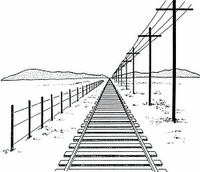
**Perspective**



**Objectives:**

**By the end of this unit, you should be able to…**

…define perspective, proportion, horizon line, vanishing point and orthogonal line.

…illustrate a word in 1-point perspective.

…draw architecture using 2-point perspective.

…identify and demonstrate the four shading techniques.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**7th Grade Art Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Perspective Definitions**

1. **Perspective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   1. **One-Point Perspective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* 1. **Two-Point Perspective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* 1. **Aerial Perspective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Depth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   1. **Proportion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* 1. **Overlap: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

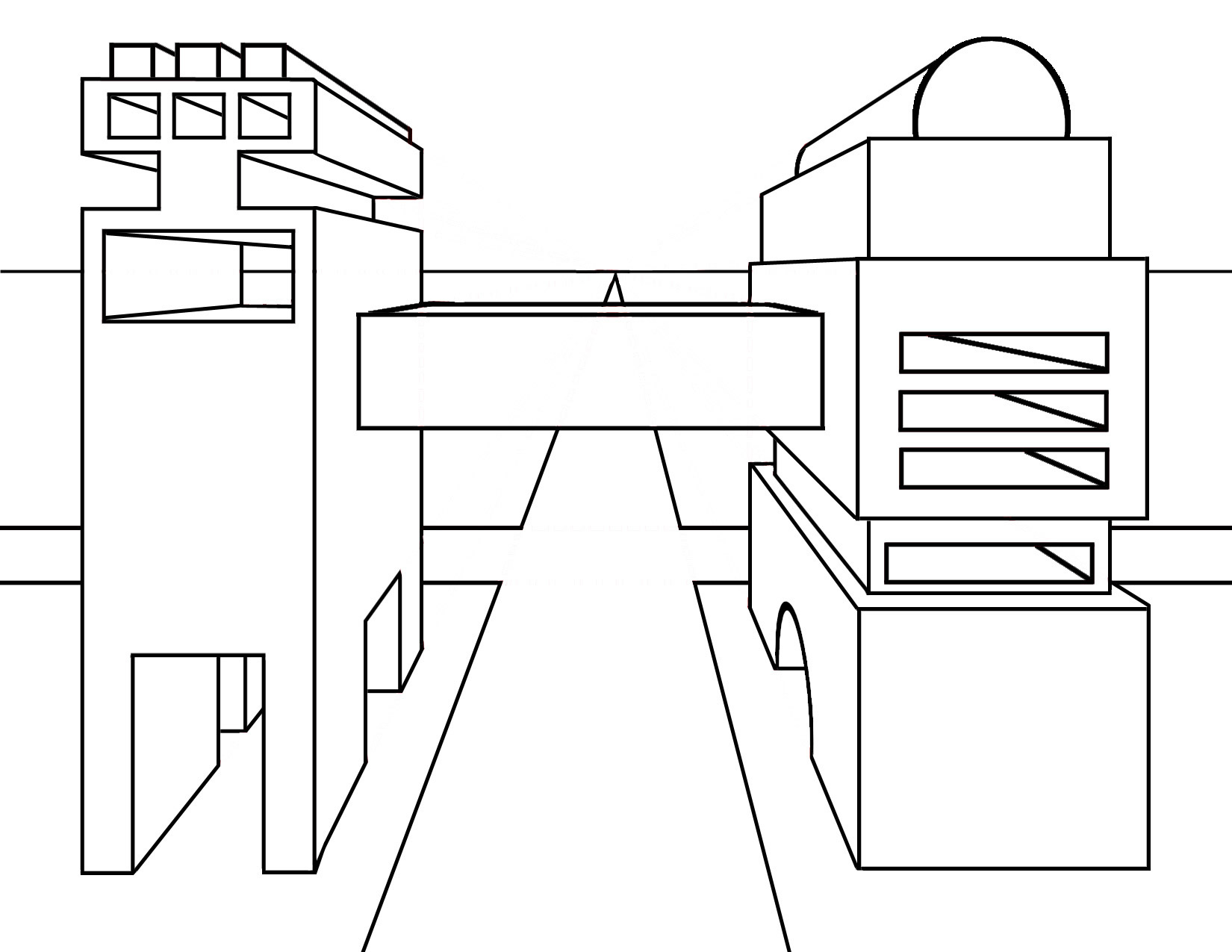
**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Horizon line: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **Vanishing point: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **Line: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   1. **Orthogonal line: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Vertical line: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   3. **Horizontal line: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   4. **Parallel line: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **Space: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   1. **Negative space: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Positive space: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
5. **Value: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   1. **Blending: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. **Hatching: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   3. **Cross-Hatching: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   4. **Stippling: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

