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# PERSPECTIVE DRAWING LESSON PLAN

*Lesson Plan Prepared by Elijah Minton, IG: @theartalchemist*

## GOALS

Thrive Collective provides project-based learning that teaches both art and life skills. To the extent possible, every lesson plan provides three clear goals. First, what art skill, subject area, or big idea is being taught (the art “learning”)? Second, what will the students produce by the end of the class (the “project”)? Third, how does that art skill translate into an everyday life skill (the life “learning”)?

1. This class will teach students how to visualize and draw simple images from different perspectives.
2. By the end of the class, students will understand the terms associated with perspective drawing. Each student will use either one point or two point perspective to sketch an item from their home.
3. Students will be introduced to how perspective drawing relates to life outside the classroom by observing how one’s visual and mental perception is dependent on the position of the observer. The ability to examine people, places, and experiences from multiple perspectives is necessary for critical thinking in the real world.

## MATERIALS

Pencil, paper, eraser.

Optional: Colored pencils, paint, markers, ink, highlighters, charcoal, pen, ruler.

## EXPECTATIONS

Perspective drawing is how we draw 3 dimensional figures on a 2 dimensional surface. This exercise will work best with students between the ages of 10 - 17. Older students will naturally be able to grasp these concepts more easily and some may even be ready to explore 3 point perspectives. Use your discretion to determine if this may be the case.



## WHAT TO SHOW

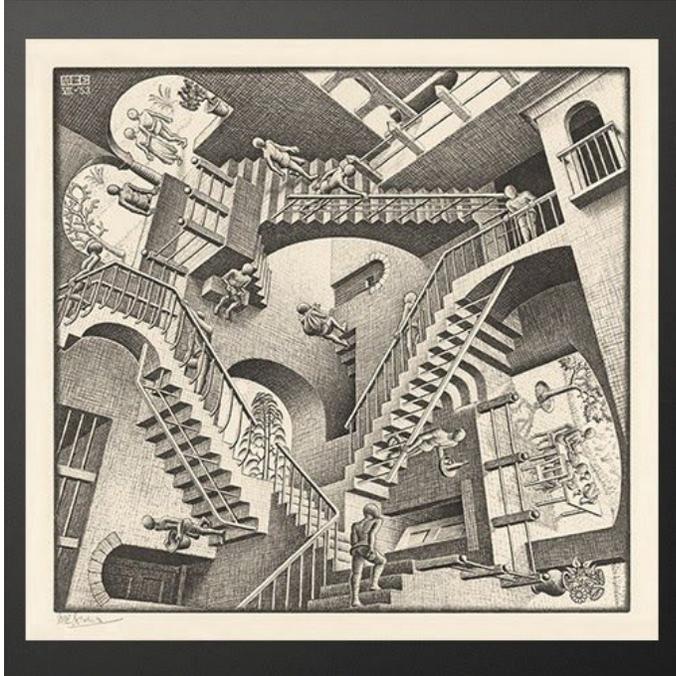
### [HOW TO DRAW 1 POINT PERSPECTIVE FOR BEGINNERS](#)

(To explain the basics of horizon lines, vanishing points, and perspective)

### [How to Draw 2 Point Perspective for Beginners](#)

(explores the concept of 2 point perspective)

The following example is from M.C. Escher who was known for his extreme use of perspective to create optical illusions.



## WHAT TO TELL

Your primary focus should be to create a solid understanding of how perspective is defined. Perspective is a fundamental art skill which will empower students with an ability to create depth and space in their drawings. Creating a space where students feel safe and comfortable enough to take a risk and try something that they may have never done before is also a primary concern. Be aware that the directions you give can be too restrictive and stifle creativity and in a twist of paradox, the same can be said about giving too much freedom in your directions.



## CLASS OUTLINE (30-50 Minutes)

### PROJECT: PERSPECTIVE

#### OBJECTIVE

Through this lesson plan, students will:

- Be introduced to perspective, horizon lines, vanishing points, as well as one point perspective.
- Draw an example using the edge of a table as a horizon line and a regular household object in 3 dimensional form from one and two point perspective.
- Be asked to think of instances where perspective is important in making a decision (sports, problem solving, etc.).

#### STEP 1 (5-10 minutes)

##### DEMO

Show students the youtube video “How to draw 1 point perspective for beginners.” Afterwards, demonstrate by drawing a rectangle to create an example of one point perspective on paper.

##### CLASS WORK

Students will now create a perspective drawing using horizon lines, vanishing points, and rectangles or squares. The students will only work with simple rectangles to help them begin to grasp the basic concepts visually.

##### GROUP CHECK-IN / PRESENTATIONS

Ask students to identify which sides of the rectangle would be hidden from view as well as which sides would be visible to the observer.

*Note: Encourage the children to use straight edges like the side of a book or a few stacks of paper folded over if they don't have a ruler.*

#### STEP 2 (5-10 minutes)

##### DEMO

Use skills learned from the demo Step 1 to draw an object with perspective using horizon lines and vanishing points. Use a rectangular shaped household item to illustrate how the concepts apply to the real world. Try to avoid using objects with a lot of round edges.

##### CLASS WORK

Now have each student use an object from home and attempt to apply perspective techniques.



## **GROUP CHECK-IN / PRESENTATIONS**

Ask students to identify which sides of the object would be visible and which sides of the object are hidden. Ask students to come up with examples of how viewing an object from one perspective can lead to false conclusions. The main point is to identify how multiple perspectives are needed to see the entire picture. This also applies to life.

*Note: A good example to use is a box with one side colored different from the rest. With this one side out of view, you can ask them what color the box is, then by turning it, you reveal that they only had partial information and made conclusions without gathering all facts. Another good example can be to use a rubix cube.*

## **STEP 3 (15-20 minutes)**

### **DEMO**

Use perspective techniques to draw an object from two opposite perspectives. Color in sides that are visible in each drawing and point out that both perspectives are necessary to see the bigger picture. Show students the youtube video “How to draw 2 point perspective for beginners.”

### **CLASS WORK**

Students will repeat the demo and follow with group discussion on what they learned.

## **GROUP CHECK-IN / PRESENTATIONS**

Group discussion of what was learned.

## **STEP 4 (5-10 minutes)**

### **DEMO**

Use 2 objects to create a perspective drawing. One subject will be in the background and the other in the foreground. Then draw both objects at an even depth to show how scale impacts the illusion of distance.

### **CLASS WORK**

Students will create two perspective drawings with two objects from home to repeat the demo.

## **GROUP CHECK-IN / PRESENTATIONS**

Each student will present their drawing to the class and briefly explain why they chose the items.

*Note: Have the students explain in words what they have observed through this exercise and encourage them to examine multiple perspectives when making decisions in real life.*