

YEAR 8 Scheme of Work – BBAO

****NB Baselines should be completed at the beginning of each half-term****

Year 8 Autumn 2 – Perspective and Dimensions of Space

Lesson 1 of 6		
Learning Objective	Success Criteria	I can
<p>Perspective drawing aims to depict three dimensions of space on a two dimensional plane</p> <p>To depict a parallel perspective cube, all of the lines should be parallel</p> <p>Parallel perspective cubes can be merged together to create more complex forms</p> <p>Some lines can be excluded to give the appearance that the cube is opaque</p> <p><u>Key Vocabulary</u> <i>Three dimensions</i> – Width; height; depth</p> <p><i>Width</i> – the lines which can be measured across, horizontally (side to side)</p> <p><i>Height</i> – the lines which can be measured vertically (up and down)</p> <p><i>Depth</i> – the lines which can be measured appearing to move toward and away from the viewer (forward and back)</p> <p><i>Parallel</i> - side by side and having the same distance continuously between them</p> <p><i>Transparent</i> – see through</p> <p><i>Opaque</i> – not see through</p>	<p>Create parallel perspective cubes, both transparent and opaque</p>	<p>Depict cubes using parallel perspective (transparent)</p> <p>Depict cubes using parallel perspective (opaque)</p>
Process	Context	Expected outcome
<p>HB pencil (free hand)</p>	<p>Sol LeWitt – Open Geometric Structure IV</p>	<p>Cubes depicted in parallel perspective (transparent and opaque)</p>
Extension		
<p>Combine cubes to create more complex forms</p>		

Lesson 2 of 6		
Learning Objective	Success Criteria	I can
<p>One point perspective depicts three dimensional forms, on a two dimensional surface, with the depth lines converging at a vanishing point, on the horizon line</p> <p><u>Key Vocabulary</u> <i>Width</i> – the lines which can be measured across, horizontally (side to side)</p> <p><i>Height</i> – the lines which can be measured vertically (up and down)</p> <p><i>Depth</i> – the lines which can be measured appearing to move toward and away from the viewer (forward and back)</p> <p><i>Foreshortening</i> – because the depth lines converge, the objects appear to get smaller as they move into the distance</p> <p><i>Vanishing point</i> – a point where the depth lines converge</p> <p><i>Horizon line</i> – in this context, the horizon line is the eye level of the viewer</p> <p><i>Converge</i> – come together or meet</p>	<p>Depict a number of cubes within the same depicted space; they should be in different places, above and below the horizon line</p> <p>Depict cubes of the same size, close to the viewer, and far away</p>	<p>Recognise the three dimensions of space</p> <p>Depict a foreshortened three-dimensional cube</p> <p>Depict cubes of the same scale in different positions, but at the same depth</p> <p>Depict cubes of the same scale, apparently moving through depth</p>
Process	Context	Expected outcome
HB pencil and ruler	<p>Da Vinci – Last Supper</p> <p>Stanley Kubrick – 1 point perspective</p>	Perspective drawings in HB pencil line, with line weight used to differentiate between construction and depiction lines
Extension		
Begin depicting more complex abstract forms i.e. pyramids; cylinders; cones; spheres		

Lesson 3 of 6		
Learning Objective	Success Criteria	I can
<p>Abstract forms can be combined to make complex forms, such as buildings</p> <p>Contour lines can be used to depict the surface form of the object</p> <p>Red is a warm dominant colour, so will stand out against cyan, which is a cool recessive colour</p> <p><u>Key Vocabulary</u> <i>Form</i> – a three-dimensional object (actual – one that has three dimension and could be picked up; depicted – one that appears to be three dimensional, but is actually flat)</p> <p><i>Abstract forms</i> – forms which are not intending to depict reality i.e. a football is a sphere, but a sphere is not a football</p> <p><i>Contour lines</i> – lines depicting the surface of the form</p>	<p>Depict abstract forms combined</p> <p>Draw a building/series of buildings by combining abstract forms</p> <p>Use cyan for the construction lines, and red for the depiction lines</p> <p>Use contour lines</p>	<p>Depict abstract forms</p> <p>Combine depicted abstract forms</p> <p>Combine depicted abstract forms to depict buildings/a street scene</p> <p>Add detail e.g. windows and doors</p>
Process	Context	Expected outcome
Cyan and red colouring pencil	Van Gogh Henry Moore Barbara Hepworth	Abstract forms depicted using red and cyan Buildings depicted by combining abstract forms (red and cyan)
Extension		
Add detail e.g. windows and doors		