One-Point Perspective

**Label:**

1. Horizon Line
2. Vanishing Point
3. Vertical line
4. Horizontal line
5. Parallel lines
6. Orthogonal lines



**One-Point Perspective: Word Art (28 points)**

**At the end of this project, I will be able to…**

1. …define a noun.
2. …illustrate a word using one-point perspective.
3. …identify the vanishing point, vertical line, and orthogonal lines in a one-point perspective drawing.
4. …use a ruler to measure and draw straight lines.

**Project Guidelines:**

Choose a 5-7 letter **noun** to illustrate in 3-D, one-point perspective letters: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use a ruler and the one-point perspective rules to draw your word in 3-D block letters.

Using the elements and principles of art, turn your word into a representation of itself using colored pencils.

i.e. If your word is “plant”, make it look like a plant.

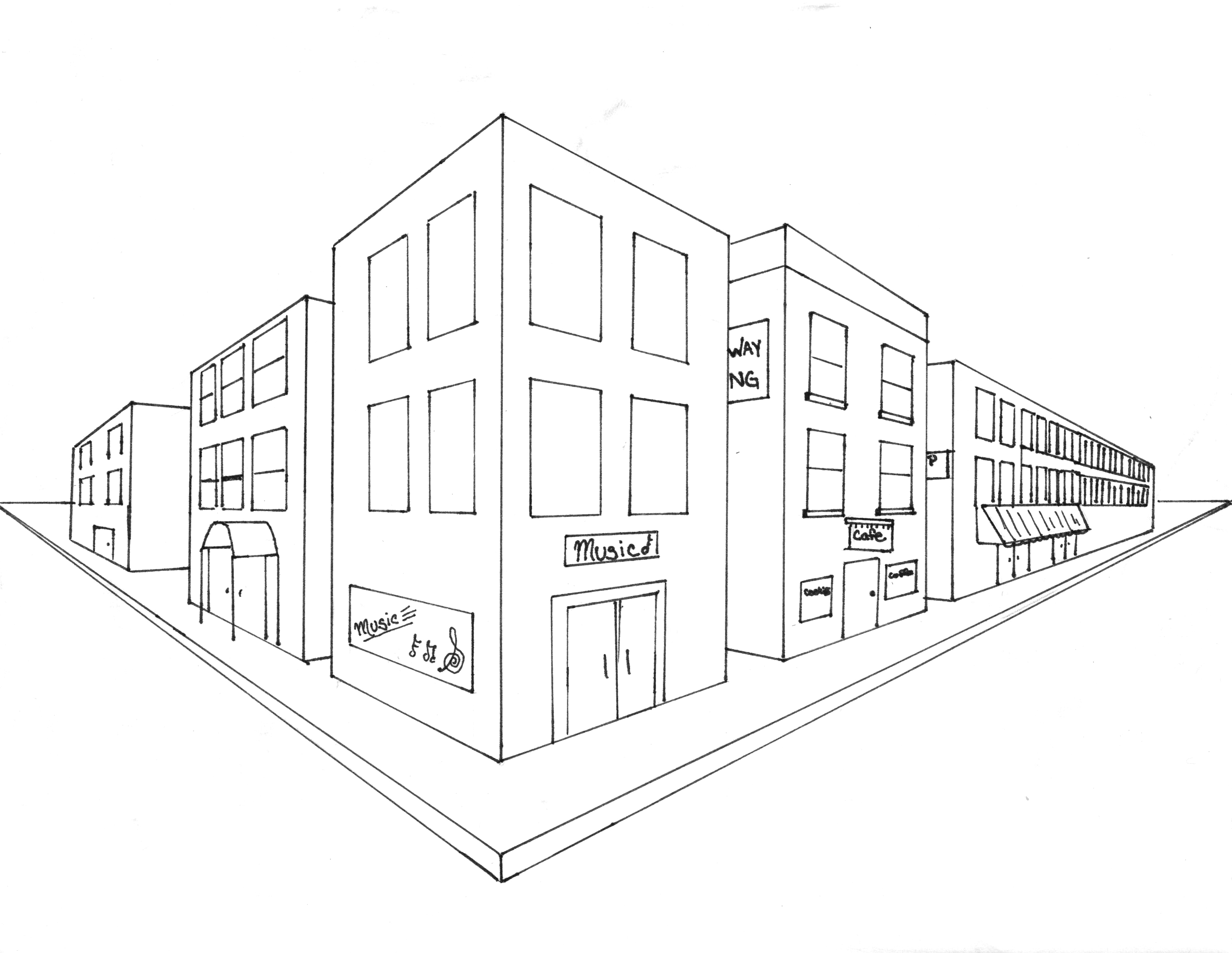
If your word is “books”, give each letter characteristics of a book.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 | 0 |
| **Perspective:**  **Use of Line** | All lines are straight and crisp. A ruler was used for ALL lines. | Most lines are straight and crisp. A ruler was used for MOST lines. | Some lines are straight and crisp. A ruler was used for SOME lines. | Few lines are straight and crisp. A ruler was used for FEW lines. | No lines are straight and crisp. A ruler was NOT USED for ANY lines. |
| **Perspective:**  **Use of Vanishing Point** | All objects are taken back to the proper vanishing point. | Most objects are taken back to the proper vanishing point. | Some objects are taken back to the proper vanishing point. | Few lines are taken back to the proper vanishing point. | No lines are taken back to the proper vanishing point. |
| **Perspective: Parallel / Orthogonal Lines** | All parallel / orthogonal lines are correct. | Most parallel / orthogonal lines are correct. | Some parallel / orthogonal lines are correct. | Few parallel / orthogonal lines are correct. | No parallel / orthogonal lines are correct. |
| **Illustrated Word** | Word is readable and is illustrated excellently. The illustration excellently relates to the word. | Word is mostly readable due to the illustrated aspect. The illustration mostly relates to the word. | Word is somewhat readable due to the illustrated aspect. The illustration aspect somewhat relates to the word. | Word is barely readable due to the illustrated aspect. The illustration aspect barely relates to the word. | Word is not readable due to the illustrated aspect. The illustration aspect does not relate to the word at all. |
