



Two Point Perspective

July 2018

Students will create a drawing of a unique building using two point perspective.

| Overview | |
|--|---|
| Student Objectives <i>List the bulleted goals/objectives behind your lesson plan</i> | Students will: <ol style="list-style-type: none">1. Learn the rules of two point perspective2. Learn the vocabulary associated with two point perspective<ol style="list-style-type: none">a. Vanishing Pointsb. Horizon Linec. Vertical & Horizontald. Learn how to use a straight edge for accurate lines3. Gather photo references to be used to create their building4. Correctly create & draw a building of their design |
| Grade level | 8 |
| Curriculum area <i>Example: Language Arts</i> | Art |
| Materials | <ol style="list-style-type: none">1. Pencil & Eraser2. Extra Fine Point Pen (or Sharpie)3. Paper (8"x10" or larger)4. Ruler or straight edge5. Photo References of Buildings |



Standards

Learning Standards by State

Explain in bullet points how each of the Objectives align with state learning standards

PA Sate Standards:

9.1.8.A: Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.8.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.8.C: Identify and use comprehensive vocabulary within each of the arts forms.

9.1.8.H: Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.

9.1.8.E: Communicate a unifying theme or point of view through the production of works in the arts.

9.2.8.D.: Analyze a work of art from its historical and cultural perspective.

9.3.8.A: Know and use the critical process of the examination of works in the arts and humanities.

Compare and contrast

Analyze

Interpret

Form and test hypothesis

Evaluate/ form judgments

9.3.8.B: Analyze and interpret specific characteristics of works in the arts within each art form.

9.3.8.D: Evaluate works in the arts and humanities using a complex vocabulary of critical response.

9.3.8.E: Interpret and use various types of critical analysis in the arts and humanities.

- Contextual criticism
- Formal criticism
- Intuitive criticism

9.3.8.G: Compare and contrast critical positions or opinions about selected works in the arts and humanities.

Procedures/Resources

**Recommend
ed time
frame
overview**

*Example: 6
sessions: 1
30-min group*

8 classes:

1, 45 min class for Intro and Practice

1, 45 min class to gather photo resources

5, 45 min classes to create drawings

1, 45 min class to finalize drawings



intro / 5 30-min
computer-based
activity sessions
/ 1 30-min group
wrap-up

List the procedure and resources
for— bullet points with resource
links for each sessions:

Session One:

Intro to two point perspective:

What is perspective:

Two point perspective is a system of drawing used by artists to create a 3-D effect on a flat surface. In this point of view, buildings are turned slightly so that the front and a side can be seen by the viewer (sometimes the top if it's an aerial view).

Show examples of different types of perspective views:



*Naylor House, Swift & Silver Lake Roads (Middletown Township),
Langhorne, Bucks County, PA*

Images from LOC

<http://www.loc.gov/resource/hhh.pa1991.photos/?sp=7>

<http://www.loc.gov/resource/hhh.pa1991.photos/?sp=6>

These are the same building from different vantage points. The Left image is one point perspective, and the right is two point perspective. The building on the right is turned slightly showing two different faces of the house.

Next explain the drawing concepts:

The main rules of two point perspective are:

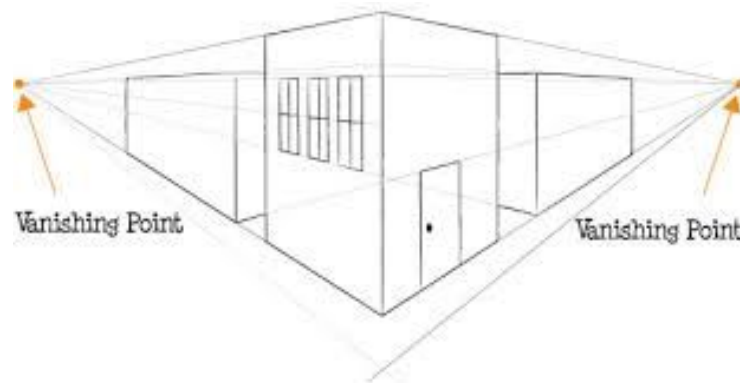
1. All lines that represent depth in the drawing converge to either a vanishing point on the left or right side of the drawing surface.