Lesson 4 of 6		
Learning Objective	Success Criteria	I can
<p>One point perspective is actually two point perspective, but the two points are overlapped (so appear to be only one)</p> <p>When a cube is at eye level, and facing the viewer directly, the plane facing the viewer appears to be a two-dimensional shape. When the cube is rotated (still at the eye level of the viewer) the flat plane that was facing the viewer appears to become distorted, as the depth lines will begin to converge.</p> <p>When the cube is rotated in this manner, the two overlapping vanishing points will separate, and will be a great distance apart. As the cube rotates more, the two vanishing points will increasingly come together, until the cube is rotated 90°, and the two points overlap, and appear to be one again.</p> <p><u>Key Vocabulary</u> <i>Cube</i> - a symmetrical three-dimensional form, either solid or hollow, contained by six equal squares</p> <p><i>Two point perspective</i> – where the cube is rotated, so the visible faces of the cube are receding into depth</p> <p><i>Iteration</i> – repetition of a process</p>	<p>Along the horizon line, depict cubes rotating from one-point perspective, through various iterations of two-point perspective, and back to one point perspective</p>	<p>Depict cubes rotating, using two point perspective (along the horizon line)</p> <p>Rotate abstract forms</p>
Process	Context	Expected outcome
HB pencil for the construction lines; 6b for the depiction lines	Johannes Vermeer – The Goldweigher	Iterations depicting a rotating cube – two point perspective
Extension		
Rotate abstract forms		

Lesson 5 of 6

Learning Objective	Success Criteria	I can
<p>Three point perspective is used when the cube moves above or below the horizon line. The cube will appear distorted as the vertical lines will appear to converge.</p> <p>A third vanishing point is then added on the vertical axis, for the depth lines to converge to</p> <p><u>Key Vocabulary</u> <i>Vertical</i> - at right angles to a horizontal plane</p> <p><i>Axis</i> - an imaginary line about which a body rotates</p>	Depict cubes in three point perspective	Draw cubes in three point perspective Depict abstract forms in three point perspective
Process	Context	Expected outcome
2H pencil for the construction lines; B for the depiction lines	Charles Scheeler	Three point perspective cubes
Extension		
Depict abstract forms in three point perspective		

Lesson 6 of 6		
Learning Objective	Success Criteria	I can
<p>With a cube, the depth lines are depicted at each corner; the corners are where the lines change direction</p> <p>We can create organic shapes, and extend depth lines from where the plane outlines change direction, to depict organic forms</p> <p>The contour lines can be manipulated to soften the transition between plane surfaces</p> <p><u>Key Vocabulary</u> <i>Surface plane</i> - a two-dimensional and a perfectly flat surface which extends in all directions</p> <p><i>Organic shapes</i> – shapes which are uneven and irregular</p> <p><i>Organic forms</i> – same as organic shapes, but three dimensional</p>	<p>Depict three dimensional organic shapes, then translate them into forms</p>	<p>Create organic shapes</p> <p>Transition organic shapes into organic forms</p> <p>Use contour lines to soften the transition between plane surfaces</p>
Process	Context	Expected outcome
2H pencil for the construction lines; B for the depiction lines	Henry Moore – Oval with points	Organic forms in perspective with contour lines
Extension		
Use contour lines to soften the transition between plane surfaces		