Class: Intro to Art

Lesson: Two-point perspective

Academic Standards: Production 9

Substandard(s): H.9.1 PROFICIENT: Create artworks that demonstrate skill and understanding of different media, processes, and techniques.

Performance Objective(s): The high school students will complete a two-point perspective drawing of their own idea with 100% accuracy of technique.

The high school students will complete the two-point perspective drawing with 100% accuracy that is based on creativity.

Advanced Preparation by Teacher: The teacher will review technique of two-point perspective. The teacher will have handouts for the students on multiple perspective drawings. The teacher will be ready to show old students work on two-point perspective, if possible. The teacher will be ready to demonstrate and start a two-point perspective drawing as an example. The teacher will have enough pencils, paper, and erasers for every student.

Procedure:

Introduction/Motivation: I will start out the day with a small brain break from school with a fun picture. The picture will be an illusion. It will be two pictures in one. I will give the students 2 min. in class as I am taking attendance to come up with a title for the picture. Then I will reveal to them the hidden picture. I then will tell them we will be doing some sort of illusion of the eye later on in the year similar to this. Next, I will go over the day’s agenda, which will be on the blackboard and what I expect from the students and what the students should expect from me. Then I will take the students outside to the corner of the building where I will have a ladder set up. I will let each student climb the ladder and look down the corner of the building. The student should see a real life example of two-point perspective. I will ask the students if they noticed the how the lines that were horizontal fell back to a point. This will give the students a better understanding of how this works. This should last 15 min.
Step-by-Step Plan:

1) After my introduction I will explain how important is to take notes when going over techniques. I say this because two-point perspective is very hard to follow and if the students do not take notes then they will not have the right information to uses when they are working on the project.

2) Next, I will teach the students a good effective way to take notes it’s called the Ms. Penczar’s Skeleton Outline. The students will begin by drawing a straight line about a 3rd of the way in on the page. Next the student will put class, and date in the right hand corner of page. The students will also title the notes with the subject.

3) Then the students will paraphrase the text or write down what was written on the board by the teacher on the right hand side of the page. This should be done quick so the student can stay on top of notes.

4) Next, the students should review his work after class. This is when you take time to rewrite or edit your notes. It is good to work with a partner whenever possible. The student during this time should jot down notes and draw pictures/diagrams in the left hand column.

5) The students should review notes regularly after class on several days. This session should take up to 5-10 min.

6) The teacher will then go over how to produce a two-point perspective drawing. During this time the students will be putting Ms. Penczar’s Outline to the test. First, the teacher will go over important vocabulary that we have discussed be for, such as, two-point perspective, vanishing point, space, and parallel lines. Then the teacher will write out the steps on the black board to draw a two-point perspective drawing.

7) After all notes are taken and everyone is done writing the teacher will have the students gather around so he can demonstrate how to draw a two-point perspective drawing. Next, I would let them know it could be anything that they wanted as long as it was at a two-point scale. Then I would give them example of ideas first from my own ideas. Things such as a house that is uniquely designed, a corner of a town with many building. I would explain that they could make a creative design that had multiple boxes and color that were shown from two-point perspective.

8) Then I would also show students work. To help them get ideas.

9) After then I would send them back and let them get busy on their assignment of creating a two-point per perspective. During this time I would monitor the class and offering advice and help.

Closure:

10) With 5 min. left in the class I will allow students to begin cleaning up and get ready to leave.

11) During this time I will remind student that they will have 4 days to work on this assignment and that will be going on to still-lifes after that.
Adaptation/Enrichment:

Learning Disabilities:
1) I have done a note taking strategy that will help learning disability students be more organized and have a helpful way to study. I think this will be beneficial to all my students as well.
2) I will try to sit the learning disability student around other smarter students that are willing to help out, just in case I am not around. Or if if they are really struggling I will put them in front so they will be closer to me.
3) I will allow the learning disability student more time to get his work done if he/she works at a slower pace, this will be discussed with him early on in a class.
4) I will also have typed notes for the student in my class so he/she maybe able to sit and listen rather then be busy taking notes and not learning anything.

Bloom’s Taxonomy:

Knowledge: The teacher will go over the vocabulary that is already know and will teach the students two-point perspective.

Comprehension: Students will show their comprehension from introduction activity.

Application: Students will work through two-point perspective to create the drawing.

Gardner’s Multiple Intelligences:

Verbal/Linguistic: The teacher will explain what they will be doing and will give written instructions during note taking. Students will also learn by writing notes.

Interpersonal: Students will work by themselves through two-point perspective to create their drawing.

Bodily: Students will create a two-point perspective.

Intrapersonal: Students will review their notes together outside of class.
Two-point perspective

Vocabulary-
- Two-point perspective- Drawing from two points
- Vanishing point- Point where all lines meet in a perspective drawing.
- Space- What is around painting, picture
- Parallel lines- Lines that fall to the vanishing point.

Two-point perspective.
- begin by having two dots on both sides of picture
- Where ever there is a parallel line it will meet or fall to that point
- Most other lines go up and down.