**Lesson Plan #3 Title**: **1 Perspective Drawing Method**

**Time: One 45 minute Period of lecture demonstration.**

**Three 45-48 minute Periods of Lab for final drawing/assessment**

**Performance Objective:** Students will learn the rules of operation that govern one-point perspective method.

-Vertical lines always communicate up and down lines in an image and are parallel with the sides of the paper.

-Horizontal lines are parallel with the line between both eyes and are drawn parallel with the top and bottom of the page. All other lines recede into the distance and are drawn to a vanishing point on the horizon.

One-point method is used to draw objects that the front edges are parallel with the viewers eyes. Other methods such as the two point method are used to draw things on an angle so that the front corner of the object appears closest to the observer.

**Resources or Materials Needed:**

Students:

Pencil

 Eraser

 Paper

 Ruler

**Day 1**

**Step 1: Pre-Instructional Activities: (10 minutes)**

Show images of linear perspective and parallel perspective. Ask Students to describe the differences in each image. See if anyone can deduce any problems from using parallel perspective. Explain that linear perspective is how the eye sees the world and parallel perspective is a distorted view of how our eyes see. Both are interesting to look at but knowing linear perspective is the more correct of the two. (Images are saved to power point)

**Step 2: Content Presentation: (Remainder of class)**

1. Draw horizon line and define it as eye level.
2. Draw a square above, over and below the horizon line.
3. Introduce the idea that above the horizon line is looking up and looking down is drawn below the horizon line. Looking forward is represented as being on the horizon.
4. Draw lines from corners of squares to vanishing point on horizon. Emphasize that all receding lines go to the vanishing point.
5. Demonstrate how to divide the square to create triangles that appear as house roofs.
6. Show how to draw windows and doors on front and sides of cube.
7. Answer any final questions.
8. Collect student copies of lecture and correct mistakes in red to show correct methods. Make note of students who struggle with methods. Turn back to students next day.

**Step 3: Learner Participation: (10 minutes)**

**Day two**

An image using perspective will be on the white board with several mistakes drawn on purpose. Volunteers will correct the problems. (10 min) Students will then be tasked to draw a simple house using the information given in the demonstration. They will be reminded to use Overlapping and depth of field concepts in drawings.

**(Complete any unfinished instruction from day one)**

**Step 4: Pre-Assessment: (Remainder of Class)**

Students will draw a simple house. Drawings will easily use 50 lines. Students who make 3 or less mistakes will be proficient. 4-8 mistakes are average and 8 and above will need remediation. Some considerations will be made for students who attempt more challenging problems. Turn in work at end of class.

**Step 5: Feedback:** Instructor will quickly review pre-assessment drawings for obvious problems and give feedback by drawing lines correctly over image with colored pencil.

**Days 3-5**

**Step 6: Final drawing / Assessment**

Students will access <https://www.instantstreetview.com/> and traverse the digital environments found in the links, looking for a suitable image to draw for their final image. The image must be taken in one point perspective viewpoint. Upon discovering image students will take a screenshot and copy and paste the image onto a Google Doc. This part of the activity could have been completed at home or when students completed prior activities in the unit. If not completed students can take a maximum of 15 minutes to find their scene.