



LESSON - PERSPECTIVE FOUR - CORNER OF ROOM

TIME:

Allow 40min

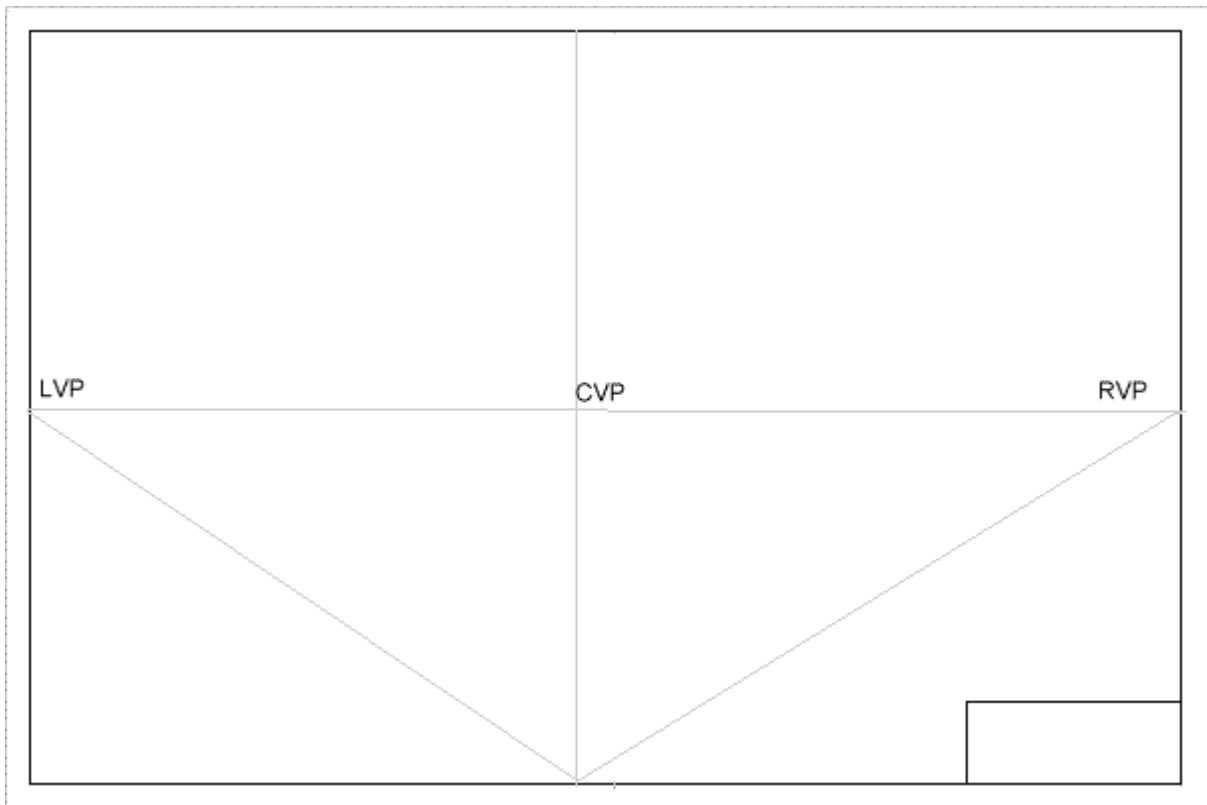
Aim:

To create a perspective grid using a single measurement and three vanishing points. This lesson is to introduce the notion of perspective 'scale'. That is, as things of equal size recede they appear smaller. Perspective is a method of logically determining just how much smaller.