| **Elements and Principles of Art** | Students utilized both the elements of art to illustrate their word: line, shape, space, form, value, texture, color, pattern, unity, etc. | Student utilized most of the elements and principles of art to illustrate their word. | Student utilized some of the elements and principles of art to illustrate their word. | Student utilized few of the elements and principles of art to illustrate their word. | Student has no understanding of how to utilize the elements and principles of art and/or made no attempt to utilize them. |
| **Craftsmanship / Effort** | Class time was used wisely. Extra time and effort went into the planning. Artwork has been created and maintained in a professional manner. | Class time was used wisely. A satisfactory amount of effort went into the planning. Artwork has been created and maintained in a somewhat professional manner. | Class time was not always used wisely but student got the project finished within the project parameters. Artwork was created and maintained with an attempt at neatness. | A majority of class time was not used wisely and tag was not finished with the project parameters. Artwork was not maintained with an attempt at neatness. | Class time was not used wisely and the student put in no additional effort. Artwork looks unfinished. |
| **Creativity / Originality** | Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through. Everything is original. | Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the painting. Everything is original. | Student has copied aspects of their artwork from another source and/or there is little evidence of creativity, but the student has done the assignment. | Student has not made much attempt to meet the requirements of the assignment and/or a majority of the assignment has been copied from another source. | No creativity attempted and/or artwork is a direct copy from another source. |

**Two-Point Perspective**

**Label:**

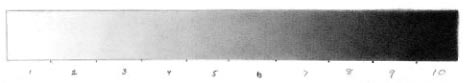
1. Horizon Line
2. Vanishing Point #1
3. Vanishing Point #2
4. Vertical line
5. Orthogonal Lines



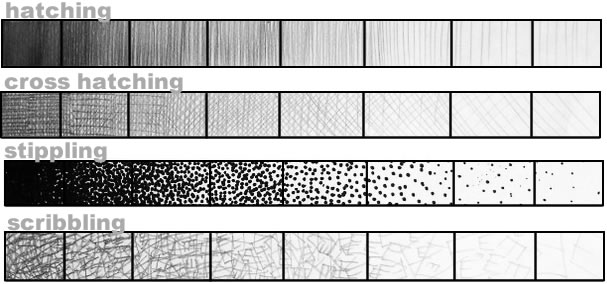
**Value (8 pts. each)**

Practice your value techniques using the value scales below. Try to get a good, gradual gradient of darks and lights as you fade from dark to light. The last box in every scale should be white.

