



Perspective Drawing

Studio Assignment

Use your knowledge of the various techniques of perspective to create a detailed perspective drawing. Your drawing should have a focal point, or area of emphasis. When planning your composition, consider how you can use directional lines and the repetition of shapes or forms to direct the viewer's eyes to your focal point. As you select your colour palette, recall how colour combinations and/or value may give the illusion of depth. Consider placement, shading and size as other techniques to create depth in your artwork.

Prior Knowledge

Perspective is a theory of drawing, which allows the artist a way to graphically depict three-dimensional objects on paper or other media, as they exist in space. The rules of perspective are many, but are based on the assumption that a single eye, from a fixed point of view, is looking at the subject being drawn. How each object is viewed in relation to other objects will determine a sense of depth, size relationship and false believability that the artwork is real or familiar to what we see in reality.

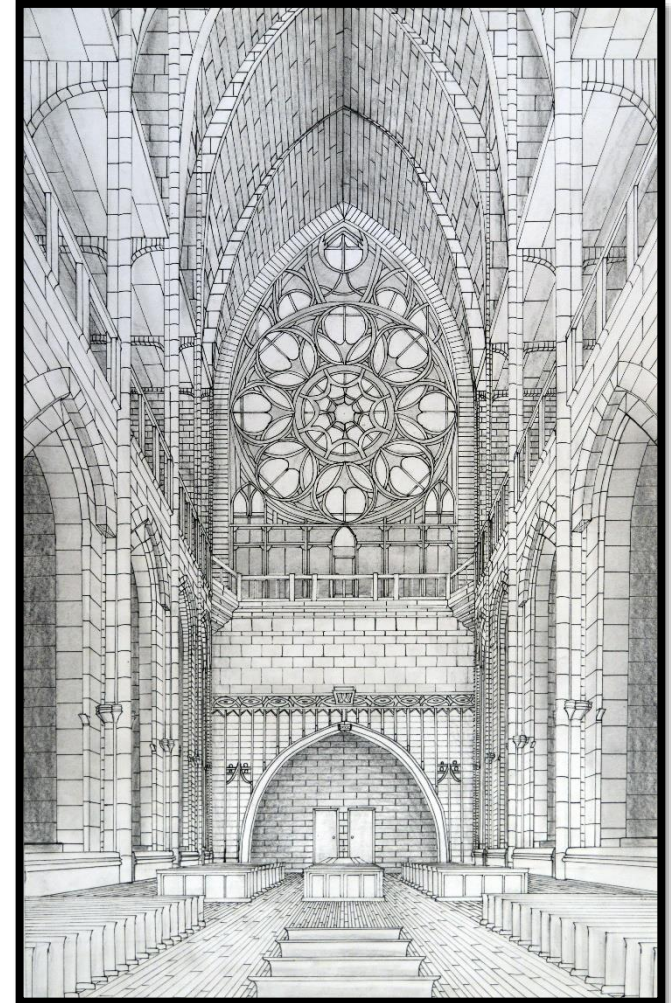
Studio Activity Expectations

- create a perspective drawing
- drawing must be drawn on a minimum size sheet of 18" x 22" white vellum paper
- create a drawing that demonstrates the expressive nature of linear perspective
- create a drawing that makes use of the elements and principles of art, including movement, balance and unity

Materials:

Students will require some of the following materials:

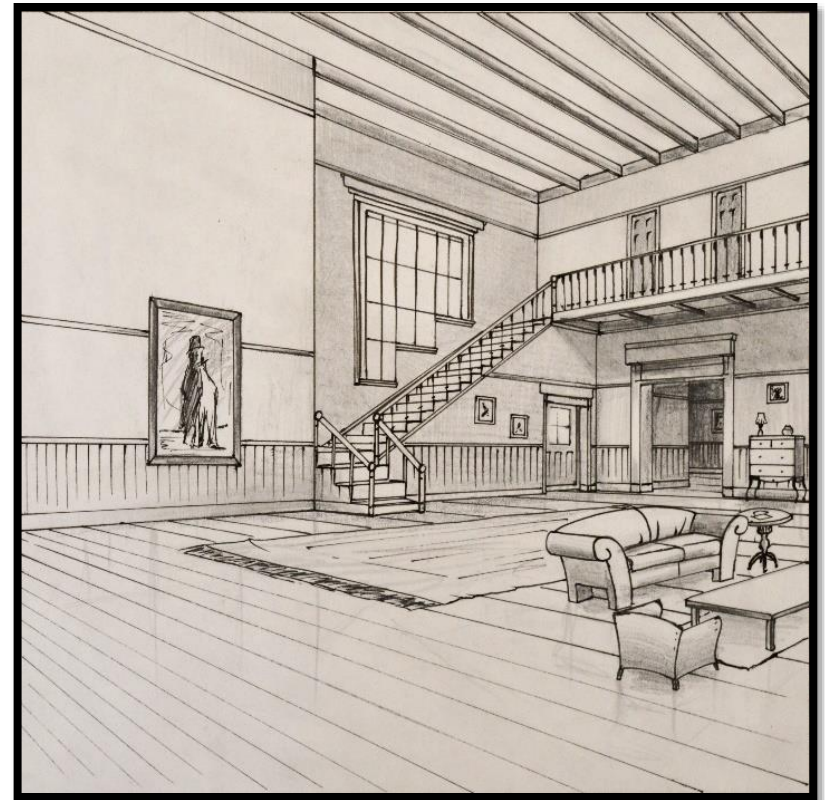
- sketching paper
- 18x22 white vellum paper
- media: drawing media of student's choice (no paints)
- eraser
- ruler (absolutely necessary)



Procedure:

Prior to selecting the contents to compose your still life, consider what objects might make for a successful still life drawing.

1. Using a checklist, go on a scavenger hunt to locate a grouping – or “found” composition – to observe that includes:
 - a. an organic object
 - b. a geometric object
 - c. objects with strong contrasts
 - d. something out of the ordinary
 - e. an unusual point of view
 - f. spatial depth
2. Once you have chosen your grouping and point of view, pull up a chair and make multiple thumbnail sketches in your sketchbook.
3. Choose the most successful composition from your sketches to be developed as a final drawing.
4. Use the comparative measure approach to create the construct of your still life.
5. Working in modified contour line to draw the basic forms of your still life. Once the contour drawing is complete, use your selected drawing media to create the tonal values. Build your values in a sequence of layers. This will create more depth and presence.

**Self-check:**

1. After the drawing is complete, evaluate your drawing to ensure that it has achieved a full range of values from light to dark. Make further refinements as necessary.



Assessment and Evaluation

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL ACHIEVED
Knowledge/Understanding Understanding of concepts, elements, principles, and theories (space and perspective, form, value, and colour)	The student:				
	demonstrates limited understanding of concepts, elements, principles, and theories	demonstrates some understanding of concepts, elements, principles, and theories	demonstrates considerable understanding of concepts, elements, principles, and theories	demonstrates thorough and insightful understanding of concepts, elements, principles, and theories	
Thinking/Inquiry (composition) Creative thinking skills (e.g., fluency, flexibility, divergent thinking in creating a strong composition while respecting perspective concepts in their artwork (problem solver))	The student:				
	uses creative thinking skills with limited effectiveness	uses creative thinking skills with moderate effectiveness	uses creative thinking skills with considerable effectiveness	uses creative thinking skills with a high degree of effectiveness	
Communication Content and expression. The artwork conveys a clear message or design .	The student:				
	creates a drawing that lacks almost all detail OR it is unclear what the drawing is intended to be. Student needs to work on control.	creates a drawing has few details. It is primarily representational with very little use of pattern, shading or texture. Student needs to improve control.	creates a drawing is expressive and somewhat detailed. Little use has been made of pattern, shading, or texture. Student has basics, but has not "branched" out.	creates a drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest. Student has great control and is able to experiment a little.	
Application/Creation Application of knowledge and skills in familiar and new contexts (application of perspective concepts and techniques as well as the elements of art and principles of design).	The student:				
	uses knowledge and skills in familiar and new contexts with limited effectiveness.	uses knowledge and skills in familiar and new contexts with moderate effectiveness.	uses knowledge and skills in familiar and new contexts with considerable effectiveness.	uses knowledge and skills in familiar and new contexts with a high degree of effectiveness.	
Application of the creative process (e.g., striving for originality, exploring alternative approaches)	has not made much attempt to meet the requirements of the assignment.	applies the creative process with some effectiveness. The student has referenced material that is not unique nor reflect the creative expectations of the assignment.	has taken the technique being studied and creatively rendered a unique artwork through the proper application of the creative process.	Student has taken the technique being studied and applied it with a high degree of effectiveness in a way that is creative and personal,	
STUDENT NAME:				OVERALL LEVEL ACHIEVED	