

## Lesson Plan: Drawing Interior Scenes with One-Point Perspective

Grade Level: Middle School (6th-8th) – High School (9<sup>th</sup>-12<sup>th</sup>)

**Objective:** Students will learn how to draw interior scenes using one-point perspective and the elements of art. Students will create a colored pencil drawing depicting their classroom, including desks and other furniture. They may choose to include fellow students or leave them out of the drawing. (Duration should be approximately five full hours of work)

### Materials:

- Sketch paper
- Pencils
- Rulers
- Colored pencils
- Erasers

### Procedure:

#### 1. Introduction (5 minutes)

- Begin the class by introducing the objective of the lesson: to learn how to draw interior scenes using one-point perspective and the elements of art.
- Explain that one-point perspective is a drawing technique used to create the illusion of depth and space in a two-dimensional drawing. In this case, students will be using one-point perspective to draw their classroom.
- Briefly review the elements of art, including line, shape, color, value, form, texture, and space. (visit [Bruce Black Art](#) for free instructional articles on both perspective and the elements and principles of design).

#### 2. Demonstration (10 minutes)

- Using a whiteboard or large paper, demonstrate how to draw a simple one-point perspective scene. Start with a horizontal line (the horizon line) and draw a vanishing point in the center. Then, draw vertical lines from the bottom of the page up to the vanishing point to create the sides of a box.
- Explain that all lines that are parallel to the sides of the box will converge at the vanishing point. This creates the illusion of depth and distance.
- Once you have demonstrated the basics of one-point perspective, show students how to add furniture, desks, and other items to the scene.

### 3. Practice (20 minutes)

- Give students time to practice drawing one-point perspective scenes on their own. Have them start by drawing a simple box and then adding furniture and other details.
- As they work, circulate the room to offer guidance and feedback.

### 4. Creation (3-5 class periods)

- Once students feel comfortable with one-point perspective, have them begin their final project: a colored pencil drawing of their classroom.
- Have students start by sketching out the basic layout of the room, using their desks and other furniture as a guide. Encourage them to use rulers and other tools to create straight lines and accurate angles.
- Have students get checked off for their design before proceeding to colored pencils.
- Then, have students add details and color to their drawing using colored pencils.
- Remind students that they can choose to include fellow students in their drawing or leave them out.
- Encourage students to correct errors, and use their colored pencils with a layered approach.

### 5. Reflection (5 minutes)

- At the end of each class, have students share their progress with the class.
- Ask students to reflect on what they learned during the lesson and what they found challenging.
- Encourage them to think about how they can use one-point perspective and the elements of art in future art projects.

6. **Conclusion:** At the end of the project, have the students hang their drawings in the classroom and discuss which elements of art were used. Encourage students to speak positively about other students' work and refrain from negative feedback.

### Assessment:

- The final colored pencil drawing will be assessed based on the accuracy of the one-point perspective technique, the use of the elements of art, and the overall quality of the composition. The emphasis of the grade should also take into account their level of participation and effort in the project.