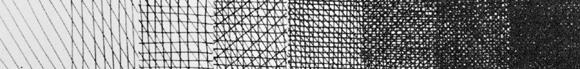
**Blending:**



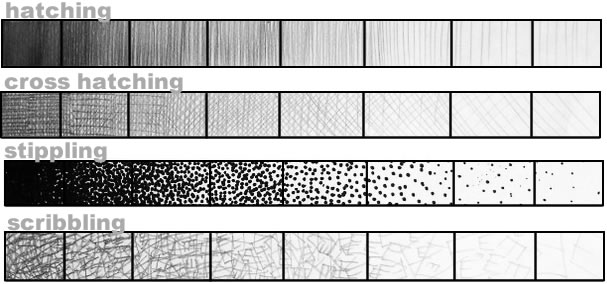
**Hatching:**



**Cross-Hatching:**



**Stippling (use a marker for this technique):**



**Two-Point Perspective: Architecture (36 points)**

**At the end of this project, I will be able to…**

1. …utilize the rules of two-point perspective to draw architecture.
2. …identify the vanishing points, vertical line, horizon line and orthogonal lines in a two-point perspective drawing.
3. …use a ruler to measure and draw straight lines.
4. …use value to create aerial perspective in my drawing.

**Project Guidelines:**

Choose a form of architecture to draw using two-point perspective (interior room, city, museum, bedroom, house, etc.)

Use a ruler and the two-point perspective rules to draw your architecture in pencil.

Neatly outline all your lines with a ruler and a black Sharpie marker.

Utilize the shading techniques to create aerial perspective in your drawing with ebony pencil.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 | 0 |
| **Perspective:**  **Use of Line**  **X 2** | All lines are straight and crisp. A ruler was used for ALL lines. | Most lines are straight and crisp. A ruler was used for MOST lines. | Some lines are straight and crisp. A ruler was used for SOME lines. | Few lines are straight and crisp. A ruler was used for FEW lines. | No lines are straight and crisp. A ruler was NOT USED for ANY lines. |
| **Perspective:**  **Use of Vanishing Points**  **X 2** | All objects are taken back to the proper vanishing points. | Most objects are taken back to the proper vanishing points. | Some objects are taken back to the proper vanishing points. | Few lines are taken back to the proper vanishing points. | No lines are taken back to the proper vanishing points. |
| **Perspective: Parallel / Orthogonal Lines**  **X 2** | All parallel / orthogonal lines are correct. | Most parallel / orthogonal lines are correct. | Some parallel / orthogonal lines are correct. | Few parallel / orthogonal lines are correct. | No parallel / orthogonal lines are correct. |
| **Use of Value**  **(Blending, hatching, cross-hatching, & stippling)** | Student correctly utilized all four of the value techniques to create aerial perspective. | Student correctly utilized three of the value techniques to create aerial perspective. | Student correctly utilized two of the value techniques to create aerial perspective. | Student correctly utilized one of the value techniques to create aerial perspective. | Student used no value in their drawing to create aerial perspective. |
| **Craftsmanship / Effort** | Class time was used wisely. Extra time and effort went into the planning. Artwork has been created and maintained in a professional manner. | Class time was used wisely. A satisfactory amount of effort went into the planning. Artwork has been created and maintained in a somewhat professional manner. | Class time was not always used wisely but student got the project finished within the project parameters. Artwork was created and maintained with an attempt at neatness. | A majority of class time was not used wisely and tag was not finished with the project parameters. Artwork was not maintained with an attempt at neatness. | Class time was not used wisely and the student put in no additional effort. Artwork looks unfinished. |
| **Creativity / Originality** | Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through. Everything is original. | Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the painting. Everything is original. | Student has copied aspects of their artwork from another source and/or there is little evidence of creativity, but the student has done the assignment. | Student has not made much attempt to meet the requirements of the assignment and/or a majority of the assignment has been copied from another source. | No creativity attempted and/or artwork is a direct copy from another source. |