

PERSPECTIVE LESSON PLAN

Age Level: 4th Grade

Subject(s) Area: Art

Materials Needed: Paper, colors (markers, Colored Pencils etc.), pencil, ruler,

Standards:

Code and description:

Social Studies

4.2.4 Use chronological order and sequence to describe the cause-and-effect relationships of historical events and periods in North Dakota (e.g., how the railroads led to settlements in the state)

Art:

4.1.2 drawing techniques (e.g., gesture*, contour, cross hatch, value* shading, line and line variation, **perspective**, composition)

Objectives:

Cognitive Level of Lesson (Bloom's Taxonomy):

Students will **demonstrate** knowledge of perspective using a focal point.

Learning Activities:

Opening Element: (Anticipatory set, setting a purpose for learning, assessment of background knowledge, Review, Etc.)

Have the students reflect on how the railroad has influenced North Dakota history. Record their answers on the board. Ask students the meaning of perspective and focal point.

Reflective Questions: (Questions asked to help students process or reflect upon content)

Ask the students how trees look as they get farther and farther away or how people look from the window of an airplane. How do we know they are not actually the size of ants? If possible, go into the hall way, and demonstrate perspective with one of us or a student walking down the hall to demonstrate how things look smaller when they are farther away than when they are closer. Ask if they know what that is. Explain that it demonstrates perspective.

Required Vocabulary:

Perspective

Focal point

Foreground

Middle ground

Background

landscape

Instructional Methods:

Invite students to the front to retrieve a piece of paper, a ruler, and coloring utensils, by calling them up in sections (short sleeves/jeans etc...). Start by setting up to have an example to walk them through it. Set a dot in the middle of the board/paper. Next, starting at the bottom of the page (holding it horizontally), draw straight lines using the ruler to the center point. Draw straight lines connecting the two lines with straight lines. Explain that this is meant to be the railroad entering North Dakota. Followed by that, reminding them to keep perspective in mind, have them create the rest of the scene by including an appropriate landscape, using perspective in their art work. Remember to reinforce the use of foreground, middle ground, and background while they are drawing. Make sure to ask students to write their name on the back of their paper before they begin drawing.

Guided Practice Strategies: Levels of scaffolding, various elements broken into parts, etc.

- Provide a pre-made example of the piece that we are asking them to make, and being sure to point out the elements that we are looking for within the piece.

Differentiation:

- Getting up and moving into the hallway and using a visual/kinesthetic approach to teach perspective
- Students who finish early may choose an object in the room to draw as their new focal point, and draw it from their perspective without moving the object or their body
- Markers will be provided for students who find it harder to grasp a pencil/colored pencils
- If a ruler is too much of a challenge when drawing straight lines, there will be books as well that can be used, which are heavier and easier to hold steady

Wrap-Up:

When students are complete, they will return their materials where they were found, and make a neat pile of their artwork at the front.

Assessment:

Formative:

The student's artwork will be used as an exit slip for the class.

Reflection:

Over all this lesson was extremely successful. I feel as if the greatest part of the lesson was when we brought the students out to the hallway for a visual representation of perspective. The students seemed to be highly responsive to the questions we posed and were able to understand the concepts of perspective and focal point by the end of the lesson. After discussing our lesson with Mrs. Schatz, we learned the immense difference that she sees when her students respond to male figures as opposed to female figures. She stated that as males, students tend to give more respect and follow instructions, due to a lack of male authority in their lives. Overall our experience in the classroom was fantastic and I look forward to hopefully using the relationship I have formed with Mrs. Schatz in the future.