpoint          Teacher sample          One-point worksheet          Two-point worksheet</p>

Elements of Art and Principles of Design:						
Color	<b>Form</b>	<b>Line</b>	<b>Texture</b>	<b>Shape</b>	<b>Space</b>	<b>Value</b>
<b>Balance</b>	<b>Contrast</b>	<b>Emphasis</b>	<b>Movement</b>	<b>Pattern</b>	Rhythm	<b>Unity</b>

Vocabulary: Essential vocabulary that should be introduced and/or reviewed.

Value: The lightness or darkness of tones or colors. White is the lightest value; black is the darkest. The value halfway between these extremes is called middle gray.

Highlight: the lightest spot or area; any of several spots in a modeled drawing or painting that receives the greatest amount of illumination.

Contrast: art experts refer to it as the arrangement of opposite elements (light vs. dark colors, rough vs. smooth textures, large vs. small shapes, etc.) in a piece, so as to create visual interest, excitement and drama. Considered

a principle of design with variety.

Contour line: a line that defines a form or an edge. The outline or silhouette of a given object or figure. Can also be used to show basic details or changes within the plane of an object.

Line quality: Using a range of types of line to show expression, texture, movement, light, space, etc. to add interest to a drawing.

Elements of art: The building blocks of a work of art. The visual components of color, form, line, shape, space, texture, and value.

Principles of design: describe the ways that artists use the elements of art in a work of art. Includes: balance, emphasis, movement, proportion, repetition, pattern, rhythm, unity, and variety.

Perspective: In drawing or painting, a way of portraying three dimensions on a flat, two-dimensional surface by suggesting depth or distance.

One point perspective: A drawing method that shows how things appear to get smaller as they get further away, converging towards a single 'vanishing point' on the horizon line.

Two point perspective: Linear perspective in which parallel lines along the width and depth of an object are represented as meeting at two separate points on the horizon line.

Introduction/Background: (Set the purpose of the lesson). Explain the relevance of the lesson and the importance of learning the concept. Introduce or review important vocabulary.

The purpose of the lesson is to help students develop an understanding of spatial depth in art by exploring one-point and two-point perspective drawing techniques. Through guided practice and application, students will learn how to accurately represent three-dimensional forms on a two-dimensional surface and enhance their work using shading to create a realistic sense of space and form.

Essential Question(s): A higher order question that is directly derived from the benchmark, introduced at the beginning, discussed throughout, and answered by students at the end of the lesson to show understanding of the concepts taught.

Higher Order Question(s): What questions will be answered to provoke higher order thinking? What would the ideal student response be for each question?

How can you make a drawing appear three-dimensional using perspective?  
 How can you make your street appear three-dimensional using one-point perspective?  
 How can you make your city block appear three-dimensional using a two-point perspective?

How does using one-point and two-point perspective change the way we represent space and depth in art, and why might an artist choose one method over the other?

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Procedures/Learning Activities: A series of tasks the student will engage in over the course of the unit. The activities are based on what students need to understand and be able to do for the performance assessment and are aligned to your standards and essential questions. Include key learning activities like art-making, question, reflection, and contextual information/research. Encourage description, analysis, and interpretation. Be prepared to highlight instructional strategies. Example: Re-state lesson description, warm-up/sketches, diagnostic assessment, learning activity set-up, demonstration/modeling (I do, we do, you do), creating/planning/refining, formative assessment, clean-up, presentation of work, critique/reflection, summative assessment.

