

Pre-Visit Activity

Title: <i>Point of View</i>
Subjects: <i>Language Arts, and Visual Arts</i>
Grade: 7-8
Time: <i>Approx. one hour</i>

Introduction: *Part 1*

The artist has a very selective eye. She sees exactly the same things you and I see. Why, then are we surprised by some paintings? Do you ever find yourself saying, "I've seen that, but I've never quite looked at it that way."? The artist often provides a fresh perspective on the ordinary. He examines what he sees and extracts what he wants to use. Artists often view things from many different positions, to ensure that they consider every important detail.

Objectives:

The student will:

- view a slide of an artwork
- view the same slide through a viewfinder at several different distances noting what they see
- view the slide through the viewfinder from another direction and record what they see
- consider questions about how this exercise might relate to drawing and painting

Materials:

squares of board with a 1"x2" window cut into each center, pencils, paper, slide, projector

Motivation:

Choose a slide from the packet. Project the slide so that all students can see it. Pass out one card to each student.

Procedure:

Ask students:

- look at the slide
- hold the card as close to your eyes as possible
- imagine this is a camera and you are looking through the viewfinder

- make a list of things that would be in your picture, if you snapped the camera shutter right now
- hold the card about six inches from your eye
- look at exactly the same area you looked at in the previous experiment
- snap the shutter and list the things that you would see in this picture
- What is not in this list that is in your first list?
- hold the card twelve inches from your eye
- snap the shutter once again and list what you see in the third picture
- What is not in this picture that was in the last picture?
- Have you included things in this list that you did not include in the two previous lists? (the two previous lists may have included a face while the third list might itemize parts of the face)
- while looking at the slide, turn your "camera" in the other direction (i.e. horizontal or vertical) and list what would be in the picture if you snapped the shutter
- What would be in this picture that was not in the third picture at the same distance?
- Is it important when you are drawing or about to start painting to consider the direction of your paper or canvas? Why?
- Is it important to consider how much of the subject matter appears on your paper? Why?

Evaluation:

Did students:

- view a slide of an artwork
- view the same slide through a viewfinder at several different distances noting what they saw

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- consider questions about how this exercise might relate to drawing and painting

Introduction: *Part 2*

In this activity, students will consider various points of view by starting with their own and moving into other realms with their imaginations.

Objectives:

The student will:

- view slide # 9 of Jamie Wyeth's, *Mort de Noreev* consider what Wyeth's point of view might have been and write down what they see
- describe in writing what Nureyev might see from his position on the floor
- imagine the world from various points of view and describe what they see, orally or written
- imagine the world from a different point of view and draw what they see

Materials:

slide # 9, projector, pencils, paper,

Motivation:

Have students stand and ask the following questions. How tall are you? Where is your eye level? What things do you see right now that are at your eye level? Ask them to turn around, look straight ahead and name the things at their eye level.

Procedure:

Ask students:

- Pretend you are looking at a river.
- If you were a tall giant, how many steps would it take for you to cross the river?

Would you step on an island or make it across in one jump?

- If you were to look at your feet while crossing the river, what would you see?
- Describe what the land and water look like.
- Describe what the top of your school might look like.
- Can you think of things that have been drawn by a giant's point of view?
- What about a road map and an architect's blue print?
- How many of you have seen photographs taken from an airplane? What kinds of things can you find in these photographs?
- Now imagine yourself the size of an ant.
- Lie back on the floor or ground and close your eyes.
- How tall would the school seem? Imagine walking on the walls. What would this room look like? How would people sitting here look?
- Did you ever stand next to a very tall building and look straight up? Did the building change as it got taller? How? Have you ever been at the top of a tall building and looked down? What did the building and the street below look like then?
- What if the streets were glass and you were underneath? What would things look like? What would you see?
- Imagine that you are in an automobile driving down the street and your eyes are the headlights. What do you see when you are waiting in line at the red light? What do you see when you enter a tunnel? Describe what it is like when you are moving through fog?
- Select one of the many situations and ask students to draw what they might see.

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Evaluation:

Did students:

- view slide # 9 of Jamie Wyeth's, *Mort de Noureev* consider what Wyeth's point of view might have been and write down what they saw
- imagine the world from various points of view and describe what they saw, orally or written
- imagine the world from Nureyev's point of view on the floor and write down what they thought
- imagine the world from a different point of view and draw what they saw