

The Railway Through Dufferin

C. P. R. Station, Orangeville, Ont.



Vanishing into the Distance: Visual Art
Lesson Plan and Rubric

Grades 4-8

Table of Contents

Lesson Plan	3
Overview	3
Minds-On	4
Learning	6
Application	6
Vanishing Point Art Exemplar	7
Vanishing Point Art Rubric	8
Lesson Extensions	9
Historic Photographs and Postcards	10

A Note for Educators

This resource consists of a lesson plan, rubric, lesson extensions, as well as supporting materials, including an exemplar, historic postcards and photographs.

The lesson plan includes an overview of the learning objectives and specific expectations for Strand D: Visual Arts (Ontario Curriculum). The lesson is separated into three parts: Minds-On, Learning and Application, with some ideas for alternatives to the activities in the lesson. There is also a rubric, as well as extensions for the lesson, that you can choose to incorporate.

The photographs and postcards at the end of the document are to be used as examples and guides during the lesson. They are from the Museum of Dufferin's (MoD) archival collection and capture local scenes along the railway.

Lesson Plan

Grade Level: Grades 4-8

*Some aspects may need to be altered depending on grade and skill level (see extensions on pg. 9).

Subject Area: Visual Arts

Summary:

In this activity students use historic photographs and postcards of railways and trains in Dufferin County and the surrounding area to explore the concepts of space, perspective and depth. Students will use the photographs to understand how the elements and principles of design are used to create space, perspective and depth. This includes line, space, shape and proportion. Students then have the opportunity to create their own art piece featuring railways to demonstrate their understanding and skills.

Time Frame:

- 1) Minds On = 25 minutes
- 2) Learning = 25 minutes
- 3) Application = 30+ minutes

Learning Objectives:

Students will:

- Be introduced to and/or gain more understanding of the elements and principles of design.
- Analyze and explain how elements and principles of design work together in an art piece.
- Learn how depth, perspective and space are created in an art piece.
- Apply their understanding of depth, perspective and space in their own art piece.

Curriculum Connections:

Connections will vary depending on grade and extensions included in the activity. Expectations listed below do not include extensions (these are referenced with each extension idea on pg. 9).

The focus on the principles of design differ slightly for each grade in the curriculum. In grade 5, the principle in focus is proportion, which relates to this project (see D1.2).

Grade	Specific Expectations
4-8	D1.3, D1.4, D2.2

Learning Skills:

- Organization
- Independent Work
- Initiative

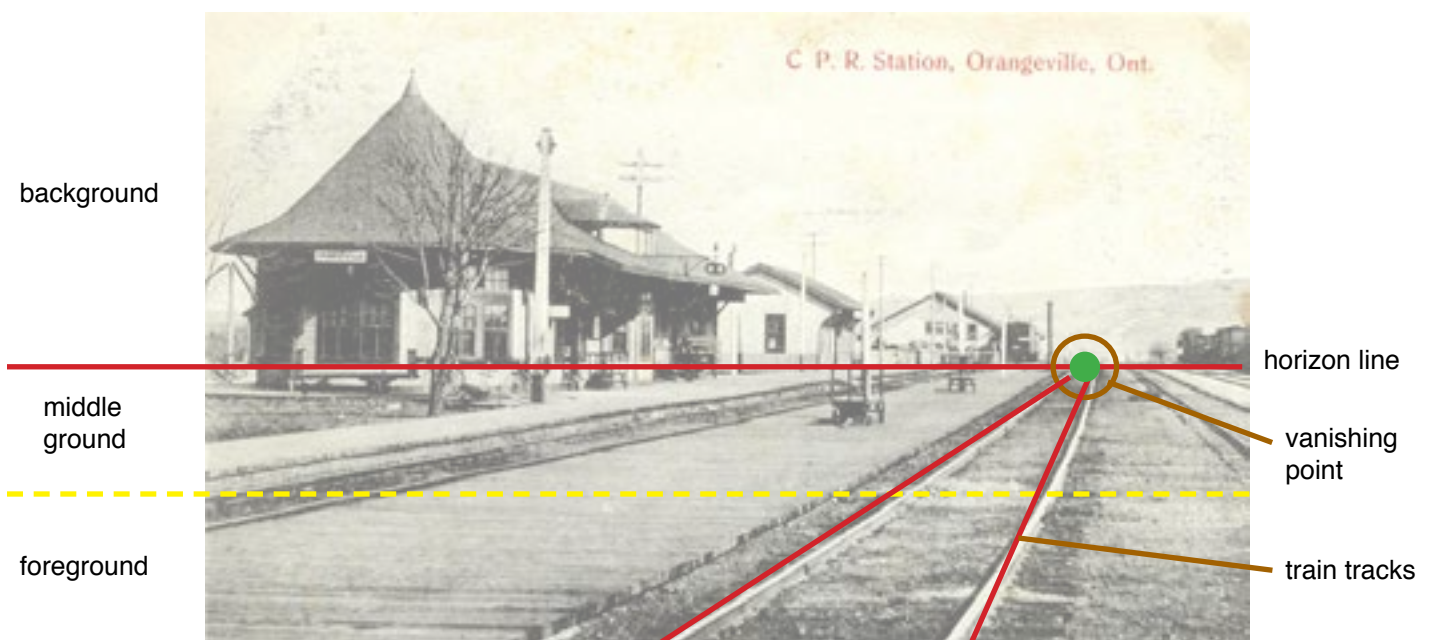
Lesson Plan

Materials:

- Photographs and postcards (printed out to desired size and/or downloaded to be projected for class to see)
- Tracing paper or thinner paper (if choosing to have students trace on paper)
- Scrap coloured paper (if having students create shapes to cut out instead of tracing)
- Pencils
- Scissors (if cutting shapes out)
- Sketch paper
- Rulers
- Erasers
- Paper for final copy
- Pastels, pencil crayons, crayons, etc. (whichever you choose to have your students work with)

Minds-On

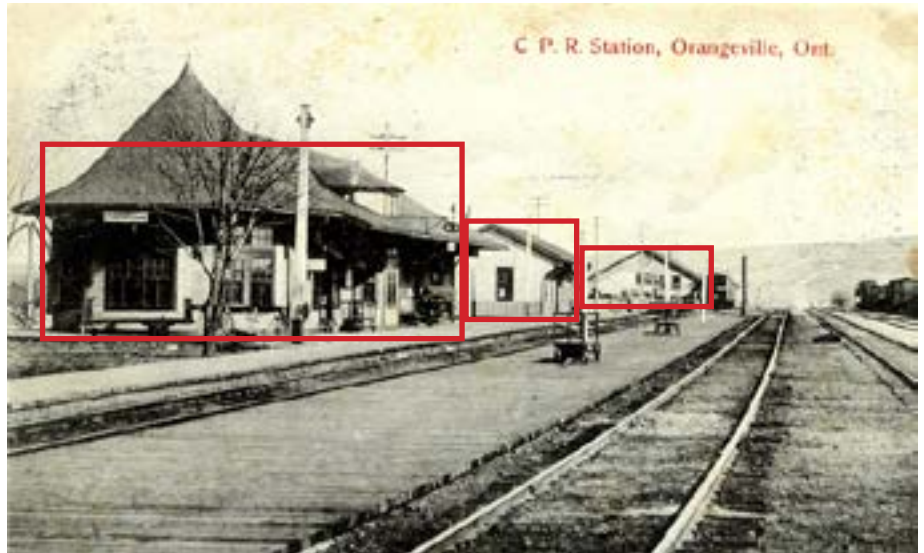
- Start with one of the train photographs/postcards projected so that the class is able to see it. Then guide the class in a discussion, highlighting important parts:
 - First, introduce the foreground, middle ground and background so students have that language and understanding of different sections.
 - Highlight the horizon line, introduce the students to the vanishing point and how the train tracks seem to 'meet' there along the horizon line.



Postcard, CPR Station, Orangeville, ca. 1920. MoD Collection, P-2497.