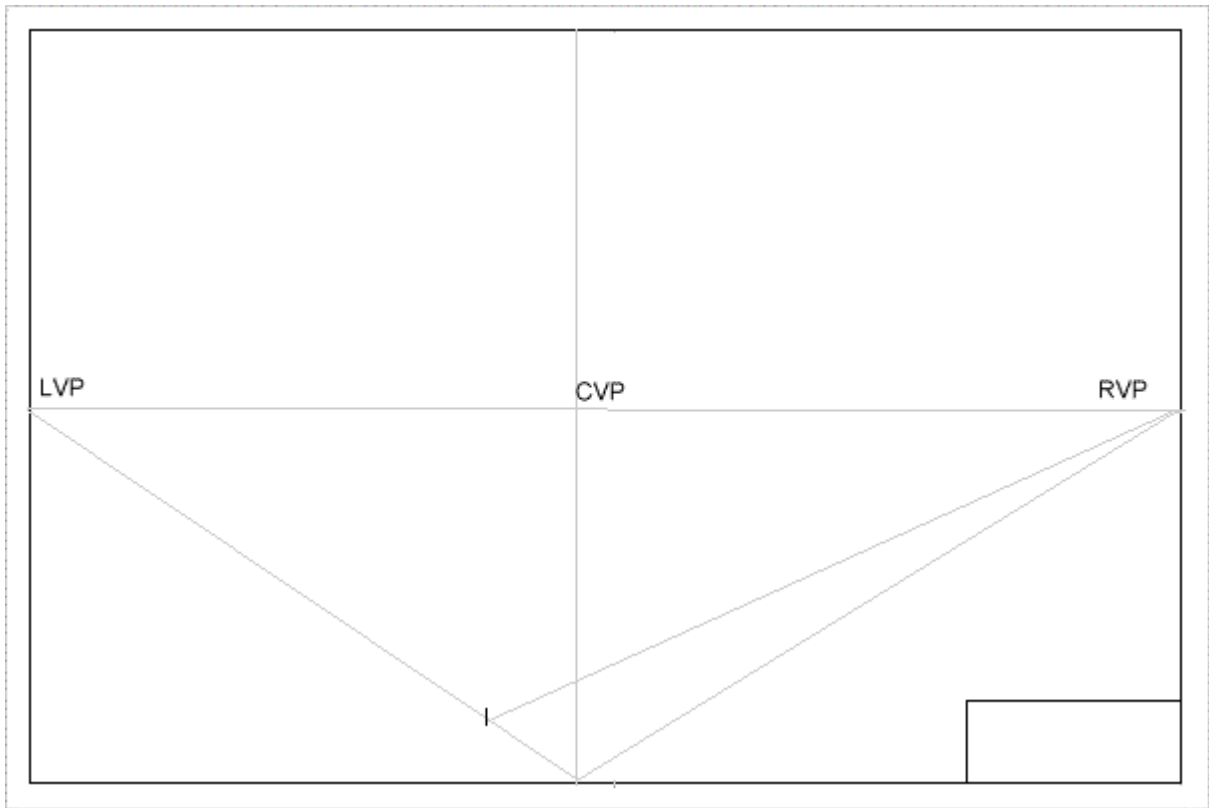
Materials:

The sketch pad,
HB pencil, ruler.

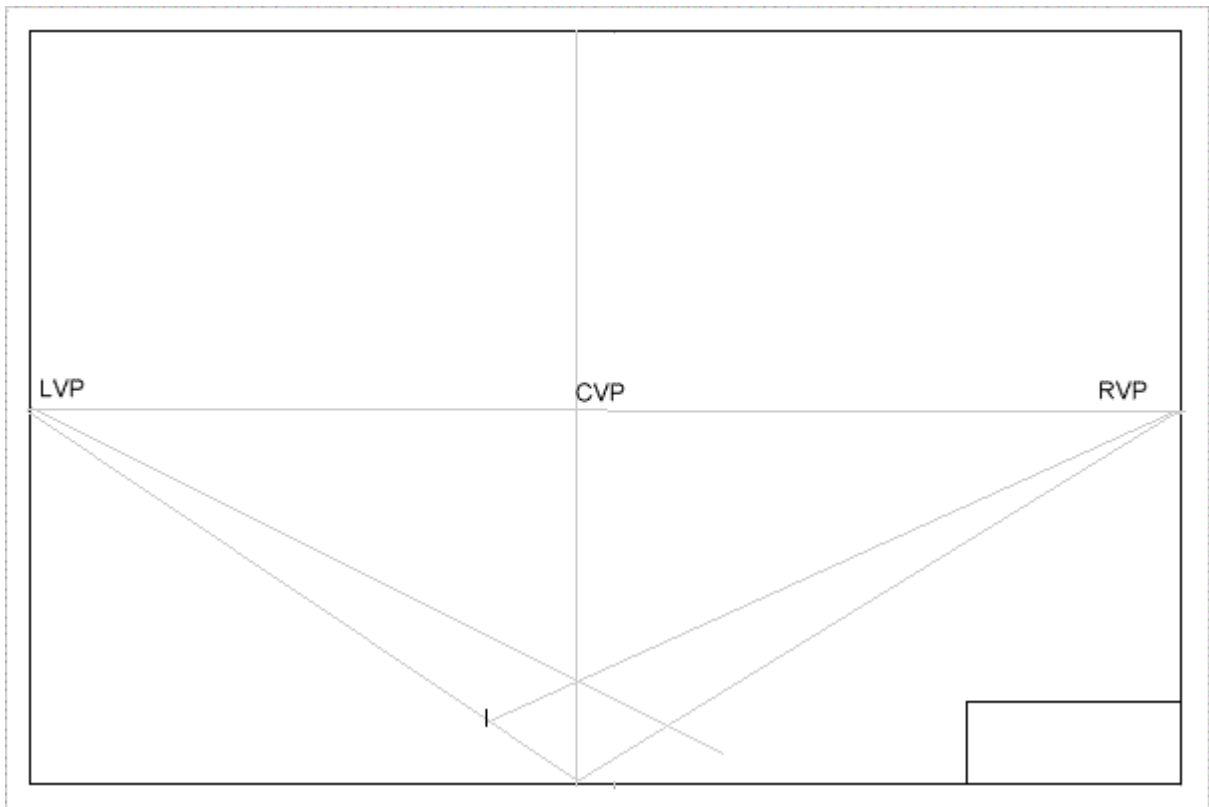
Construct margin and title box then:



a) Quarter the page as shown with light lines then add the two additional lines as shown.

