

POSTERS AND TITLE PAGES USING SCALE AND LINEAR PERSPECTIVE

It can be challenging to embed art-specific curriculum knowledge into programmes if you are new to the Visual Arts yourself. This teaching resource enables you to easily teach art skills in the context of posters and title pages for class projects.

This resource supports the development of selected drawing skills to accompany other resources on the Arts Online site such as;

- Drawing Progression Exemplars on the Arts Online Teacher Resource Exchange
<http://artsonline.tki.org.nz/Planning-tools/Teacher-Resource-Exchange>
- Drawing Progression Resources on the Arts Online Visarts Pinterest boards of the same name
<https://nz.pinterest.com/visartsonline/drawing-progressions-primary-resources/>

OVERVIEW:

Duration and Level

The length of this activity can be tailored to suit from 1 or more lessons. It can be broken into smaller tasks and/or integrated with learning in other curriculum areas. It is aimed at levels 1-4 but *can easily be adapted to suit varying ages and skill levels of students.*

Specific Learning Outcomes - N.Z. Visual Art Curriculum strands:

Developing practical knowledge

Students will explore drawing principles of; overlapping, scale and linear perspective to create the illusion of depth through collage and drawing techniques.

Communicating and interpreting:

Students will discuss / describe a range of conventions used to create the illusion of depth in two-dimensional artworks. They may share ideas about each other's work.

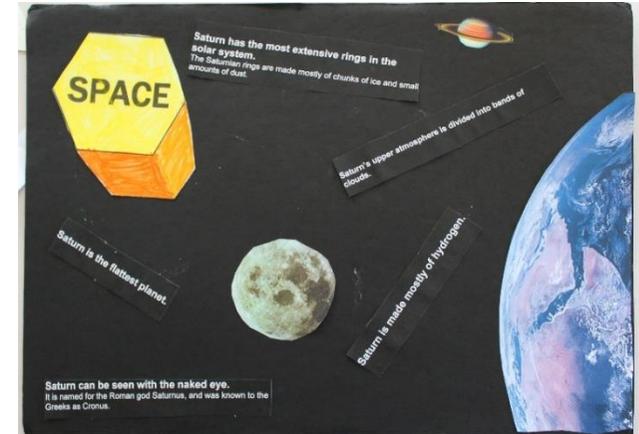
Developing ideas

By experimenting with arrangement and placement on a flat surface to find the best outcome to create depth.

Example of A3 poster outcome created by Year 4 student in a single session (approx. 1 hour):

Students were supplied with images in the context of producing this resource.

Students could source and re-size their own imagery as part of inquiry based learning. This would also allow more opportunity to developing ideas about scale / depth as per instructions in Task 2.



Activity tasks:

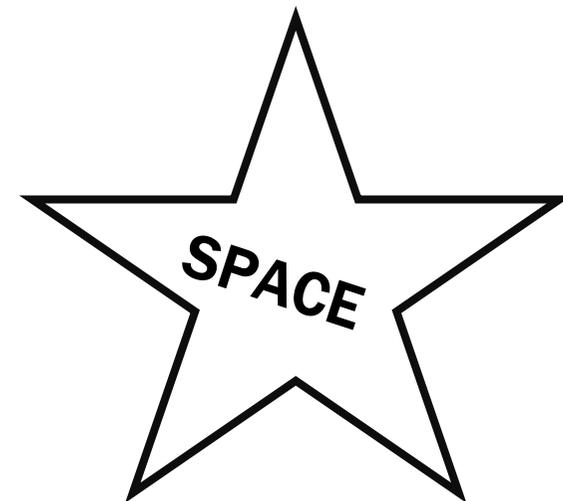
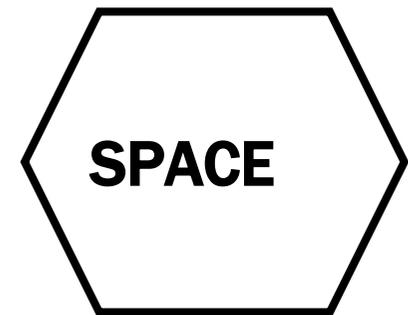
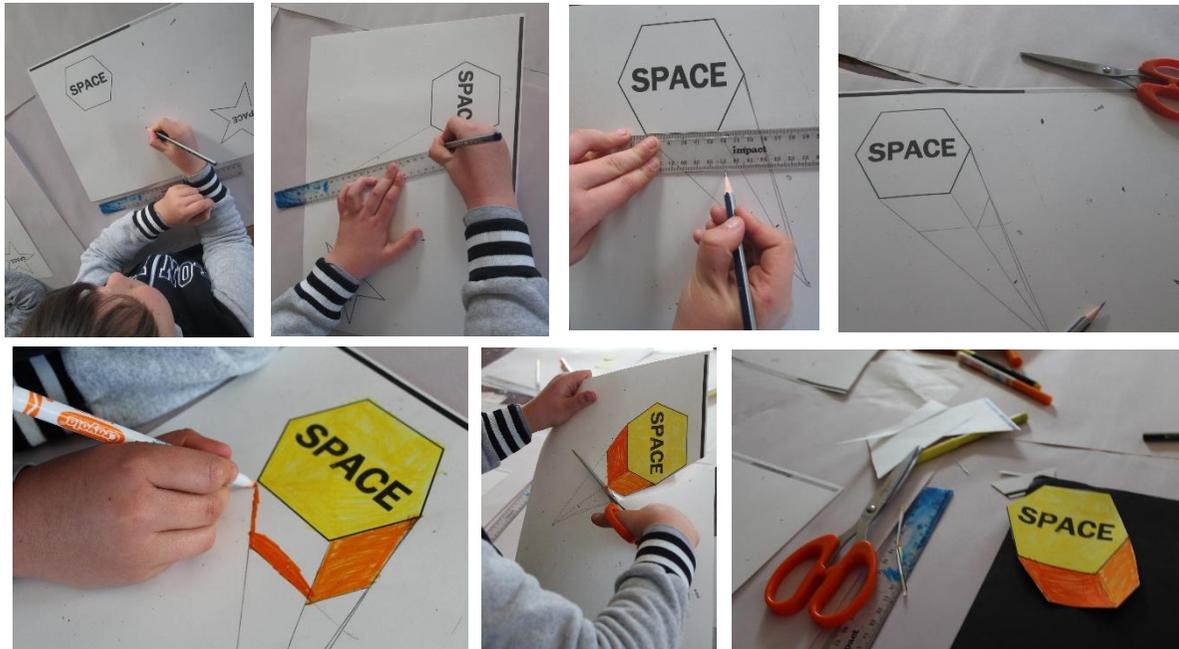
- 1: Creating the illusion of three dimensions using 1-point linear perspective with a word or shape
- 2: Discussing and describing how the illusion of depth in a picture is created by using scale and overlapping
- 3 Developing ideas about composition by arranging you picture and word elements on a page.

TASK ONE INSTRUCTIONS: Using 1-point perspective with a word.

- Choose a relevant word. Share examples of pictures and words that use 1-point perspective online with students and discuss the vanishing point and illusion of depth on a flat surface.
- **YOUNGER STUDENTS** at the very beginning of the curriculum levels – will probably find a simple shape with the relevant word inside will be sufficiently challenging – to make the task even easier the 1-point perspective lines could also be included.

Sequence of steps from left to right:

1. Place a dot (vanishing point) above or below your shape and off to one side.
2. Join all of the points/corners of your shape to the dot using a ruler.
3. Hold the ruler along the edge of your shape to rule parallel lines (if students are able they could choose shallow or deeper space)
4. Colour your shape in 2-3 related colours with the lighted on the front face
5. Cut your shape out including the extra parts created by the 1-point perspective.



- **OLDER STUDENTS** (senior primary or junior secondary) may have the cognitive and fine motor skills to tackle letter forms.
- Choose a topic word with a small number of letters. Use large, sans-serif, block-letters that have corner points for reproducing (see example below).
- You can then either PRINT the letters onto paper for students or get them to trace the letters if students have more time/skill to build fine motor skills

SPACE

Sequence of steps from left to right:

1. Place a single point off-centre and below your lettering OR in a place of your choosing and use a ruler or straight edge connect the outside edges of your letters to this point – students will need help with curved letters.
2. Colour your letters using light tones for the front face and darker tones for the receding shapes.
3. Decide how shallow or deep you want your letters to appear and draw in lines that are PARALLEL to the outside edges of the BOTTOM/TOP of your letters and cut across this line.
4. Cut out additional spaces to ensure that the ‘back’ edges of the letter forms follow the same shapes and the ‘front’ edges.



TASK ONE: Ngā whāinga paetae (criteria for success)

Students can successfully identify and discuss 1-point perspective/depth in artworks

Students can create words that seem three-dimensional using 1-point perspective

Students can use colours to enhance the depth (dark tones receding, light tones advancing)

TASK TWO INSTRUCTIONS: Discussing how scale and overlapping create depth.