## Day One -

1. Introduction
  - a. Start class by explaining that the final lesson in the drawing unit is learning how to draw in perspective.
    - i. Perspective is a way of showing three-dimensions on a flat, two dimensional surface. o Show the PowerPoint of examples of 1, 2, and multiple point perspectives.
  - b. Do a demonstration of one point perspective for the class.
    - i. Use a house on your neighborhood street.
    - ii. Draw the horizon line above or below the letters and add a vanishing point to the horizon line.
    - iii. Show students how to line up the corners and edges of the house with the vanishing point and draw a light line back to the vanishing point.
    - iv. Explain that when a line intersects the edges of the house you leave that part of the line out, or erase it later.
    - v. Show how to add horizontal and vertical lines to “end” the sides of the house and finish off the “three-dimensional” street.
  - c. Pass out the one point perspective worksheet
    - i. Have the students read the information on the front, then complete the exercises on the back.
    - ii. Tell them on the back of the worksheet in the name box section to just practice one or two blocks since they will be drawing their house on a separate sheet of paper.
  - d. Once they are done with the worksheet, have them add it to the “exercises” section of their art notebook and pass out blank 8.5”x11” sheets of paper.
    - i. Tell them to draw their house in block letters.
    - ii. Remind them that they get to choose whether they want the horizon line above or below their name. They also get to choose where on the horizon line to place the vanishing point.
  - e. Walk around the room and assist the students as necessary. Perspective is a difficult concept and may require a lot of assistance.
  - f. Have students clean up the last few minutes of class.

## Day Two -

1. Wrapping one point perspective and starting two point perspective.
2. Have students get out their one point name perspective and complete it if they still need time. Encourage them to add color, patterns, whatever they want to make it more interesting.
3. Once the name drawings are finished, have the students put them in the “sketches” section of their art notebook.
4. Show images of two point perspective from the PowerPoint as a refresher.
  - a. Point out the two vanishing points located on the horizon line.
5. Draw a quick city block example on the board.
  - a. Draw the horizon line and add two vanishing points on either end.
  - b. Add a vertical line between the vanishing points.
  - c. Line up the top of the line and connect it to the left vanishing point. Draw a line. Repeat for the bottom point of the line. Repeat on the right side.
  - d. Add vertical lines to break up separate buildings. Add horizontal lines for alleyways. Add vertical lines for sides of windows and doors, connect the top and bottom lines of the windows and doors to the vanishing point.
  - e. Ask the class if there is anything they would like you to add as an example.
6. Pass out the two-point perspective worksheet.
  - a. Tell students to read the information on the front and complete the exercise on the back.
  - b. This will serve as the sketch for their city block drawing.
7. The last few minutes of class have students clean up.

## Day Three -

1. Have students get out their two point perspective worksheets
  - a. Address any questions and assist as needed.
  - b. Remind students to draw lines going to the vanishing point very light so they can erase them later. o Tell them to add the worksheet to the “exercises” section of their art notebook when they are complete.
2. Pass out the medium size white paper.
  - a. Tell them to start working on their final city block drawing.
  - b. Remind them to draw big and fill the page.

- c. Tell them to add sidewalks, streets, alleyways, bricks, windows, and a lot of detail.
3. Once their base drawing is complete and unnecessary lines erased, have them add color.
4. Allow students a few minutes to clean up at the end of class.
5. Remind students this is the last day to work on their projects in class.
  - a. Encourage adding final details, color, and shading to make their city blocks even more three-dimensional.
6. Once the students are finished with their drawings, have them turn them in.
7. The last few minutes of class allow students to clean up.

Sketchbook/Home Learning Assignments: Include any home learning or independent learning assignments that accompany this lesson.

Students will be graded on completing the following:

- Create one point perspective using your name.
- Create a two point perspective by designing your own city block. City must include interesting details, a variety of buildings, stores, street signs, etc.

Evidence of Student Learning: Provide a list of the process documentation that you plan to acquire during the course of the lesson. These may include photographs of students engaged in learning, drafts of student work, quotes from students, interviews of students, videos, etc.

Assessment: "Begin with the End in Mind." How will you know whether your students have made progress towards the objective? How and when will you assess mastery? There are three types of assessment: Diagnostic, Formative (The check for understanding mechanisms used throughout the unit to ensure each student gets the instruction needed to be successful on the summative performance assessment Example: reader's notebooks, post-it jots, small group anecdotal records, discussion, drafts), Summative (The "summary of student's achievement in relation to...learning standards.")

Observation of final project Interview with student Group assessment (critique)  
 Observation of process (student working)  
 Portfolio
 

- a) Tracking
- b) Demonstrates growth
- c) Compiles a variety of techniques and media

 Journals
 

- a) Ideas for projects
- b) Sketches
- c) Teacher generated assignments Vocabulary Test

 Unit Test Report/Essay Exit Slip