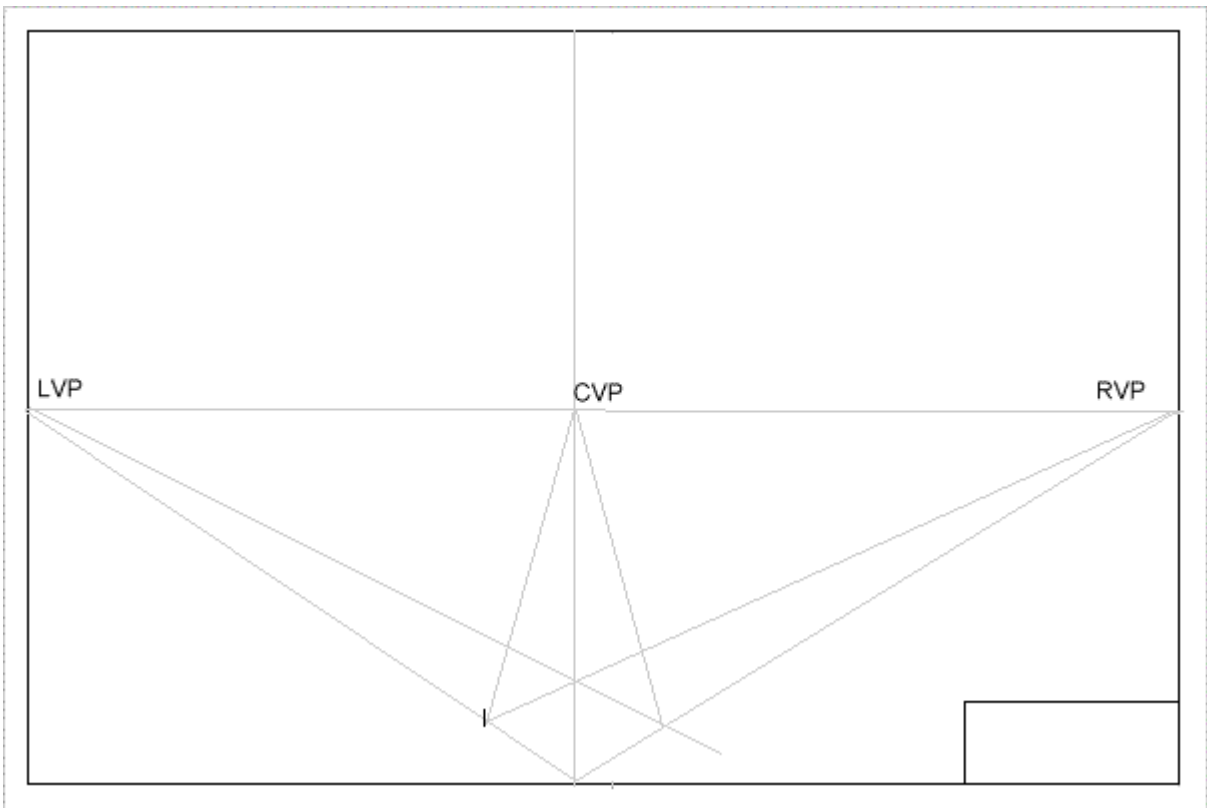


b) Measure a set distance up as shown 30mm (1,1/4") and join to RVP as indicated.