Look at examples of images online where relative size (SCALE) and placement (COMPOSITION) of objects makes things appear closer or further away and gives a flat picture a feeling of depth (PERSPECTIVE). Look at examples of drawings using foreshortening to show depth



As an extension or for fun: students could look at examples of, or create photographs using a photographic technique called 'forced perspective' where the relative sizes of objects are used to create a humorous illusion. These could also be used for writing prompts



Learn about how to locate copyright free images online and collect some related to the topic word by watching this video:

[How to use Google Images Creative Commons](#) by Rebecca Shiels on Youtube



Planet images sourced from: 'image: www.freeimages.co.uk', shuttle image from [Wikipedia](#), Jupiter montage (top left and [forced perspective](#) image both from [Wikimedia](#)— all images are in the public domain

TASK TWO: Ngā whāinga paetae (criteria for success)

Students can successfully identify and discuss relative scale in artworks

Students can create images using cutting and pasting and photographic skills that use scale to show pictorial space.

Senior primary / junior secondary students can locate copyright free images online

TASK THREE INSTRUCTIONS: Develop ideas about composition.



Depending on access to devices students could play with the re-sizing and arrangement of images digitally and use this as part of their planning process.

In some contexts this may be an appropriate way to produce the final image and any accompanying information and the word title can then be pasted on

To support the development of physical skills the final image can also be hand-made by cutting and pasting the elements onto a sheet of heavyweight paper.

Black paper is useful to support the illusion of deep space in this case but other options such as a horizon line to create a surface to place objects on could also be used.

Example of planning digitally (above) Images of pre-schooler and Year 4 working below – exemplars overlaid



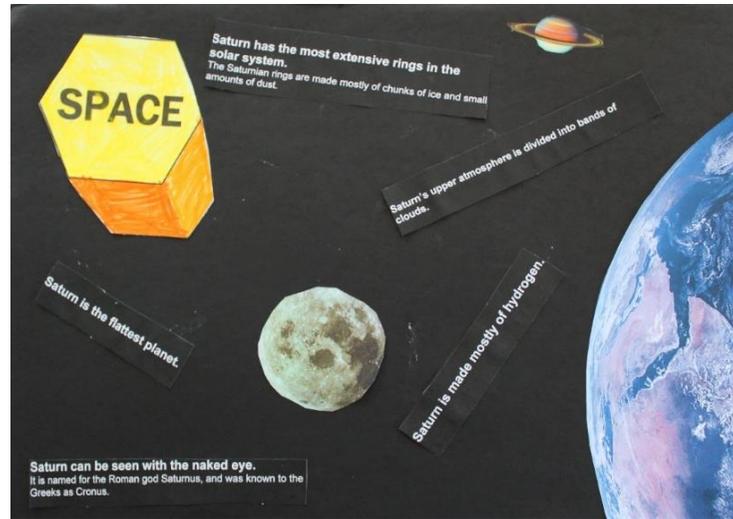
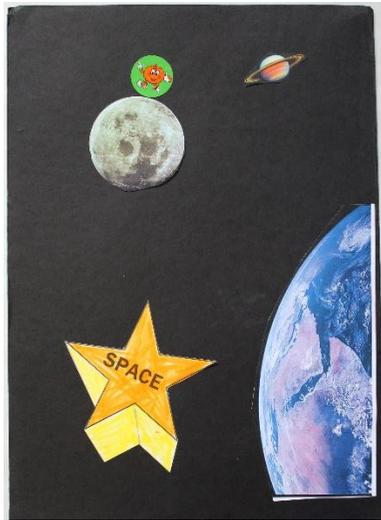
TASK THREE: Ngā whāinga paetae (criteria for success)

Students develop ideas by experimenting with the placement and size of objects to create depth.

Students can talk about their own and others work in terms of scale and depth/space.

Students can arrange pictures and text on a poster or title page to communicate topic information

EXAMPLE OUTCOMES:



Poster 1 – left; created by pre-schooler (aged 4) who decided to include a produce sticker as an astronaut.

Poster 2 –middle; created by Year 4 student (aged 8) using a simple shape for title.

Poster 3 –right; created by junior secondary student who used 1-point perspective for the letterforms. Overlapping of the rocket with the planet is also used.

CONCLUDING NOTES ABOUT THIS ACTIVITY:

- The exemplars for this activity were produced in a single short session.
- If more time is available then it would allow students to locate their own images such as astronauts or space stations and further personalise their work.
- Students could locate images related to an inquiry project related to the topic. E.g. healthy food, placing images on a table-top by including a horizon line and playing with size, overlapping to create depth (see illustration on right)
- Completing this activity using scissors and glue develops hand-eye co-ordination skills which are important for writing and cognitive development



All unattributed images in this resource are the author's own and were created to illustrate the project stages.