

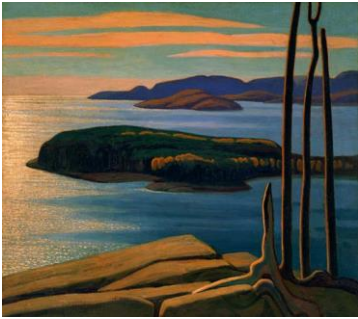


# Year 6 Visual Arts Unit 2016

## Perspective Art

| Term:   | 1 | 2         | 3 | 4      | Week: | 1          | 2 | 3  | 4 | 5                    | 6 | 7                   | 8 | 9                 | 10 |             |  |                  |  |
|---|---|-----------|---|--------|-------|------------|---|--|---|----------------------|---|---------------------|---|-------------------|----|-------------|--|------------------|--|
| <b><u>OUTCOMES</u></b>  |   |           |   |        |       |            |   | <b><u>SUBJECT MATTER</u></b>   |   |                      |   |                     |   |                   |    |             |  |                  |  |
| <p><b><u>Making:</u></b><br/> <b>VAS3.1</b> – investigates subject matter in an attempt to represent likenesses of things in the world<br/> <b>VAS3.2</b> - makes artworks for different audiences, assembling materials in a variety of ways</p> <p><b><u>Appreciating:</u></b><br/> <b>VAS3.3</b> – acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks<br/> <b>VAS3.4</b> – communicates about the ways in which subject matter is represented in artworks</p>   |   |           |   |        |       |            |   | People   |   | Other Living Things  |   | Objects             |   | Places & Spaces   |    | Events      |  |                  |  |
|   |   |           |   |        |       |            |   | <b><u>FORMS</u></b>  |   |                      |   |                     |   |                   |    |             |  |                  |  |
|   |   |           |   |        |       |            |   | Drawing  |   | Painting & Colouring |   | Sculpture & 3D Form |   | Printing & Making |    | Photography |  | Ceramics & Fibre |  |
|   |   |           |   |        |       |            |   | <b><u>PROCESSES</u></b>  |   |                      |   |                     |   |                   |    |             |  |                  |  |
| Make  |   | Construct |   | Design |       | Appreciate |   | Investigate  |   | Reflect              |   | Analyse             |   | Interpret         |    |             |  |                  |  |
| <p><b><u>Unit Aims:</u></b><br/>           This unit focuses on introducing students to art technique of perspective. Throughout this unit students will learn to create an illusion of three-dimensions (depth and space) on a two-dimensional (flat) surface. Perspective is what makes an artwork seem to have form, distance and look ‘real’.<br/>           Some of the terminology students will encounter in this unit is: viewpoint, horizon line, one-point perspective, things further away are smaller, foreshortening, optical illusion, foreground, depth, background, middle ground</p>   |   |           |   |        |       |            |   |  |   |                      |   |                     |   |                   |    |             |  |                  |  |
| <p><b><u>Learning Experience Overview:</u></b></p> <ol style="list-style-type: none"> <li><b>1. Here, Near and Far</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore the concept of foreground, middle ground and background to create depth in an artwork</li> <li><input type="checkbox"/> Experiment with the use of monochromatic tones using tints and shades of a colour</li> </ul> </li> <li><b>2. One-Point Perspective</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore the technique of vanishing points to create form and depth in an artwork</li> <li><input type="checkbox"/> Experiment with one-point perspective, 3D form and colour to make an image appear to jump off the page</li> </ul> </li> <li><b>3. Foreshortening</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore the concept of foreshortening</li> <li><input type="checkbox"/> Experiment with the optical illusion of moving one part of image to another point in space in the artwork</li> </ul> </li> <li><b>4. Optical Illusions</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore the technique of creating optical illusions in art through the use of line</li> <li><input type="checkbox"/> Experiment with creating the optical illusion of a person falling into space</li> </ul> </li> <li><b>5. One-Point Cityscape</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore the concept of creating 3D perspective of a city using a focal point</li> <li><input type="checkbox"/> Experiment with the combination of vanishing point, foreground, middle ground and background concepts to create a cityscape</li> </ul> </li> </ol> |   |           |   |        |       |            |   | <p><b><u>Unit Resources:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Art paper (either A4 or A3)</li> <li><input type="checkbox"/> Card stock or cardboard (to create 3D form)</li> <li><input type="checkbox"/> Lead pencils</li> <li><input type="checkbox"/> Water colours</li> <li><input type="checkbox"/> Coloured pencils</li> <li><input type="checkbox"/> Sharpie markers</li> <li><input type="checkbox"/> B/W image of people (shrink image)</li> <li><input type="checkbox"/> Camera</li> <li><input type="checkbox"/> Artwork labels</li> <li><input type="checkbox"/> Water-based paints</li> <li><input type="checkbox"/> Rulers</li> <li><input type="checkbox"/> Magazines</li> <li><input type="checkbox"/> Glue stick or PVA glue</li> <li><input type="checkbox"/> Paint brushes</li> <li><input type="checkbox"/> Scissors</li> <li><input type="checkbox"/> Mounting card</li> </ul> |   |                      |   |                     |   |                   |    |             |  |                  |  |

