

KEEPING ARCHITECTURE IN PERSPECTIVE

ART AND CAREERS

OBJECTIVE

- Students will be introduced to an architect who will discuss the importance of art as a career choice.
- Students will learn the relevance of perspective to an architect.
- Students will create a box, the letter L, a triangle, and a circle in perspective.
- Students will create their initials in perspective. (This helps students learn how to put the shapes together.)

VOCABULARY

architect	horizon line points A and B
perspective	vertical line
box or cube	horizontal line
circle or cone	ruler or straight line

MATERIALS

12x18 paper	rulers
pencils	perspective packets and examples

CONCEPT

“The mother art is architecture. Without an architecture of our own we have no soul of our own civilization.” Frank Lloyd Wright, (www.brainyquote.com)

Invite a local architect to speak with your class. Involve the students in the discussion by showing examples of buildings and discussing the inspiration for their design. Next, ask students to share what would make a building exciting or dynamic. Remind students that in the following days they will be learning a technique that will enable them to create a building just as an architect.

PROCEDURE

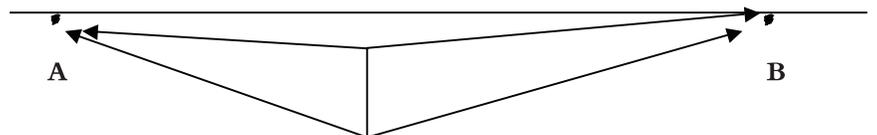
1. Students will use a ruler to create a horizon line on a piece of paper. On the horizon line they will mark an A on one side and a B on the other side.



2. Next have the students make a vertical line below the horizon line in between the A and B.

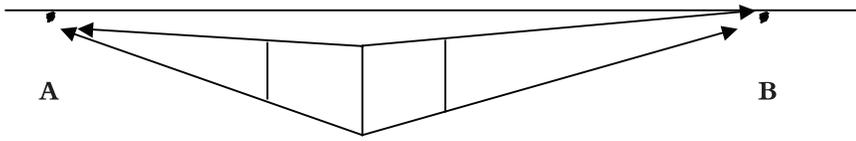


3. Students will then draw lines back to A and B from the top and bottom of the vertical line.

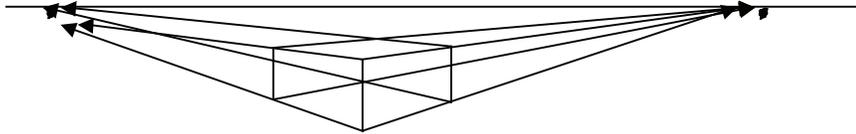


4. Always make sure students are using their rulers. Next have the students make a vertical line in the A side of the “v” and a vertical line in the B side of the “v”.

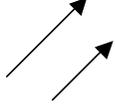
CLASS EXPERIENCE



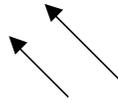
5. Repeat step 3 reminding the students that the bottom already goes back to A and B. The top needs to be connected to complete the clear cube. After those lines are drawn have the students erase the unnecessary lines. And there is the cube.



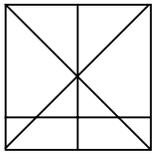
Erase these lines



and the same lines on this side.



6. Now as the students start the handouts of the shapes have them create a “plan view” so they can create a grid on the item they are going to put into perspective. (See handouts created by J. Newton for further instruction.)



REFLECTION

If the students excel at this, introduce them to the interior of a room in perspective. Use the handouts to teach them, and then take your students into the hallway and let them go with paper, pencil, and a ruler. You will be excited about the results.

NATIONAL STANDARDS

VISUAL ARTS

Standard 1: Understands and applies media, techniques, and processes related to the visual arts

Standard 2: Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art

ASSESSMENT

The students work needs to be reviewed after each shape to make sure they are doing perspective correctly. Then their final is worth so many points depending of the amount of shapes you require the students have in their image. You will also want to look at the student's effort and craftsmanship.