Understanding by Design (UbD) Unit Plan

Title: ___Linear Perspective_____ **Subject/Course:** _Drawing and Design 1_____

Topic: ___1 Point Perspective____ **Grade:** ____9th-12th_____ **Designer(s):** _____Kristen Donaldson_____

Stage 1 Desired Results

ESTABLISHED GOALS

VA.HS.3.2: Ideate and build works of art and design to demonstrate growth and proficiency in traditional and new art media.

(2022 Colorado Standards)

Transfer

Students will be able to independently use their learning to…

- Create graphite drawings using 1-point perspective.
- Apply their understanding of perspective in future projects that require accurate spatial representation.
- Recognize and describe the use of perspective in art and everyday life.
- Demonstrate a full value scale in a graphite drawing.

Meaning

BIG IDEAS

- Perspective transforms 2-D spaces into representations of 3-D reality.
- Mastery of fundamental drawing techniques enhances artistic expression.

UNDERSTANDINGS
Students will understand that…

- 1-point perspective is a method of creating the illusion of depth on a 2-D surface.
- Key components like the horizon line and vanishing point are essential to constructing a perspective drawing.

ESSENTIAL QUESTIONS
- How do artists create the illusion of depth on a flat surface?

- What are the key elements of 1-point perspective, and how are they used?

- Why is perspective important in art and design?

	● Perspective drawing bridges technical skill and creativity in art. ● Connection to math ○ Using rulers ○ Parallel vs. perpendicular lines ○ 2d vs. 3d (shapes/forms)	
	Acquisition (Unit Objectives)	
	Students will know… ● Vocabulary: 1-point perspective, horizon line, vanishing point, 2-D, 3-D. ● The purpose and placement of the horizon line and vanishing point in perspective drawing. ● Techniques for constructing shapes and objects using 1-point perspective.	*Students will be skilled at…* ● Identifying the horizon line and vanishing point in a composition. ● Drawing simple 3-D shapes (cubes, rectangular prisms) using 1-point perspective. ● Applying shading and line weight to enhance the 3-D effect.

Stage 2 - Evidence

Evaluative Criteria	**Assessment Evidence**
● Correct placement and alignment of lines to the vanishing point. ● Demonstrated understanding of 1-point perspective through vocabulary use. ● Accuracy and neatness in constructing 3-D forms.	Summative- PERFORMANCE TASK(S): ● Create a 1-point perspective drawing of a hallway, city street, or room interior, incorporating at least three 3-D objects (e.g., doors, windows, furniture). ● Verbally explain the placement of the horizon line and vanishing point in their drawing.

	Formative - OTHER EVIDENCE: ● Practice sketches of cubes and rectangular prisms. ● Vocabulary quiz on key terms. ● Peer and teacher feedback during the drawing process.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Learning Activities:

Introduction (15 minutes)

- introduce the next unit topic of Perspective. Ask “What is perspective?”
- Respond: How you view things, the lens in which you understand your environment. So in this class we have talked a lot about how we can train our eyes to see, and for our hand to interact with our eyes. We’ve done blind contour drawings, observational contour drawings, to help teach our eyes to draw what we see. This unit will be similar.
- Show visual examples of 1-point perspective in art (e.g., Renaissance paintings, architectural drawings) and real-life images (e.g., roads, railways).
- Introduce key vocabulary: 1-point perspective, horizon line, vanishing point, 2-D, 3-D.

Guided Practice (30 minutes)

1. Demonstrate step-by-step how to draw a horizon line, place a vanishing point, and construct a 3-D cube.
2. Have students draw while demonstrating in their sketchbooks. They will use rulers to practice drawing cubes and rectangular prisms using 1-point perspective.
3. Circulate to offer individual guidance and ensure proper technique.

Independent Practice (25 minutes)

- Students will create a basic 1-point perspective scene of a room interior or hallway leading to the vanishing point and at least three 3-D objects.

Closure (10 minutes)

- Wrap up, put away your sketch books

- Preview the next topic: how to add things onto the walls of their rooms, like artwork, posters, clocks, windows, doors.
- Reminder, you do not need to finish this today, you will have all of next class period

Environment:
Creating a safe, inclusive environment through clear safety protocols, individual workspaces, and supportive peer critiques.

Social-Emotional Learning (SEL):
Activities include collaborative critiques, reflective writing, and group demonstrations to encourage mutual respect and self-expression.

Differentiation/Accommodations:
Visual aids, step-by-step guides with pictures, and peer partnerships for students needing additional support. Extended time for if necessary.

Culturally Responsive Pedagogy:
Incorporating the historical and cultural context of perspective in art by showing examples from different cultures. Encourage students to incorporate elements from their own environments or cultural backgrounds in their drawings.

Links to further support, with additional resources:

https://perspectivedrawingforbeginners.weebly.com/round-shapes.html

https://artwithtrista.com/how-to-teach-perspective/

Rationale

Teaching 1-point perspective equips students with foundational skills for creating spatially accurate artwork. It fosters critical observation and technical drawing abilities essential for advanced art projects and real-world applications.