

Imaginary Cityscapes... In 3-D!

4th/5th Grade Art Lesson

By: Lisa Ricciardelli

Coppell, Texas



Students have been drawing to create 3-Dimensional forms and space on a 2-Dimensional surface. Along with all of their hard work and practice, the kids have had a remarkable time produce imaginary cityscapes using this new knowledge!

IMAGES/EXAMPLES: <http://www.artsonia.com/museum/gallery.asp?exhibit=33130>

Objectives: The learner will...

- Understand the difference between 2-D shapes and 3-D forms.
- Learn to draw various geometric forms:
 - Cube/rectangular prism
 - Sphere
 - Cylinder
 - Pyramid; and
 - Cone
- Demonstrate an understanding of the effect a source of light has on shading forms and creating value in a composition.
- **TEKS 4.1 B; 4.2 A&B** - Use prior knowledge of design elements to follow certain guidelines for creating an imaginative city:
 - Horizon line
 - Unique light source (no 'corner suns' please!)
 - All 5 forms (see above)
 - Stacking (at least one example of three or more forms stacked high)
 - Details (windows, doors, brick, rockets, fish, plant life etc)
 - Depth (far/background=tiny, mid-ground=medium, close/foreground=large as your hand)
 - Overlapping/cropping

Materials:

- Sketch paper
- Ebony pencils/erasers or any drawing pencils
- 12x18" white drawing paper
- Thick and thin black markers (Sharpies)
- Colored pencils
- Rulers (optional)

Resources:

- How to draw geometric forms: <http://www.stormthecastle.com/fantasyartschool/artlessons/lesson2.htm>
- Flat paper shapes
- Geometric forms from everyday life (coke can, ice cream cone, ball, etc)
- The bottom pages of this link have some good visuals for geometric solids and drawing <http://www.sde.idaho.gov/site/humanities/docs/curriculum/16%20Geometric%20Treats.pdf>
- <http://www.brainpopjr.com/math/geometry/solidshapes/grownups.weml>
- Art Prints:
 - Hans Hofmann, Fall Euphony (example of flat shapes in art)
 - Rebecca Shore, 9 Cubes (example of 3-D forms in art)
 - Victor Vasarely, Vega-Nor (example of contour form)
 - Hermenegildo Bustos, Still Life with Pineapple, Mango, Pear and Other Fruit (example of shaded forms)

Motivation Ideas:

- Show the class a flat circle and a spherical ball and ask if anyone can explain the difference between the two.
- Talk about the term 3-D and where you've heard of it. Discuss latest 3-D movies and why we might like to have that skill to create something in as an artist.
- Show more examples of forms for students to identify
- Use art prints for backdrop visuals and/or a Venn diagram discussion.

Explain : 2-D (shape=flat=length and width) vs. 3-D (form=pop-up=length, width and height).

Procedure:

1. **Day 1:** Guided practice... Demo drawing cylinder, sphere, cube, and cone on chalkboard. Students may embellish each form with bricks and or other details. Some may want to use a ruler, however I show it done with and without. They may also turn the forms into recognizable things. (I.e. cylinder and cubes can be drawn as a glass of iced tea with a straw).
2. **Day 2:** On reverse side of paper, practice pencil pressure, value scale (can use this as an opportunity to teach ruler skills also), and shading skills with ebony/drawing pencil (demo) until comfortable. Then work on sketching an original idea for an imaginary city. Be creative (on top of a head, underwater, in the desert, outer space, etc.)!!
Use the following criteria: (written on board and discussed)
 - Horizon line

- Light source
 - All 5 forms (see above)
 - Stacking (at least one example of two or more forms stacked)
 - Details (windows, doors, brick, rockets, fish, plant life etc)
 - Depth (far/background=tiny, mid-ground=medium, close/foreground=large as your hand)
 - Overlapping/cropping
 - Make good use of space (check: a flat hand on the paper should not touch any completely empty areas in this artwork)
3. **Day 3:** Draw idea onto large paper in pencil first. Then trace in thick and thin black markers (We use sharpies). Talk about the importance of unity and variety.
4. **Day 4:** Shading demo– show how to shade angular and rounded forms with different values of color. Use this as an opportunity to talk about color theory as well (prism/spectrum: Roy G. Biv, tints/shades, analogous color, etc) We color in the forms using the light source to dictate the placement of highlights and shadows. We leave very little white paper at the end.

Evaluation: Gather for class discussion/critique at any time toward the end of the project. Invite students to share thoughts and ideas about their own and other student's artwork. Ask for facts about the artworks using the elements and principals. Also have students offer their (tactful) opinions about the art. What is imaginative about this city? How has this student successfully made his or her work look 3-D and not just 2-D?

Vocabulary:

- Geometric Shape/2-Dimensional
- Geometric Form/3-Dimensional (pyramid, cylinder, cone, sphere, cube, rectangular prism)
- Value/Shading
- Unity & Variety
- Light source
- Depth Perspective
- Detail/embellish
- Crop
- Analogous color
- Tints/Shades