Englewood Public School District
Visual Art
Grade 8

Unit 1: Aerial/Atmospheric Perspective

Overview: Students will learn about **aerial perspective**, also called **atmospheric perspective**, method of creating the <u>illusion</u> of depth, or recession, in a painting or <u>drawing</u> by modulating color to simulate changes effected by the atmosphere on the colors of things seen at a distance. Although the use of aerial perspective has been around for hundreds of years, it was discovered that the presence in the atmosphere of moisture and of tiny particles of dust and similar material causes a scattering of light as it passes through them, the degree of scattering being dependent on the <u>wavelength</u>.

Time Frame: 10-12 daysd

Enduring Understandings:
- In art, especially painting, **aerial perspective** refers to the technique of creating an illusion of depth by depicting distant objects as paler, less detailed, and usually bluer than near objects.
- Perspective drawing is a technique used to represent three-dimensional images on a two-dimensional picture plane.
- Artists and illustrators use various methods of constructing images with perspective.
- The biggest difference in three-point perspective is that there are three vanishing points (VPs); two are along the horizon, just like two-point, but the third VP is located either above the horizon (at the zenith) or below the horizon (the nadir), depending on the area you intend to draw.

Essential Questions:
- What is aerial perspective in art? What is the definition of atmospheric perspective in art?
- What is the meaning of perspective in drawing?
- How do artists use perspective in their work? How did Renaissance artists use perspective?
- What are the 3 points of perspective? What is a four-point perspective?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion,	**Topics** Aerial perspective, perspective drawing vanishing points two dimensional-three dimensional	Students will view slideshows of a variety of styles and works demonstrating perspective.	Head for Art – Aerial Perspective http://headforart.com/2016/07/22/aerial-perspective/	**Formative Assessments:** - Observation - Summative non-formal assessment

and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
 	
1.3.8.D.5
Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
 	
1.1.8.D.2
Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
 	
1.2.8.A.1
Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
	drawing techniques, 3- and 4-point perspective, atmospheric perspective.
	
	Objectives
	
	SWBAT show understanding of the style of artists who work/worked in aerial perspective.
	
	Students will discuss the technological innovation of perspective, which advanced the art world.
	
	Students will describe the Renaissance period and the artists who used perspective in this period.
	
	Students will demonstrate how to draw using 3-point perspective.
	
	Students will demonstrate how to draw using 4-point perspective.
	
	Students will create original artwork demonstrating perspective.
		They will be introduced to artwork from the Renaissance. **6.2.8.D.1.b**
		
		Students will compare and contrast a series of images looking at perspective. **NJSLSA.SL2, NJSLSA.L3**
		
		Students will describe how the "invention" of perspective was a technological breakthrough in the art world. **6.2.8.D.1.b, NJSLSA.L3**
		
		Students will create a timeline of artists that used perspective (Renaissance, etc.). **6.2.8.D.1.b, NJSLSA.SL2**
		
		Students will do a WebQuest researching artists that used perspective in their work. **6.2.8.D.1.b, WHST.6-8.7, WHST.6-8.9**
		
		They will compare and contrast two or more artists and their styles. **L.8.5, NJSLSA.L3**
		
		Students will create a sketchbook demonstrating 3- and 4-point perspective. **8.EE.B, 8.G.C, 8.G.A, RST.6-8.3**
			Understanding Linear Perspective https://www.youtube.com/watch?v=on2FKHDsaCM
			
			Renaissance artists https://www.metmuseum.org/-/media/files/learn/for-educators/publications-for-educators/renaissance.pdf
			
			Crivelli https://www.nationalgallery.org.uk/paintings/carlo-crivelli-the-annunciation-with-saint-emidius
			
			School of Athens http://www.scholastic.com/browse/article.jsp?id=3757092
			
			3-point perspective https://www.craftsy.com/art/article/three-point-perspective/
			
			4-point perspective https://www.youtube.com/watch?v=YHGsXw7UO4U
			
			Exercises for Drawing with Atmospheric Perspective https://medium.com/@ConceptsApp/5-exercises-for-drawing-with-atmospheric-perspective-869e2dcbf855
			
			Perspective unit https://visualartaba.weebly.com/gr8-unit-2-perspective.html
				• Question and answer group discussion
				