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## Perspective Art

| SESSION   | LEARNING EXPERIENCES  | RESOURCES   |
|---|---|---|
| <p><b>ONE:</b></p> <p>Hear, Near and Far</p> <p>VAS3.1<br/>VAS3.2<br/>VAS3.3<br/>VAS3.4</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Examine the artwork titled '<b>Afternoon Sun, Lake Superior</b>' by Canadian Artist Lawren Harris (1924). What do you first notice in this painting? URL Link: <a href="http://www.arthistoryarchive.com/arthistory/canadian/images/LawrenHarris-Afternoon-Sun-Lake-Superior-1924.jpg">http://www.arthistoryarchive.com/arthistory/canadian/images/LawrenHarris-Afternoon-Sun-Lake-Superior-1924.jpg</a></li> <li><input type="checkbox"/> Introduce the terms <b>foreground</b> (larger and clearer), <b>middle ground</b> (middle of the frame) and <b>background</b> (sit higher in the picture, are less clear and the colour are less intense)</li> <li><input type="checkbox"/> Identify the 3 different parts of the image. How would you describe the colours in the 3 parts?</li> <li><input type="checkbox"/> Discuss how students will be utilising this technique to create depth in an image using trees as the object.</li> <li><input type="checkbox"/> Create a border around the page (2cm)</li> <li><input type="checkbox"/> Draw a series of trees on an A4 portrait piece of art paper. Begin by drawing the trees in the foreground and continue moving back into the image. More examples can be found at this link: <a href="http://www.artsonia.com/museum/gallery.asp?project=487109&amp;index=0">http://www.artsonia.com/museum/gallery.asp?project=487109&amp;index=0</a></li> <li><input type="checkbox"/> Introduce the terms <b>monochromatic</b> (containing or using one colour) and <b>shades</b> (mixture of colour with black) and <b>tints</b> (mixture of a colour with white).</li> <li><input type="checkbox"/> Students choose one colour to use during this artwork to assist them in demonstrating foreground, middle ground and background. You may wish to experiment with shades and tints in art books before completing the artwork.</li> <li><input type="checkbox"/> Add the tints to the foreground making the colour darker as you move through the layers of the artwork.</li> <li><input type="checkbox"/> Attach labels and display around classroom.</li> </ul> <p><b><u>Reflection on Learning:</u></b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Lead pencil</li> <li><input type="checkbox"/> Water-based paints</li> <li><input type="checkbox"/> Ruler</li> <li><input type="checkbox"/> Eraser (if needed)</li> <li><input type="checkbox"/> Artwork labels</li> <li><input type="checkbox"/> Paint brush</li> </ul> |
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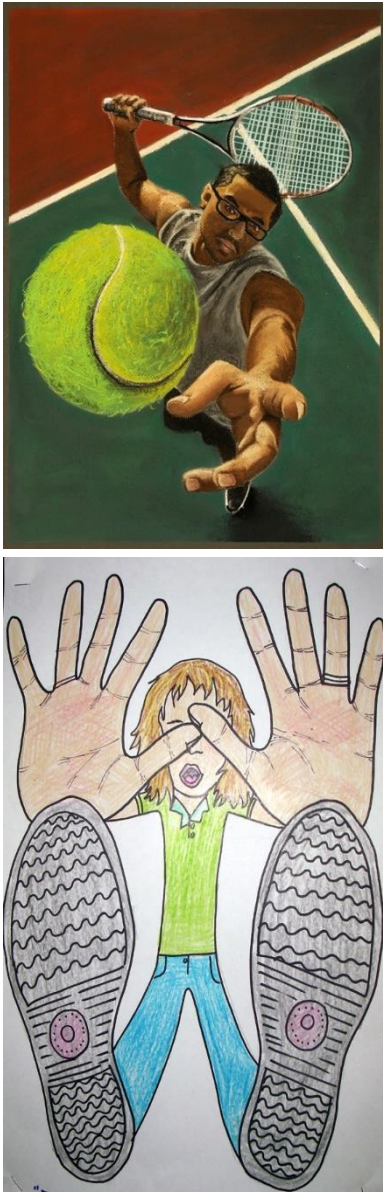
## Perspective Art