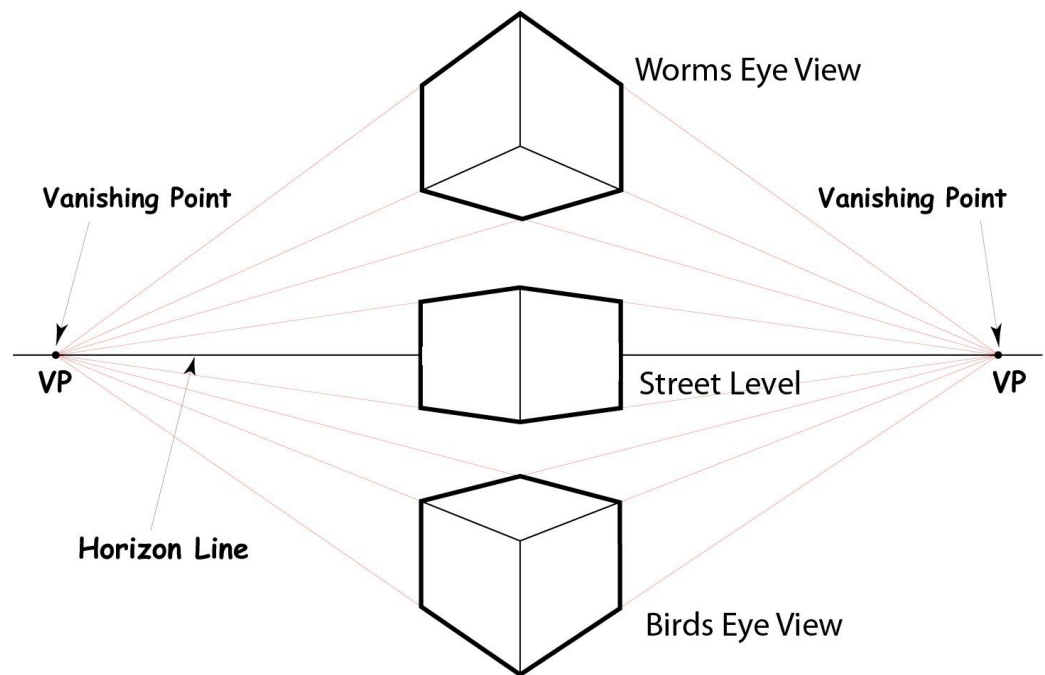
2. All lines vertical edges are parallel to one another

3. Use the ruler (or straight edge) to connect converging lines accurately to the vanishing point.

Have students try to draw simple cubes using the rules of two point perspective:




two point perspective



two point perspective



| | |
|---------------------|--|
| | <ol style="list-style-type: none">1. Use the ruler & draw a horizon line (line that separates the ground from the sky)2. Draw a vertical line representing the edge of the cube nearest to the viewer3. Connect the top and bottom of this line to each vanishing point.4. Add a vertical line to the left and right representing the edges farthest from the viewer.5. If the cube is above or below the horizon line, you will need to draw the top or bottom face of the cube. If so, connect the far corner of the cube to the vanishing point on each side (lines will criss cross). <p>If cubes are drawn correctly, all lines will either converge to a vanishing point or be vertical.</p> <p>Check work and review if needed.</p> |
| Session Two: | <p>Explore buildings in your neighborhood:</p> <p>Option 1- go on a walking tour of the area. Students should take photos & sketch while exploring their area. Look at doorways, rooftops, building decor, sidewalk, signs, landscape, other items (trash cans, mailboxes, furniture, etc)</p> <p><i>Example:</i> House in Langhorne, PA where my school is located</p>  <p>http://www.loc.gov/resource/hhh.pa1988.photos/?sp=1</p> <p>Option 2- collect images from photos, or the internet of buildings and outdoor scenery. Buildings could be of monuments, or more fantasy oriented with this option</p> |



Example:



<http://www.loc.gov/item/2017660934/>



<http://www.loc.gov/item/2017658100/>

Session Three- Seven:

Choose what to include & draw out your building:

Begin to draw a unique building. Using the techniques of two point perspective, construct cubes to be used for different sections of the building. For example, if there are two sections of the building, make two cubes proportionate and connected.

Students can use sketch paper to work out how to draw the different details of there selected architecture.

[two+point+sketch+final.jpg](#)**Session Eight:**

Finalize details by outlining with sharpies.
Use pencils to apply light shading if desired.

Evaluation

*Note the rubric which will help
you evaluate/grade your students*

- Students will be evaluated using....

Drawings will be evaluated using teacher created rubric:
Level of accuracy using two point perspective
Level of detail in drawing
Neatness
Participation during work time

Additional Resources

*List any additional resources
(example: websites related to
lesson plan topic) that students*

<https://tpsteachersnetwork.org/my-images/my-albums>



*can use for additional information
and/or after class exploration*

Accommodations

*Note any accessibility options that
might be applied to address
student needs*

Number of work sessions could be either be lengthened shortened to accommodate class needs.
A selection photos could be provided by the teacher if students do not have access to cameras or computer devices.
Color could be added as an additional lesson.
Required elements within the drawing can be modified based on students needs.



Primary Sources from the Library of Congress

| Image Thumbnail | Description | Citation | URL |
|-----------------|---|---|--|
| | <p>A brief account of the Province of Pennsylvania in America, lately granted under the great seal of England to William Penn, &c ... [Signed] William Penn [1682?].</p> | <p><u>An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera</u></p> | <p>http://memory.loc.gov/cgi-bin/query/r?ammem/rbpe:@field(DOCID+@lit(rbpe1400010a))</p> |