				Summative Assessments:
				• Reflections
				• Self-Assessment
				• Peer Assessment
				
				Benchmark Assessment:
				Common Formative Assessment
				
				Alternative Assessments:
				• 20 Quick Formative Assessments from the art of education:
				  • Outcome Sentences
				  • Pair-Share
				  • 3-2-1
				  • Beach ball
				  • https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/
				• Gallery walk displaying student work.
				• Admit/Exit tickets
				• Teacher-made check sheets and rubrics.
				• Projects, Portfolio, Presentations
				• Think Pair, and Share
				• Landscape drawing

1.2.8.A.3 **Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.** **1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.**		Students will choose a type of perspective and create their own original artwork. **8.EE.B, 8.G.C, 8.G.A, RST.6-8.3**		• Cityscape drawing

Key Vocabulary:
- **Aerial perspective**– the technique of representing more distant objects as fainter and bluer.
- **Perspective drawing**– a technique used to represent three-dimensional images on a two-dimensional picture plane.
- **Atmospheric perspective**– method of creating the illusion of depth, or recession, in a painting or drawing by modulating color to simulate changes effected by the atmosphere on the colors of things seen at a distance.
- **One-point perspective-** a type of linear perspective that has one vanishing point at the horizon line
- **Two-point Perspective**–is a type of linear perspective that uses two vanishing points placed on the horizon line.
- **Three-point Perspective-** a type of linear perspective in drawing that uses three vanishing points, two on the horizon line and one either above or below the horizon
- **Four-point Perspective-** a curvilinear version of a two-point perspective, and can give a panoramic or a 360° view four vanishing points are equally spaced, two on the horizon line, and one above and below, to define four vertically-drawn lines in a 90° angle related to the horizon line.
- **Horizon line**- A thin line where the Earth and the sky appear to meet each other is the horizon line, and it is always at the eye level
- **Vanishing Point-** a point where all the parallel lines seem to meet and gradually disappear.

Integration of 21st Century Standards NJSLS 9:
9.2.8.B.3
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Art curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA -
https://www.wida.us/standards/CAN_DOs/
This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Art requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
- Speak and display terminology and movement - Teacher modeling - Peer modeling - Develop and post routines - Label classroom materials - Word walls - Check for understanding of directions - Use posters with directions written in pictures in all languages - Seat students close to the teacher. - Incorporate visuals: graphic organizers, gestures, props	- Utilize modifications & accommodations delineated in the student's IEP - Work with paraprofessional - Work with a partner - Provide concrete examples and relate all new assignments to previously learned tasks - Solidify and refine concepts through repetition. - Provide extended time. - Repeat directions - Check for understanding of directions	- Using visual demonstrations, illustrations - Give directions/instructions verbally and in simple written format. - Peer Support - Increase one on one time - Teachers may modify instructions by modeling what the student is expected to do - Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.	- Curriculum compacting - Inquiry-based instruction - Higher order thinking skills - Adjusting the pace of lessons - Interest based content - Real world scenarios - Student Driven Instruction - Room for Artistic Choices - Elevated Technique Complexity - Additional Projects - Adaptation of requirements

		● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given.	

Interdisciplinary Connections:

ELA - NJSLS/ELA:
RST.6-8.3 Follow Precisely A Multistep Procedure When Carrying Out Experiments, Taking Measurements, Or Performing Technical Tasks.
NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Social Studies:
6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Math:
8.G.A. Understand congruence and similarity using physical models, transparencies, or geometry software.
8.EE.B. Understand the connections between proportional relationships, lines, and linear equations.
8.G.C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Integration of Technology Standards NJSLS 8:
8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.3: Demonstrate an understanding of fair use and Creative Commons to intellectual property.
8.1.8.D.4: Assess the credibility and accuracy of digital content.
8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.
8.2.8.A.5: Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
8.2.8.B.5: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
8.1.8.C.1: Explain how different teams/groups can contribute to the overall design of a product.
8.2.8.C.4 Identify the steps in the design process that would be used to solve a designated problem.
8.2.8.C.5 Explain the interdependence of a subsystem that operates as part of a system.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP12. Work productively in teams while using cultural global competence.