

# Arts Assessment For Learning

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VISUAL ARTS— 7<sup>TH</sup> GRADE

## HOW TO & TIPS: DRAWING PERSPECTIVE

Perspective Drawing: The students create one or two point, complicated, cityscapes including: buildings, sidewalks, windows, etc.

Components: Aims, Do Nows, sketchbook practices, final drawings

Description:

- The students draw both one and two point perspective practices into their sketchbooks.
- The instructor leads the class in creating streets, buildings, sidewalks, roof pitches, ovals, etc. The diagrams are composed on the chalkboard and the students follow using rulers and T-squares.
- Point of view is explored focusing on the horizon line and vanishing points.
- After completing the diagrams students decide whether to create a cityscape in one, or two point perspective drawing.
- A preliminary drawing is created and will be the basis for their final compositions.
- At the point where the practices are finishing up, students will use a peer action plan that is included in the classroom activities.
- The students participate in peer assessment and offer suggestions on how to improve each other's work.
- A class-generated rubric is followed and each student writes a small reflection on how the drawing will be improved.
- The final composition is 12"X 18" and finished in color pencil and influenced by atmospheric perspective. The color of the buildings in the foreground is darker with the colors appearing lighter in the distance.

Peer Assessment:

- After, the one-point perspective practice drawing the students will participate in creating a final project rubric.
- A blank rubric will be distributed to the class. The instructor will show examples of previous projects. The examples will represent a range of mastery and ones with little understanding.
- The instructor will ask the students to discuss how the projects follow the rules of perspective concentrating on correctly drawn details.
- When the discussion is over a blank rubric will be drawn on the board. The rubric will be completed by student suggestion.

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- The instructor will steer the discussion around three criteria: details/complete, rules of perspective, and color.
  - For each criterion, students describe what that criteria looks like at each level. The instructor takes these final student descriptions and creates the final rubric.
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