

Instructional Unit Title: Drawing Illusion: Personal Place Perspective

Drawing

The teacher may provide students with examples of linear, aerial, and nonlinear perspective so that students can identify similarities and differences in ways artists create depth and perspective.

The teacher may demonstrate with a visual aide (e.g., 3-dimensional box/cube) 1, 2, and 3-point perspective views so that students may begin to visualize what each perspective offers.

The teacher may focus on the technique and formula of 1-point perspective so that students can create and understand the visual impact of the 1-point perspective.

The teacher may focus on the technique and formula of 2-point perspective so that students can create and understand the visual impact of the 2-point perspective.

The teacher may present artistic planning strategies so that students can understand the role and importance of planning in the creative process.

The teacher may present examples of cityscapes in each perspective so that students can analyze various pros and cons of each perspective in artistic decision making.

The teacher may demonstrate and model light sources and value in an artwork so that students can begin to understand the strategies employed to create depth.

The teacher may focus on the technique and formula of 3-point perspective so that students can create and understand the visual impact of the 3-point perspective.

(Post-Performance Task) The teacher may present reflection questions so that students may understand the importance of reflection in the creative process.

PERFORMANCE ASSESSMENT: You are an artist commissioned by the city planning committee to create a linear perspective drawing of a futuristic vision of their cityscape to be displayed in City Hall. The cityscape should be a full rendering of a 3-dimensional cityscape on a two-dimensional plane including color and value.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.