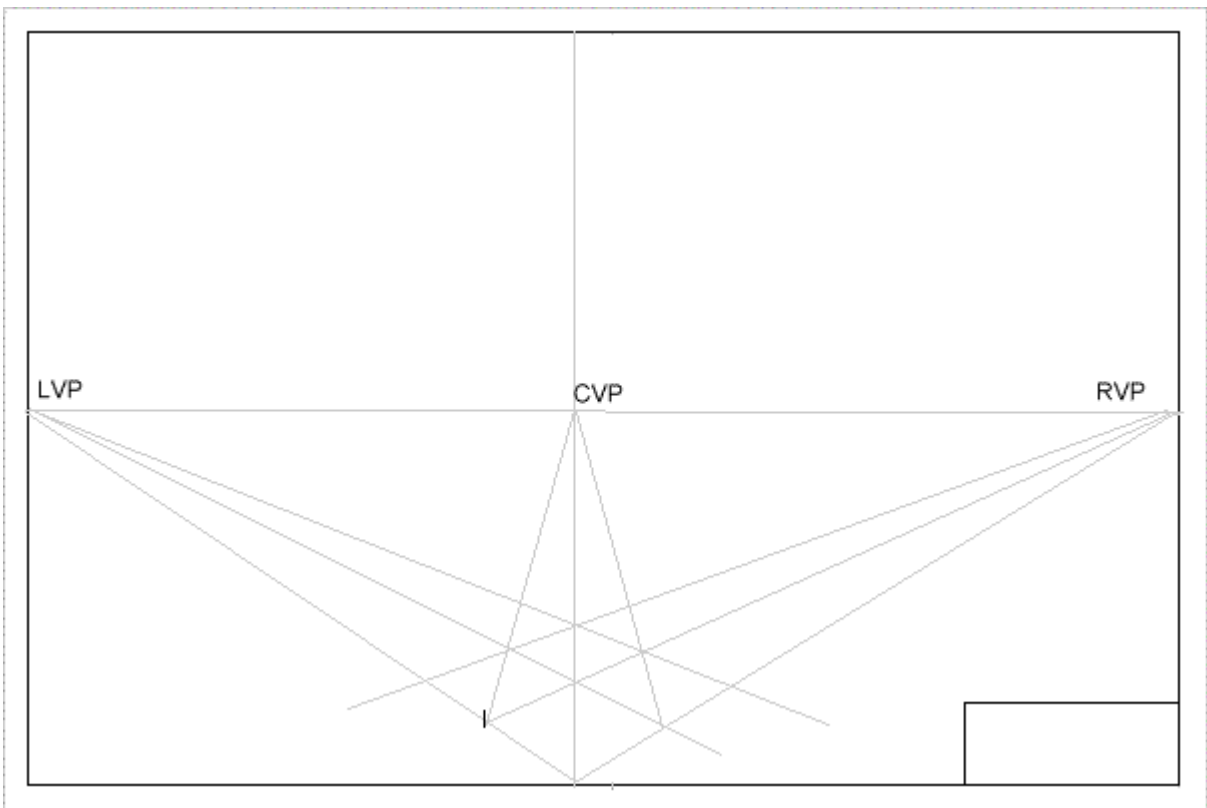


c) Where that line intersects the vertical line down from CVP construct light line from LVP

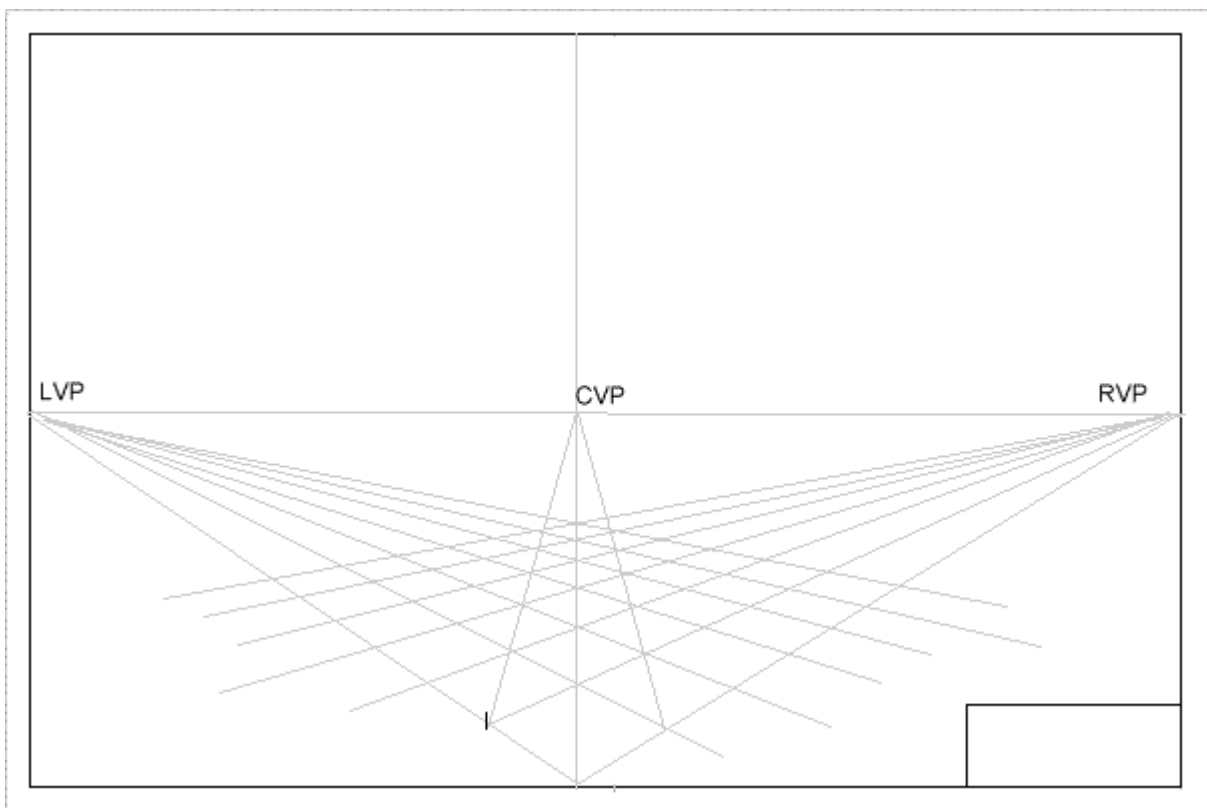
as in the drawing.



