

Farmer Grady's Challenge Art Lesson Plan

Context (InTASC 1,2,3)

Teacher Name: Shelby Strand

Date:

Lesson Topic: One Point Perspective Art

Grade Level: 3

Duration: up to 3 days

Kit Contents: http://odin-primo.hosted.exlibrisgroup.com/nmy:NMY_ALEPH:ODIN_ALEPH007757486

Desired Results (InTASC 4)

Purpose: The purpose of this lesson is to understand how to take a point of view and create one point perspective artwork from it.

Standards:

Visual Arts K-4 Standards:

- **4.1.2** Know the different techniques* used to create* visual art.
- **4.1.6** Use visual art materials and tools* in a safe and responsible manner.
- **4.2.1** Know the differences among visual art structures and functions.
- **4.6.2** Know connections between the visual arts* and other disciplines in the curriculum.

Grade 3 ELA Standard:

- **RI.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **RI.3.4** Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.
- **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
- **SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Grade 4 Math Standards:

- **4.MD.5** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
- **4.G.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Objectives: The students will be able to:

- Define one point perspective, vanishing point, and horizon line without errors.
- Identify one point perspective, horizon line, and vanishing point in different artwork with 100% accuracy.
- Construct a one point perspective art piece correctly demonstrating the use of vanishing point and horizon line based on the Farmer Grady's challenge model created in class.

Assessment Evidence (InTASC 6)

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Evidence of meeting desired results: During the beginning of the lesson the teacher will go over one point perspective, vanishing point, and horizon line. The students will tell their neighbors what each means as the teacher walks around to assess informally for understanding. The one point perspective power point game will be an indicator if the students are able to visually pick out one point perspective drawings. The teacher will walk around during the artwork creation process to assess for understanding of directions and to check for error. At the end of the project they will label their vanishing point and horizon line on their artwork with a post it note. This will show if they understand what each one is and where it is located.

Learning Plan (InTASC 4,5,7,8)**Instructional Strategy: (Check all that apply)**

Direct Indirect Independent Experiential Interactive

Technology Use(s): (Check all that apply)

Student Interaction Align Goals Differentiate Instruction Enhance Lesson

Collect Data N/A

Hook and Hold:

1. Have the students head out into the hallway with you. Have them sit quietly at one end of the hallway and watch as you walk to the other end of the hallway (away from them) and back toward them again. As you are walking away have them squint with one eye and use their fingers (thumb and pointer) to gauge your size as you get further and further away. When you get back to the students again as them to quietly walk back to the classroom

Procedures:

Side Note: Ahead of time you will have to create a power point presentation of a combination of one point perspective artwork and non-one point perspective artwork for the quick game before starting the art!

1. Discuss with the students how your size changed when you got closer and further away. They may say things like “you got smaller when you walked away and bigger when you got closer”
2. After the discussion is over and they have had a chance to compare their views, explain that we are learning about one point perspective today and will be starting a work of art!
3. Using your Active board, show them a picture of a one point perspective drawing and have them share what they are observing with their neighbors. Walk around as they are doing this and listen in.
4. Make sure to tell them that there is a point in the drawing where everything seems to be disappearing inside. This is the VANISHING POINT. A vanishing point is the spot where things are shrinking. Whisper to your neighbor what a vanishing point is.
5. Then cover the line where the sky meets the land.

Materials:

- Rulers
- White construction paper or cardstock
- Pencils and erasers
- Colored pencils or crayons
- Active board and computer
- Document Camera
- Farmer Grady’s orchard models.
- Notecards
- Power point Perspective Picture game
- Whiteboard and Dry Erase Marker
- Small Post it Notes

