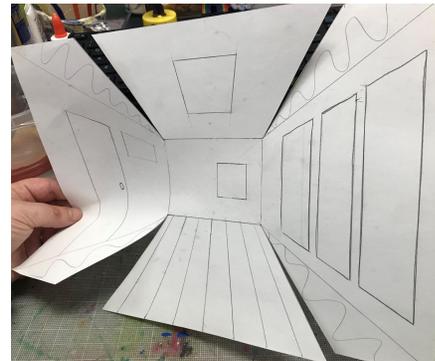
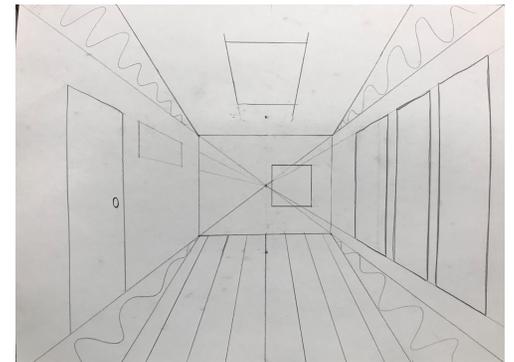
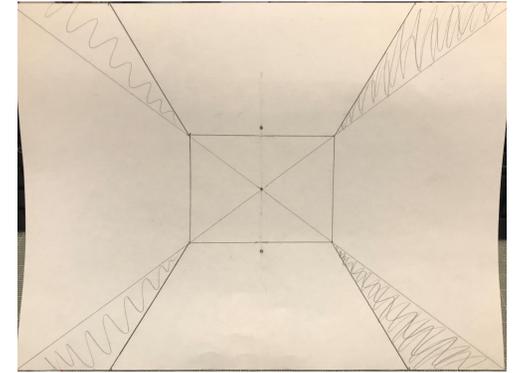


REVERSE PERSPECTIVE - DICK TERMES - LESSON PLAN

<p>TOPIC/CONCEPT/THEME: 1 point perspective, the illusion of depth and dimension, drawing techniques.</p>	<p>NATIONAL VISUAL ARTS STANDARDS: VA.Cr.3, VA.Pr.5, VA.Re.7, VA.Co.11</p>	<p>WYOMING FPA STANDARDS: FPA 4.1.A.2, FPA 4.1.A.5, FPA 4.2.A.2, FPA 4.4.A.1,</p>
<p>LEARNING OBJECTIVES: Students will be able to:</p> <ul style="list-style-type: none"> - create the illusion of depth on their picture plan using linear perspective. - identify the vocabulary used to create the illusion of depth on a 2-dimensional surface. - view and discuss the works of Dick Termes and how he creates art using perspective. - demonstrate appropriate use of materials to create a unique perspective drawing. 	<p>VOCABULARY: Perspective Drawing: is a technique used in art and design to represent three-dimensional images on a two-dimensional picture plane. Your perspective is the way you see something. Perspective has a Latin root meaning "look through" or "perceive," and all the meanings of perspective have something to do with looking. Vanishing Point: the point in fictive space which is supposed to appear the furthest from the viewer - the position at which all receding parallel lines meet.</p>	<p>CLASSROOM PREP:</p> <ul style="list-style-type: none"> -Draw lines, vanishing points, and cut areas on 4-5 papers. -Prep all tables with pencils, rulers, colored pencils, and glue sticks.
	<p>MATERIALS:</p> <ul style="list-style-type: none"> 9x12 white construction paper Pencils Rulers Colored pencils Glue sticks Large drawing mats with measurements 	<p>MOTIVATION:</p> <ul style="list-style-type: none"> - Discuss the works of Dick Termes. "What do you see, what do you notice, what do you wonder?" -Share artists' responses with the class about looking at the world from multiple perspectives. <i>"I am trying to teach people to look all around themselves... and see the whole picture, spherical pictures of everything that is around you." I like this idea that reality is not just one flat frame and we should look at this from multiple perspectives: literally (geometrically) and metaphorically.</i> "But what is perspective?" Define and discuss. - "Today we will learn how to do a perspective drawing, to make a 2D drawing appear 3D!"
<p>ASSESSMENT QUESTIONING:</p> <p>"When you step back from your work, does it appear 3D?"</p> <p>"What is a vanishing point?"</p>	<p>DIFFERENTIATION:</p> <p>Lesson is best for grades 4-8, can be adjusted to grade level.</p>	<p>RESOURCES:</p> <p>https://petersansom.wordpress.com/2019/01/25/remember-thisthe-reverse-perspective/</p>

PROCEDURES:

1. Show students the teacher's example and explain that we will be making reverse perspective drawings. All students will get a piece of paper with the vanishing points and cut-out areas that have already been drawn on (to save time). Explain that dots are vanishing points that we will use when adding details like doors and windows. Show students how they were found using a ruler. The gray X-ed-out areas will be cut and used as glue tabs in our final step.
2. Using the doc camera, demonstrate how to use a ruler to add wall details (doors, windows, artworks, etc) all converging toward the center vanishing point. Allow students to try on their own, walk around assisting if needed.
3. Once all wall details are added demonstrate how to add floor details (wood planks, rugs, tiles, etc...) using the top vanishing line. Again assist if needed.
4. Finally, demonstrate how to add ceiling details if desired (light fixtures, skylights, tiles, etc...) using the bottom vanishing point.
5. After all, details have been added, allow students to use colored pencils to add color.
6. Cut along floor and ceiling grey lines. Add glue to grey tabs and glue underneath wall tabs. The drawing should pop up at the viewer but appear to recede into a room. Optional: glue down onto black construction paper for easier viewing.



REFLECTIONS- What worked/ didn't? What would you do differently next time? How could the lesson improve?