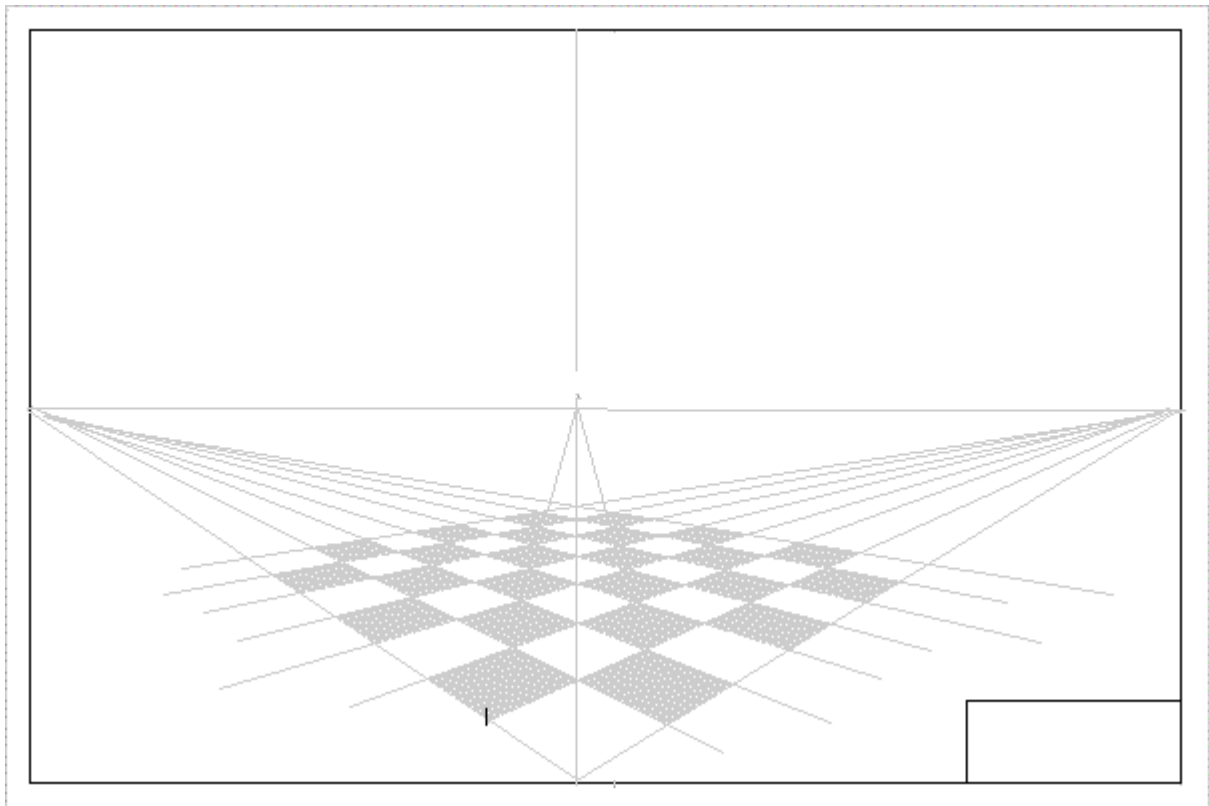
d) Join the two lines to the CVP as shown.



e) Add the two extra light lines from LVP and RVP. We have now drawn four squares on the ground. We can now add many more going backwards using the same method of construction.



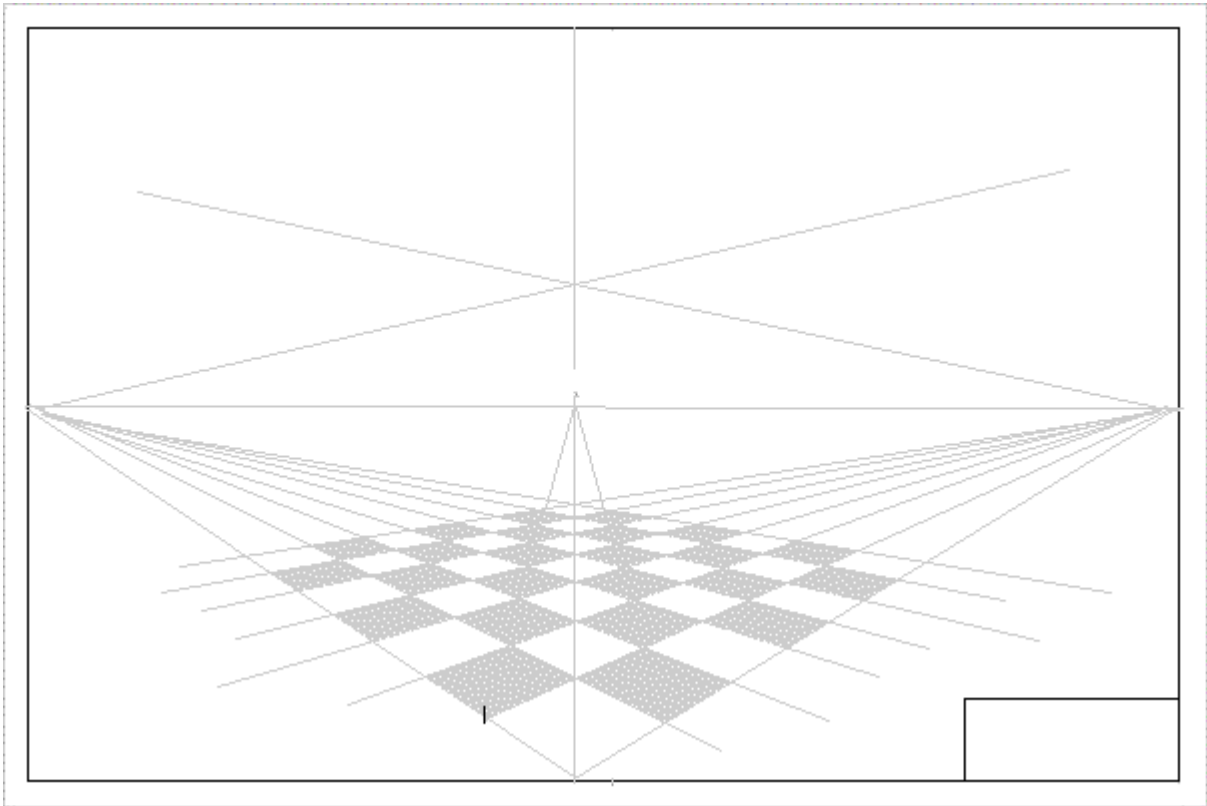
f) We now have 36 squares.



