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| Unit: Drawing Lesson: One Point Perspective Pumpkin Farms Grade: 5th | | | |
| Vocabulary:  One point perspectives, horizon, vanishing point, landscape | Materials:  Sketchbooks, pencils, sharpies, large paper, water-based markers, water, paint brushes | | Time:  3 classes |
| Day 1:  Goals- 1.1.b. – Identify, describe, and interpret observed form by composing and rendering from observation subject matter that shows 3-dimensionalform, light and shadow, qualities of surface texture, detail, and spatial relationships. | | Day 2:  Goals- 1.1.b. – Identify, describe, and interpret observed form by composing and rendering from observation subject matter that shows 3-dimensionalform, light and shadow, qualities of surface texture, detail, and spatial relationships. | |
| Objective TLW:   1. To learn about and understand one-point perspectives and why this helps artists create the illusion of space in a drawing. | | Objective TLW:   1. To use knowledge of one-point perspectives to begin a final drawing of a pumpkin farm. | |
| Spark:  View multiple examples and discuss why they look like they create a 3-D landscape. | | Spark: Discuss perspective and have the class help draw a perspective on the board. | |
| Procedures/Activities:  Enduring Understanding: Art allows us to express ourselves!   1. Students will get sketchbooks and pencils out and ready. 2. Students will follow along with teacher as she demonstrates each part and asks the students to do each section. 3. Teacher will draw a curved horizon line and then add a vanishing point anywhere on the horizon. 4. Then draw curved lines out from the vanishing point to the bottom of the paper, allowing the lines to spread farther apart as the reach the bottom on the paper. 5. Then add a close up scarecrow, pumpkins of varying sizes to indicate distance and a farm near the horizon line. Students can add other details like a sky, house, ect. to the drawing as well. | | Procedures/Activities:  Enduring Understanding: Art allows us to express ourselves!   1. Students will use drawing in sketchbook to guide them on final drawing. 2. Students will draw the final on large paper using pencils first. 3. Students will ink the drawing with sharpie marker. 4. Students will begin to add color by only coloring around the sharpie lines with water soluble markers. 5. DO NOT add marker to the blue sky area (add soft pastel for that part!) | |
| Closure:  Students will show and discuss their drawings to the class. | | Closure:  Students will review what step they are on and decide if they are on task and will be able to complete the drawing next class. | |
| Assessment:  Participation | | Assessment:  Drawing and participation | |