

Englewood Public School District

Visual Art

Grade 7

Unit 2: Linear Perspective

Overview: The development of linear perspective during the Renaissance transformed the picture plane and gave artists the ability to create a three-dimensional extension of the real world. In this unit, students will research and apply the ways in which an artist chooses to depict space while focusing on perspective.

Time Frame: 22-24 days

Enduring Understandings

- The development of linear perspective during the Renaissance transformed the picture plane and gave artists the ability to create a three-dimensional extension of the real world.
- Perspective can be used to create the illusion of depth.
- Perspective can be seen in everyday objects and landscapes.

Essential Questions:

- How did the development of linear perspective during the Renaissance affect future art movements?
- What other developments have had a great effect on painting and drawing?
- Why and how might I create the illusion of depth in my own artwork?
- How might my understanding of linear perspective apply to the world around me?

Standards	Topics and Objectives	Activities	Resources	Assessments
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<p>1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, 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).</p> <p>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.</p> <p>1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p>	<p style="text-align: center;">Topics</p> <p>Linear perspective, drawing techniques, creating the illusion of depth, elements of space.</p> <p style="text-align: center;">Objectives</p> <p>SWBAT will use the elements of line and shape in the creation of their own artwork.</p> <p>Students will describe linear perspective in works of art from the Renaissance.</p> <p>Students will describe the impact that Renaissance artists had on artists of future time periods.</p> <p>Students will demonstrate the use of linear perspective in their own works of art.</p> <p>Students will distinguish between artwork that uses 1-point and 2-point perspective.</p>	<p>Students will research, examine and discuss in groups visual depth in 2-D artworks from different cultures and times. They will analyze visual techniques. 7.RP.A.2.b, 6.2.8.D.1.b, WHST.6-8.7, WHST.6-8.9, SL.7.1, NJLSA.SL2</p> <p>Students will create a drawing of a city street demonstrating basic one point and two-point perspective. 7.RP.A, 7.G.A, 7.G.A.1</p> <p>Students will describe, compare and contrast a series of images displaying one- or two-point perspectives in works of art. 7.RP.A, 7.G.A, 7.RP.A.2, RST.6.8-7, L.7.3</p> <p>Students will create a list of questions they would ask Renaissance artists about their use of linear perspective to create a 3-dimensional world. Then they will act out an interview with the artists (specific students will role play the artists). 7.RP.A, 7.G.A, 7.G.B.6, 6.2.8.D.1.b</p>	<p>Linear Perspective: Brunelleschi's Experiment https://www.youtube.com/watch?v=bkNMM8uiMww</p> <p>Masaccio: https://en.wikipedia.org/wiki/Masaccio</p> <p>Linear Perspective Video: https://www.khanacademy.org/humanities/renaissance-reformation/early-renaissance1/beginners-renaissance-florence/v/how-one-point-linear-perspective-works</p> <p>Linear Perspective Interactive: https://www.khanacademy.org/humanities/renaissance-reformation/early-renaissance1/beginners-renaissance-florence/a/linear-perspective-interactive</p> <p>House/hallway (one-point perspective): http://thehelpfulteacher.blogspot.com/2010/12/perspective-drawing-101drawing-house.html</p> <p>City Street (2-point perspective):</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Observation • Question and answer group discussion • Reflections • Self-Assessment • Peer Assessment <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Summative non-formal assessment <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • 20 Quick Formative Assessments from the art of education: <ul style="list-style-type: none"> • 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
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<p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p>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.</p>		<p>Students will create a drawing on a hallway demonstrating basic 1-point perspective. 7.RP.A, 7.G.A, 7.G.A.1, 7.G.A.2, 7.RP.A.2, RST.6-8.3</p> <p>Students will create a drawing of a city street demonstrating basic two-point perspective. 7.RP.A, 7.G.A, 7.G.A.1, 7.G.A.2</p>	<p>https://juliannakunstler.com/art1_2pt_city.html</p>	<ul style="list-style-type: none"> • Teacher-made check sheets and rubrics. • Projects, Portfolio, Presentations • Think Pair, and Share
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Key Vocabulary:

- **Diagonal line-** is made out of a straight line that's set at an angle instead of straight up or across
- **Horizontal line-**runs left-to-right across the page.
- **Horizon line-** is a horizontal line that runs across the paper or canvas to represent the viewer's eye level, or delineate where the sky meets the ground
- **Linear perspective-** a system of creating an illusion of depth on a flat surface. All parallel lines (orthogonals) in a painting or drawing using this system converge in a single vanishing point on the composition's horizon line.
- **Parallel lines-** two lines that are always the same distance apart and never touch
- **Receding lines-** lines parallel to each other that gradually move away from the viewer
- **One-point perspective-** a one-point perspective drawing 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.
- **Vanishing point-** is the spot on the horizon line to which the receding parallel lines diminish. It is what allows us to create drawings, paintings, and photographs that have a three-dimensional look
- **Vertical line-** one the goes straight up and down, parallel to the y-axis of the coordinate plane

Integration of 21st Century Standards NJSL 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 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/

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 requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● 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: 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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

<p>graphic organizers, gestures, props</p>	<ul style="list-style-type: none"> ● Repeat directions ● Check for understanding of directions 	<p>up for the student to see during the time of the lesson.</p> <ul style="list-style-type: none"> ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. 	
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

RST.6-8.3 Follow Precisely A Multistep Procedure When Carrying Out Experiments, Taking Measurements, Or Performing Technical Tasks.

RST.6-8.7: Integrate Quantitative or Technical Information Expressed in Words in A Text with A Version of That Information Expressed Visually (E.g., In A Flowchart, Diagram, Model, Graph, Or Table).

SL.7.1. Engage Effectively in A Range of Collaborative Discussions (One-On-One, In Groups, And Teacher-Led) With Diverse Partners on Grade 7 Topics, Texts, And Issues, Building on Others Ideas and Expressing Their Own Clearly.

L.7.3. Use Knowledge of Language and Its Conventions When Writing, Speaking, Reading, Or Listening

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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:

7.RP.A: Analyze proportional relationships and use them to solve real-world and mathematical problems.

7.G.A: Draw, Construct, And Describe Geometrical Figures and Describe the Relationships Between Them.

7.G.A.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

7.G.A.2: Draw (with technology, with ruler and protractor, as well as freehand) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

7.G.B.6: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects

7.RP.A.2.a: Decide Whether Two Quantities Are in A Proportional Relationship, E.g., By Testing for Equivalent Ratios in A Table or Graphing on A Coordinate Plane and Observing Whether the Graph Is A Straight Line Through the Origin.

7.RP.A.2.b: Identify the Constant of Proportionality (Unit Rate) In Tables, Graphs, Equations, Diagrams, And Verbal Descriptions of Proportional Relationships.

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.

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.