**TITLE: Birds Eye View, Day 1-4**

**GRADE:** 4

**MATERIALS:** worksheets, rulers, pencils, black fine tip markers, colored pencils

**TIME:** 35 minutes

**VISUAL ART CONTENT STANDARDS/OBJECTIVES ADDRESSED IN THIS UNIT:**

**4th VA: Cr1.1.4a: Brainstorm multiple approaches to a creative art or design problem.**

**4th VA: Cr2.1.4a: Explore and invent art-making techniques and approaches.**

**4th VA: Cr2.2.4a: When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.**

**4th VA: Cr2.3.4a: Document, describe, and represent regional constructed environments.**

**4th VA: Cr3.1.4a: Revise artwork in progress on the basis of insights gained through peer discussion.**

**OBJECTIVES:**

-Students will view photos of cities from above, identify characteristics of form and brainstorm different ways roof tops can be used

-Students will create aerial perspective drawings of a city

**VOCABULARY:**

**Perspective**-technique used to create a three-dimensional world on a two-dimensional surface

**Vanishing point-** the point where lines connecting distant and near places come together. **Parallel**-two or more straight lines that do not intersect

**PROCEDURE:**

**Introduction (Anticipatory Set/Pre-assessment):**

Ask who has flown in an airplane? What do you see from above? Copy vocabulary from the board onto the back of paper.

**Art History/Concepts:**

Show examples of aerial views of cities and rural areas (try googling images of “roof garden” for interesting ideas of what could appear on top of buildings) Talk about other things that might be on the roof of a building such as swimming pools, patios, cafes, basketball courts, tennis courts, helipad, etc.

**Demonstration/Modeling Behavior:**

Pass out worksheets. Teacher leads step by step process: (see back)

Make vanishing point in center of street. Using ruler connect sides of buildings with the vanishing point. Using ruler, draw a straight line to create the bottom of buildings. Using ruler, draw the sides of buildings. The bottom sides should be parallel with the top sides.

**Independent Practice:**

Students work independently

**Student Engagement/ Self Monitoring:**

Ask yourself: Am I focused? Am I using the ruler to make my lines straight?

**Assessment/Closure/Clean up:**

Review objectives and table helpers clean up.

Daily participation grade is based on effort and citizenship.

**Days 2 -4-**Start each class by brainstorming ideas of what could be seen on top of buildings and on the ground. Students will draw these details with pencil, trace with black marker and color with colored pencils. Although the point is for students to use their imagination to create unusual or impossible details in their city, encourage them to include at least one element that might represent life in Tucson. Begin one class by allowing students to view one another’s work in progress. This should help stimulate more ideas for their own artwork.