

Myspace (1-Point Perspective Lesson)

Lead Teacher: Cassidy Sullivan

Course: Art 1 (Altoona Area High School)

Grade Level: 9th-12th

Number of Students: 23

LESSON OVERVIEW (RATIONALE)

Amid an ongoing pandemic, students have been spending basically their entire lives within their bedrooms. This project allows students to think about their spaces and contemplate what their ideal room would be for remote learning. This lesson is important because it connects to the students' individual lives and their identity while in social isolation. They will learn the art technique of 1-point perspective to create the foundation for this exploration, but will be exposed to contemporary artists who warp perspective and use other techniques.

ESSENTIAL QUESTIONS:

- How does your living space make you feel?
- What could you change about your living space to increase your overall happiness and productivity?
- How can you use 1-point perspective techniques to design an ideal living space?

LEARNER OBJECTIVES/OUTCOMES

- Students learn how to use 1-point perspective to create an interior living space
- Students learn and reflect about how they can improve their living space to increase personal happiness and fulfillment
- Students learn about contemporary artists who reimagine interior spaces, and use them as inspiration for their artmaking.

NATIONAL ART STANDARDS

- VA:Cr1.22.1a: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
- VA:Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas.

PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

- 9.1.B: Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts
 - Paint, draw, design for environment, multi-media

ART / ARTIST(S) OF RELEVANCE:

Vincent Van Gogh, Vincent's Bedroom in Arles



Kadinsky, Interior (My Dining Room) | Kadinsky, *Bedroom in Aintmillerstrasse*, 1909



Jules Edelmann (2020): Pool | Woven Chair | Desk Chair | Den



Joe Beam, Static, 2020 | Dream of Flight, 2020 | Cheers, 2020



Alec Egan, 2020 | Changing Room 2020



David Hockney, Interior with 2 Dogs, 1988 | Large Interior, Los Angeles, 1988



Teacher Example:



PREREQUISITES:

- Students have experience using basic materials, such as pencils, colored pencils, paints and a straight edge

INTERDISCIPLINARY CONNECTIONS:

- **Reading:** Students will read the PowerPoints containing relevant information regarding artists, techniques, and expectations.
- **Writing:** Students will create a short reflection explaining and reflecting on their design and how it improves the quality of their days.
- **Architecture/interior design:** Students will consider architecture and interior design strategies to create their artwork.

MATERIALS NEEDED FOR LESSON

- Laptop (if remote)
- Paper
- Pencil
- Straight edge or ruler
- Colored pencils

TEACHER ACTIONS

DAY 1	
5 min	Greeting and check in: <ul style="list-style-type: none">• How is everyone feeling today?• How do (or did) you feel spending most of your time in your bedroom (or other living space) throughout the duration of this pandemic?
30 min	Introduce lesson: <ul style="list-style-type: none">• Using 1-point perspective to help us create our ideal living spaces (bedrooms) Introduce and teach 1-point perspective techniques <ul style="list-style-type: none">• Demo the steps by creating cubes and have students follow along• Demo creating cubes within an enclosed space
5 min	Closure: <ul style="list-style-type: none">• Check for understanding Transition to next day: <ul style="list-style-type: none">• Next class we will continue working on these methods and practice shading

DAY 2	
5 min	Check in: <ul style="list-style-type: none">• Check in on progress from last class and on how the class is doing
30 min	Continue practicing 1-point perspective by drawing cubes and rectangular shapes into a room Introduce some shading techniques (considering light source) Allow work time and talk to students about their work throughout Participation submission: submit practice drawing to Google Classroom: must include at least 3 shapes in a room with shading
5 min	Closure: <ul style="list-style-type: none">• Check for understanding by walking around throughout• Let students know to turn in their practice piece. Transition to next lesson: <ul style="list-style-type: none">• Next class we will begin our official project

DAY 3	
5 min	Check in: <ul style="list-style-type: none"> Check in with students, catch up those behind
10 min	<p>Introduce Project</p> <p>Show relevant artists: Van Gogh, Jules Edelmann, etc. (see artists section above)</p> <p>Explain expectations</p> <ul style="list-style-type: none"> Utilizes 1-point perspective techniques Is filled in with choice of medium in accordance to a light source Artist statement that reflects on your final piece Also graded on effort, participation, and improvement <p>Present reflective questions to get students thinking:</p> <ul style="list-style-type: none"> How does your living space make you feel? What could you change about your living space to increase your overall happiness? How can you use 2-point perspective techniques to design an ideal living space?
15 min	<p>Begin to demo project</p> <ul style="list-style-type: none"> Remind how to start a room and show ways of turning basic shapes into furniture <p>Allow for student planning / work time</p>
5 min	Closure: <ul style="list-style-type: none"> Check for understanding: Any questions? <p>Tell them that the demo video will be posted to Google Classroom</p> <p>Transition to next lesson: Tomorrow will be a work day</p>

DAYS 4	
10 min	Check in: <ul style="list-style-type: none"> Ask how students are doing Ask a fun question: Conversation starter: Do you believe yourself to have an aesthetic? If so, what is it? Are there aesthetics that you enjoy? How can you apply these into the interior design of your project? Talk about aesthetics and incorporating individual style into project

25 min	Review and refresh past content <ul style="list-style-type: none"> Help students who missed class, or refer them to the demo video posted to Google classroom Allow for student work time: Sketching of projects Answer questions and leave tips/ comments throughout Check in periodically to monitor student progress
5 min	Closure: <ul style="list-style-type: none"> Check for understanding and ask if there are any questions

DAYS 5-? (work days)	
5 min	Check in
25 min	Review and refresh past content <ul style="list-style-type: none"> Help students who missed class, or refer them to the demo video posted to Google classroom Allow for student work time Answer questions and leave tips/ comments throughout Check in periodically to monitor student progress
5 min	Closure: <ul style="list-style-type: none"> Check for understanding and ask if there are any questions Remind about tentative due dates

REFERENCES TO MATERIALS CONSULTED

Kadinsky:

<https://www.ecosia.org/images?q=kadinsky%20room%20paintings#id=005161723DE8735B193D7D016241DC8FCB626BCF>

Jules Edelmann: <https://www.juliaedelmann.com/2020>

Joe Beam: <https://www.joebeamart.com/paintings>

DEMO VIDEOS:

<https://www.youtube.com/watch?v=IRsXVYjZYVY>

<https://www.youtube.com/watch?v=IkAHiUaPqUI>

<https://www.youtube.com/watch?v=RHbR3Q0wFU0>

<https://www.youtube.com/watch?v=xocxi194EF4>

RUBRIC

Category	Excellent (10-14)	Satisfactory (5-9)	Needs development (0-4)
Items Included	Artwork includes the following items: a bed, a window, 2 other pieces of furniture, something on the floor, and decorations	Artwork is missing 2-3 of the required items.	Artwork is missing almost all of the required items.
Craftsmanship	Uses accurate 1-point perspective and shows overall artistic craftsmanship to create a strong final product.	1-point perspective not completely accurate / Finished product seems a little rushed and messy.	No 1-point perspective / not finished / rushed.
Shading	Artwork is filled in with graphite / colored pencil in accordance with a light source.	Artwork is filled in, but does not show an accurate depiction of a light source.	Artwork is not filled in.
Artist Statement	3-5 sentence statement that reflects on their artistic choices and connects their project to their personal life.	Artist statement is less than 3 sentences, or does not answer all the questions prompted.	No artist statement or very brief.
Process / Effort	Student works productively throughout the duration of the class periods and works to improve themselves as an artist.	Student works throughout most of the class period but does not try to improve themselves.	Student seldom works on project.

(Total Points = 70)