| SESSION   | LEARNING EXPERIENCES   | RESOURCES   |
|---|--|---|
| <p><b>TWO:</b></p> <p><b>One-Point Perspective</b></p> <p>VAS3.1<br/>VAS3.2<br/>VAS3.3<br/>VAS3.4</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce the terms <b>one-point perspective</b> (method that shows how things get smaller as they get further away, converging towards a single <b>vanishing point</b> on the <b>horizon line</b>).</li> <li><input type="checkbox"/> Examine examples of one-point perspective art (like image to right). More examples can be found at: <a href="http://www.artsonia.com/museum/gallery.asp?project=770308">http://www.artsonia.com/museum/gallery.asp?project=770308</a></li> <li><input type="checkbox"/> Discuss how the artist has created the illusion that the 2D shapes are jumping off the page using one-point perspective. Discuss the use of colours and mixed media items used by the artist (cardboard, magazines, paint etc.)</li> <li><input type="checkbox"/> Using card stock students draw a dot on the page (represent vanishing point). Around the dot (but not too close) students draw a series of 2D shapes.</li> <li><input type="checkbox"/> Using a ruler students draw straight lines from the edges of the 2D shapes (closest to the dot) down to the vanishing point (the dot).</li> <li><input type="checkbox"/> Carefully cut out around the outside of the shape using scissors.</li> <li><input type="checkbox"/> To increase the sturdiness of shape you may wish to glue it on top of light cardboard for added strength.</li> <li><input type="checkbox"/> Paint the shape using either <b>monochromatic</b> or <b>contrasting</b> colours and set aside to dry</li> <li><input type="checkbox"/> Using A4 art paper draw a 2cm margin around the outside and cut it off</li> <li><input type="checkbox"/> Using magazines cut out strips of colour (again using either <b>monochromatic</b> or <b>contrasting</b> colours) and glue on to the A4 art paper in lines of colour like a collage. Brush PVA glue or Craft glue over the top to make sure magazine strips are all glued down and to give the page an added glossy finish.</li> <li><input type="checkbox"/> Using a sharpie pen, outline the cardboard shape from earlier to make the lines more prominent.</li> <li><input type="checkbox"/> Cut out small cardboard square (might need to glue a couple together) to give the shape some height when glued (PVA glue) onto the collage art.</li> <li><input type="checkbox"/> Attach labels and display around classroom.</li> </ul> <p><b><u>Reflection on Learning:</u></b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Lead pencils</li> <li><input type="checkbox"/> Art paper</li> <li><input type="checkbox"/> Card stock or cardboard</li> <li><input type="checkbox"/> Paint</li> <li><input type="checkbox"/> Magazines</li> <li><input type="checkbox"/> Glue stick or PVA glue</li> <li><input type="checkbox"/> Paint brush</li> <li><input type="checkbox"/> Mounting card</li> <li><input type="checkbox"/> Scissors</li> <li><input type="checkbox"/> Art labels</li> <li><input type="checkbox"/> Sharpie pens</li> <li><input type="checkbox"/> Ruler</li> </ul> |



