



Tuesday 01/17/2023

Week 1

4th VA

**New Mexico single point perspective #11****Arts Standards & Common Core Connections**

VA:Cr1 Generate and conceptualize artistic ideas and work.

VA:Cr2 Organize and develop artistic ideas and work.

VA:Cr3 Refine and complete artistic work.

Students will create a landscape using single point perspective and ripped color paper that shows depth.

**Vocabulary**

**Single point perspective-** single point perspective is 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.

**Foreshortening-** an optical illusion that compresses/ squishes/ makes smaller objects that are further away and enlarges objects that are nearer the viewer.

**Overlapping-** in art is the placement of objects over one another in order to create the illusion of depth.

**Essential Question**

How does making art attune people to their surroundings?

**Lesson / Instruction / Narrative**

Students will start the art lesson by spending 3-5 min warming up by drawing in their sketchbooks "Draw a mischievous animal and what they did.

-We will review the Classroom Expectations (1. Raise your hand! 2. Be nice! 3. Listen and follow Directions)

Look at our Elements and Principles that we will use today (Shape, Color, Space, Unity).

-I will use visual aids to review how to divide a landscape into background, middle ground, and foreground.

-I will describe how single point perspective is used in art to create depth. Students will receive card-stock with an x photo copied onto it. This x will be used as a guide for students to fill in different zones of sky, road, grass, and trees.

-Each student will rip a blue paper into small portions and fill in the sky triangle near the vanishing point. As the students glue further away from the vanishing point (center) each glued paper will be larger until the largest is furthest from center.

The same process will be repeated on sky, grass, tree tops and road/ground.

**Formative Assessments****Direct Observation**

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

**Kinesthetic Practice**

Rehearsal of concepts taught during lesson and imitated or self-initiated to create or improve upon for informal in class performance

**Oral Discussions**

Students participating in conversations, Think-Pair Share, or conferences in groups or one to one with a peer or teacher.

**Instructional Strategies**

s Monitor Progress

s Modeling

s Review

s Expectations

s Check for Understanding

**Materials / Resources / Technology**

5"x9" card stock



paper- blue, green, brown

**Differentiation / Modifications**

EEL and or special needs student may buddy with other student to assist or given the option to draw their ideas or express then in their own language.