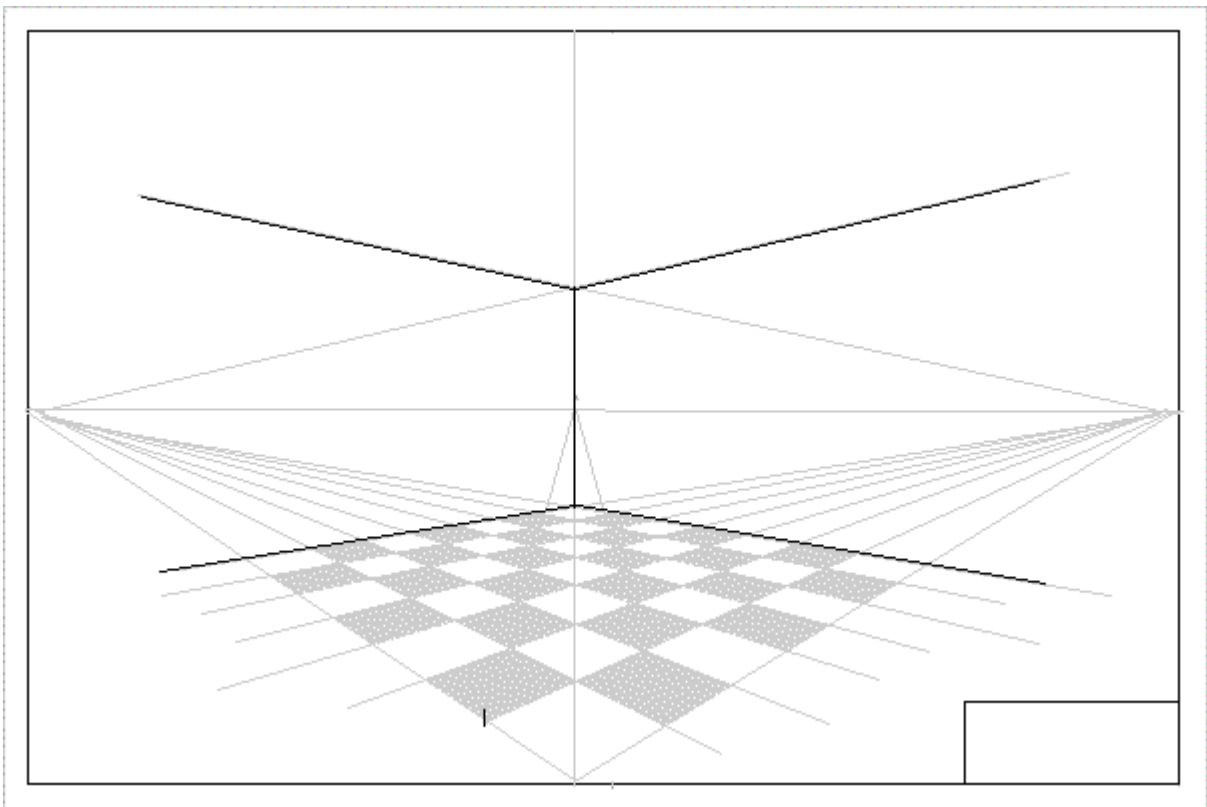
g) Shade the alternate squares as shown. Now we have made a floor. At this stage the student needs to be asked:

- Are the squares of 'equal' size?
- Why are the ones at the back smaller than the ones at the front?
- What happens to parallel lines when we draw them in 'perspective'?
- Is this what the eye or the camera sees?