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|--|--|--|
| <p><b>THREE:</b></p> <p><b>Foreshortening</b></p> <p>VAS3.1<br/>VAS3.2<br/>VAS3.3<br/>VAS3.4</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Examine the following artwork of the tennis player and discuss how the artist creates depth by using a technique called <b>Foreshortening</b> (representing an object in a picture in depth). This technique also employs the concept of <b>Linear perspective</b> (since his feet are further away than his head, you should make it smaller, so as to convey the illusion of depth in the artwork).</li> <li><input type="checkbox"/> Using a A3 piece of art paper, students trace around their feet at the base of the page</li> <li><input type="checkbox"/> Just above the feet trace around both hands (a friend might need to help with the tracing stage)</li> <li><input type="checkbox"/> Students draw a head and body smaller as if further back from hands and feet</li> <li><input type="checkbox"/> Add details to shoes, hands and body to make image appear realistic</li> <li><input type="checkbox"/> Use water colours to add colour</li> <li><input type="checkbox"/> Outline with sharpie markers</li> <li><input type="checkbox"/> Attach labels and display around classroom.</li> </ul> <p><b><u>Reflection on Learning:</u></b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Lead pencils</li> <li><input type="checkbox"/> A3 art paper</li> <li><input type="checkbox"/> Sharpie markers</li> <li><input type="checkbox"/> Water colours</li> </ul> |
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|--|--|--|
| <p><b>Four:</b></p> <p><b>Optical Illusions</b></p> <p>VAS3.1<br/>VAS3.2<br/>VAS3.3<br/>VAS3.4</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Prior to Lesson:</b> take a photograph of students performing a pose and shrink it down to a small size</li> <li><input type="checkbox"/> Revise the concept <b>one-point perspective</b> and <b>vanishing points</b> covered in session 2</li> <li><input type="checkbox"/> Using an A4 piece of art paper (landscape), have students draw a dot in the centre of the page.</li> <li><input type="checkbox"/> Using a ruler, students draw lines from the dot in the centre out to the edges of the page.</li> <li><input type="checkbox"/> Between each line make slightly curved lines to create bands. Lines can all go the same way or opposite ways depending on the <b>optical illusion</b> you are trying to create.</li> <li><input type="checkbox"/> Choose a colour scheme and using lead pencils, colour the bands in the image.</li> <li><input type="checkbox"/> Use lead pencil or a black pencil to add <b>shading</b> between each section. This will help to give the illusion that the sections are rounded.</li> <li><input type="checkbox"/> Carefully cut out picture of student posing and glue it somewhere in the optical illusion artwork. Students might like to add further details to image by adding props for their person, such as a skateboard etc.</li> <li><input type="checkbox"/> Attach labels and display around classroom</li> </ul> <p><b><u>Reflection on Learning:</u></b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Camera</li> <li><input type="checkbox"/> Printer</li> <li><input type="checkbox"/> Lead pencil</li> <li><input type="checkbox"/> Coloured pencils</li> <li><input type="checkbox"/> Scissors</li> <li><input type="checkbox"/> Glue stick</li> <li><input type="checkbox"/></li> </ul> |



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|--|---|---|
| <p><b>FIVE:</b></p> <p><b>One-Point Cityscape</b></p> <p>VAS3.1<br/>VAS3.2<br/>VAS3.3<br/>VAS3.4</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Revise what students have already learnt about <b>one-point perspectives, vanishing points, foreground, middle ground</b> and <b>background</b>.</li> <li><input type="checkbox"/> Introduce the term <b>horizon line</b> (the line that forms the apparent boundary between the Earth and the Sky).</li> <li><input type="checkbox"/> Draw a dot in the centre of the 'background' section of the page.</li> <li><input type="checkbox"/> Using a ruler, draw a faint horizon line across the page.</li> <li><input type="checkbox"/> Using a ruler, draw two lines from the centre point to the foreground, getting wider as it goes to create a road.</li> <li><input type="checkbox"/> Use 2D shapes to create building shapes, most of the way down to the vanishing point. Once all buildings are added students can add it further details and include colour if they wish. <b>NB:</b> you may wish to talk about the size of the buildings in the foreground of both of the images on the right changes the way the artwork looks.</li> <li><input type="checkbox"/> Attach labels and display around classroom</li> </ul> <p><b><u>Reflection on Learning:</u></b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Lead pencils</li> <li><input type="checkbox"/> Ruler</li> <li><input type="checkbox"/> Eraser</li> <li><input type="checkbox"/> Coloured pencils (optional)</li> <li><input type="checkbox"/> A4 art paper</li> <li><input type="checkbox"/> Sharpie pens (optional)</li> </ul> |