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- This is called the horizon line. Whisper this in a robot voice to your neighbor!
6. Review what things make up a one point perspective drawing.
 - a. They should mention the vanishing point and horizon line.
 7. Now put their new knowledge to the test! They will play a quick game where they need to identify if the picture has one point perspective or not. Show them an example picture that does NOT have one point perspective and one that does side by side. Explain that if you see a picture like the one without one point perspective you will write NO on your card. If it does you will write YES on your card.
 - a. Show them 6-8 pictures that are one point perspective and also not one point perspective pictures in a mixed order. Allow them a few seconds to write yes or no for each picture they see.
 - b. When you finish all of the pictures, review with them which ones had one point perspective and which ones did not.
 8. Have each student get their Farmer Grady Model and set it on their desk. Hand out a piece of white paper to each student and have them get out their pencils and a ruler.
 9. On the board you will guide them through each step and they will then do it on their paper. Draw out a rectangle on the board to represent their paper. It can either go vertically or horizontally.
 10. Draw a dot in the middle of your paper and tell them to draw their dot softly on their paper so it will be able to be erased.
 11. Walk around to make sure they are all near the center of their papers
 12. Next draw two lines from the bottom corner of your paper to that vanishing point and to the opposite corner. Then draw another line from the middle of the bottom edge to the vanishing point and the opposite corner. You will need to use a ruler to make these lines straight. It will look lopsided 'X' going through the paper. Then draw a horizontal line through the middle of the vanishing point from one edge of the paper to the other. You should have 3 lines total on their paper now.
 13. The students will now do this same thing on their

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- paper. Walk around as they do this to make sure they do it correctly.
14. Before you draw the trees, have the students identify if the lines they have drawn have formed acute, obtuse, or right angles. Ask them if they drew any line segments or rays and if their lines are parallel or perpendicular. They can discuss this with their neighbors and then have a short discussion as a whole group.
 15. Now you will draw the orchard trees. These will be drawn on whichever side has more space. The trees should be drawn along that vanishing line going from the bottom center to the vanishing point. The tree in the back should be drawn the smallest and the one in the front should be the largest. Draw your front tree first since it is the biggest and one you see the most of. This tree should be drawn as tall as your bottom vanishing line to the top vanishing line coming down from the top corner. Then draw the 2 other trees that gradually get smaller in the same manner.
 16. The students will now draw their trees, starting with the front tree. They will look at their orchard models in front of them with the tree line facing them as a single row and not 3 separate trees. Walk around to monitor their drawings and make sure their trees are gradually getting smaller.
 17. Once their three trees are drawn you can explain that they will now erase those vanishing lines that are in the sky. Any vanishing line that is above the horizon line will be erased. Show them how to do this on the board and walk around to be sure they erased the correct ones.
 18. The vanishing lines that are below the horizon line will be made into either a sidewalk or a road on the side of their orchard. Whichever they choose they need to make their sidewalk squares gradually get smaller or their road lines gradually shrink too. Demonstrate both on the board for them before they begin. Again, walk around as they do this to monitor their understanding.
 19. Collect all of their art and pick up all materials for the day.
- Day 2:** With their drawings complete from yesterday, they will now color them!
1. As objects move toward the vanishing point they become lighter. Have them practice getting gradually

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- lighter with their pencil on a separate sheet of paper. The same is true for the sky. The farther up in the sky you get, the lighter the color gets.
2. Demonstrate on the board how to get lighter in the sky as you move away from the horizon line. Then the students will color in their sky with whatever color they choose. Walk around as they are coloring.
 3. They will then color their grass and sidewalk or road. It should be darker at the bottom of the page and gradually fade as they get closer to their horizon line. They should also outline their pencil lines with whatever color they choose to color their grass and sidewalk. Walk around to monitor.
 4. The trees are the final step. They will color the closest tree the most vibrant. Using the same colors, each of the next trees will become gradually lighter than the one before it.
 5. Before they finish, they need to sign their work of art in the bottom corner. Then they will take 2 post it notes and write vanishing point on one and horizon line on the other. These will be used to label the vanishing point and the horizon line on their picture.
 6. When they are completely finished with all of this they can be handed in. Assess their labeling with their post it notes and note if it was done correctly or not as a vocabulary assessment.

(If more time is needed to finish the project be sure to alter the time constraint in this lesson plan.)

Summary: After examining their placement of the post it notes on their projects, discuss with the students how one point perspective is based upon straight lines. How might this be important for farmers? What similarities do fields have with one point perspective? Can you identify the horizon line and vanishing point in everyday life? Allow them time to share as either a whole group or with their neighbors as a wrap up discussion.

Reflection (InTASC 9)

Reflect On:

- *Preparation*
- *Planning*
- *Teaching*
- *Student Engagement and Participation*
- *Evidence of Student Learning*

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