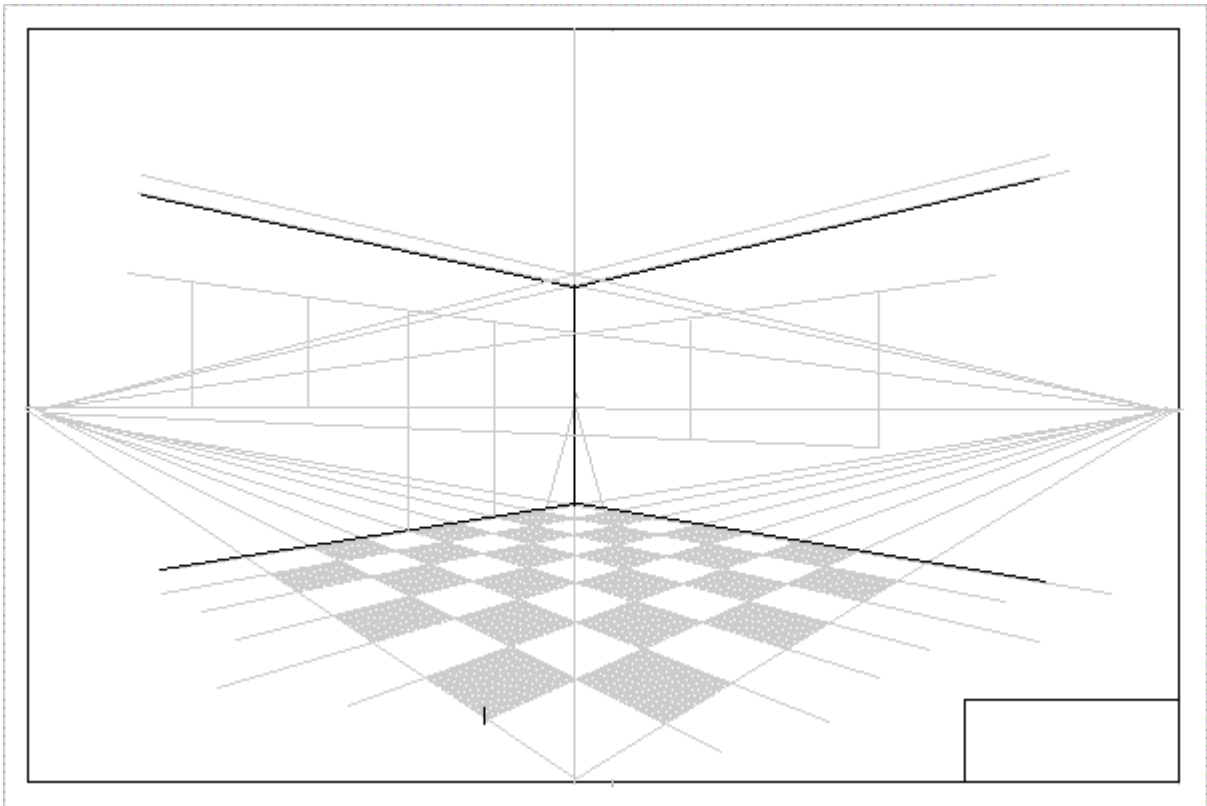
Next we shall suggest some walls.



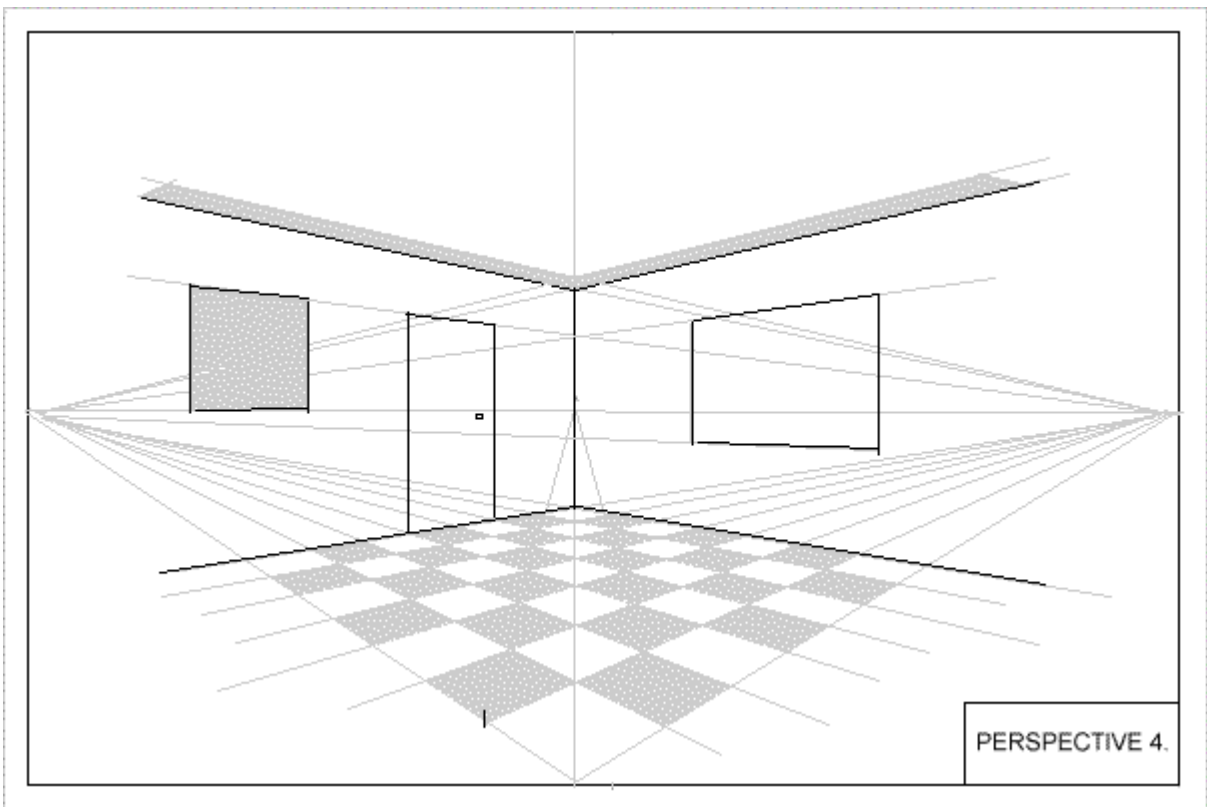
h) Add the two extra light lines 40mm (1,1/2") up from dead center



