Compositions within landscapes

Part 2 – Elements of design within perspective drawing

Duration: 2 weeks

Overview

Students investigate traditional drawing practices through one and two point perspective focus using the elements and principles of design.

| Stage 4 outcomes | Stage 5 outcomes |
| --- | --- |
| A student: | A student: |
| 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks | 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks |
| 4.2 explores the function of and relationships between the artist – artwork – world – audience | 5.2 makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience |
| 4.3 makes artworks that involve some understanding of the frames | 5.3 makes artworks informed by an understanding of how the frames affect meaning |

[Visual Arts 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

Content

Students will learn about and use the En Plein Aire technique and style when completing an artwork, based on the environment.

| Cross-curriculum content and key competencies |
| --- |
| Environment |

Assessment

All activities require students to demonstrate their learning and are all assessment for learning activities.

Teaching and learning activities

Students will:

* read the information and study the image on the Gallery of NSW website titled [Brett Whiteley drawing is everything](https://www.artgallery.nsw.gov.au/exhibitions/brett-whiteley-drawing/)
* complete the following activities
  + What do you see in the image?
  + Construct a narrative that describes what is happening in the drawing
* complete the [Elements and Principles of Design slideshow](https://www.slideshare.net/digiartport/elements-principles-of-design) and familiarise themselves with one and two point perspective drawing.

En Plein Aire Drawing

Materials required

* computer/phones/digital device
* A3 paper
* 6B Progresso pencils (an alternative will be acceptable).

Students will:

* watch the video titled [How to draw one and two-point perspective, with Karl Gude (00:01:05)](https://www.youtube.com/watch?v=felys-u4nfk)
* move into an area of their choice outside of their classroom, within supervision access of the teacher
* draw a one-point perspective of the landscape of that area, using the techniques demonstrated in the YouTube video above
* map out the lines of the perspective
* highlight the tones and textures in the shadows created from the natural light.

Communicate

Written responses are documented and shared within collaborative discussion facilitated by the teacher.

Multimedia blog

Students are to:

* document the process of their artmaking within a journal. This can be their visual arts process diary, or an online blog through sites such as [Google classroom.](https://edu.google.com/k-12-solutions/classroom/?modal_active=none)
* photograph or sketch the process used
* write a response to the process used following literacy structures, language forms and features, as seen in the [DoE text type support document.](https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4108.pdf)

Differentiation

Extension

Students could:

* use an electronic device to capture an image of a one or two-point perspective that demonstrates at least two elements of design and two principles
* write a description of the shot explaining how these aspects are captured and work together within the composition
* construct a representation of their image from a different perspective, such as aerial or the Brett Whiteley artwork investigated earlier.

Life skills

| Life skills outcomes |
| --- |
| A student: |
| LS.9 uses a range of materials, techniques and processes to make artworks |

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Students could:

* rule an A3 page into four
* watch the video [Continuous line drawing (00:03:35)](https://www.youtube.com/watch?v=8P2Cj9ccqeI)
* attempt 4 continuuous line drawings within the timeframes of
  + 1 minute
  + 2 minutes
  + 4 minutes
  + and 8 minutes
* expand them into a larger artwork, using a variety of materials.
* answer the questions similar to
  + Today I practised continuous line drawing. It looked at linear perspective. I found this easy/ difficult because it required me to… (describe how you did this style of drawing) …
  + I was able to improve my drawings by…. (explain what you did differently each time to improve) …
  + Linear perspective requires a horizon line and focal point. What is a horizon line and a focal point?

Evaluate

Feedback is formative for the duration of the project.

Reference list and resources

[Visual Arts 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

[Continuous line drawing](https://www.youtube.com/watch?v=8P2Cj9ccqeI)

[Art Gallery NSW - Brett Whiteley](http://www.artgallery.nsw.gov.au/exhibitions/brett-whiteley-drawing/)

[Perspective drawing](https://www.slideshare.net/digiartport/elements-principles-of-design)