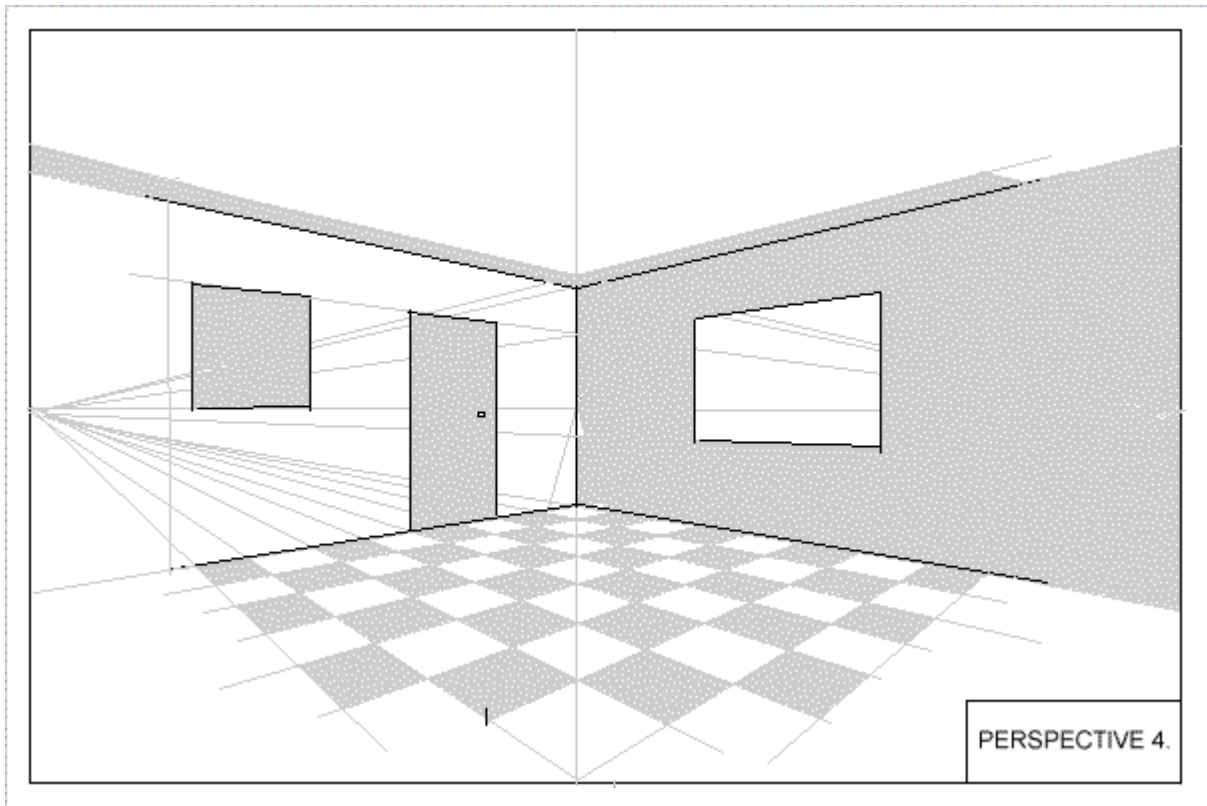
i) Firm in the walls.



j) Using only vertical lines and lines going to RVP or LVP lightly construct some windows and a door. Ask:
- how could the room be made larger? (answer - lowering the ceiling).



- k) Firm them in and add a door knob and a little shading on the ceiling. Ask:
- How do we know how high to make the door? (stress the importance of observation and look around the classroom for clues).
Is the door handle on the right or left side of the door?



- l) I have added some more tiles (see if the student can do this by 'judgement') - an extra row on the right and one on the left - and shaded the door.

Clean up and print in the title as shown.

You will find some students will grasp the ideas and concepts faster than others. Instead of having them idle, and waiting, they can be encouraged to add extra detail of their own choosing. That is the beauty of this type of lesson; it is open ended. Encourage the more advanced student to add the more complicated items.

Home work:

Complete the drawing adding a painting on the wall, curtains, light on the ceiling, a chair or table ... etc.



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