Lesson Plan

- Ask students what they notice about objects in the photograph (trees, buildings, etc.) in the foreground compared to those in the background of the photograph.
 - Objects appear smaller in the background compared to those in the foreground.
 - Trace objects with shapes to emphasize the size differences. For example, trace buildings with rectangles. The 'rectangles' in the foreground will be bigger than the 'rectangles' in the background.
 - Using shapes also emphasizes an element of design in the photograph.
- Note: this does not mean that trees in the foreground can not be small and perhaps smaller than those in the background. But the detail would be greater in the foreground.
- The detail in objects in the foreground is greater than those in the background. This is in relation to shape (trees are perhaps more defined), writing (writing may be read on buildings or trains in the foreground but not in the background) and colour (there may be more or different colours on a train car in the foreground than one in the background).



The red rectangles extend from the base of the buildings to the ridge of the roof. The size of the rectangle gets smaller the further the buildings are in the background. Postcard, CPR Station, Orangeville, ca. 1920. MoD Collection, P-2497.

Note: all photographs and postcards included at the end are black and white, but the difference in colour is still a relevant point to make.

Minds On Alternative:

For a break outside and to get students moving around, the minds-on can be done outside with trees or houses, if the setting works. Use pylons by placing them in a line across the playground, then look at how the pylon size changes the farther away they are. A bold, colored image/sign with writing on it can be taped on multiple pylons so students can also see how the detail and colour(s) change as well.

- The objects in the background can be closer to the top of the page than the ones in the foreground.
- Ask students what they notice about the train tracks. Train tracks are two parallel lines which never cross but appear to meet at the horizon line. Highlighting the lines used in the photograph (train tracks) will also help later when the students are creating their own.

Lesson Plan

Learning

- After modeling tracing the shapes and lines in the photographs with the students, provide students with copies of the photographs and paper for them to trace the horizon line (line), vanishing point, tracks (line), trees and buildings (shapes) in the photograph. Encourage them to try to pick out any detail they can (this is particularly for older grades) to include in the tracing. Photographs and paper can be taped and placed against a window to get light in behind in order to trace.

Application

- After exploring how lines and shapes, etc. are used in the photographs to create space, perspective and depth, students can then create their own art piece related to the railway.
- Have students start with a planning or a rough draft. Rough drafts are always good to track students' thinking and check for understanding. This step is included in the rubric.
- Remind students to draw a horizon line across the page, choose a spot on the horizon line for the vanishing point, then include two lines for their railway tracks that 'meet' at the vanishing point but extend out to the bottom of their page.

Success Criteria:

- Includes a horizon line.
- Includes a vanishing point.
- Includes railway tracks (parallel lines 'meeting' at horizon line).
- Objects (trees, buildings, electricity poles, etc.) smaller and less detailed in the background, larger and more detailed in the foreground.
- Complete (colored fully – whether black and white shading or color).

Learning Alternative:

Students could use scraps of construction paper to cut shapes out for the objects in the photograph to understand the size differences. This may work better for younger students, and shapes can be pre-cut to help. Students then cut the shapes down to the size needed depending on the size of the objects in their photograph and then glued down on a copy. Cutting out the shapes, representing objects, will emphasize the size differences of objects in the foreground, middle ground and background.

- Once the rough draft is complete and checked, students can complete a good copy.
- Students may be given a choice of the type of material/medium they use to create their art piece. They may use pastel, recycled magazine or paints, or perhaps create it digitally.
- Students may choose to curve their railway tracks for complexity, while maintaining the same rule: two parallel lines that 'meet' at the horizon line.



Vanishing Point Art Rubric

	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding -Techniques for creating depth (foreground, middle ground, background; horizon line; vanishing point; parallel lines 'meeting' at horizon line; objects smaller and less detailed in background compared to ones in foreground).	Art piece demonstrates a vague knowledge of how to create depth; includes some of the techniques.	Art piece demonstrates somewhat of a knowledge and an understanding of how to create depth; includes most of the techniques.	Art piece demonstrates knowledge and an understanding of how to create depth; includes all techniques.	Art piece demonstrates knowledge and an understanding of how to create depth; includes all the techniques with added complexity.
Thinking/Inquiry -Planning art piece with rough copy.	Demonstrates little planning and a vague rough copy.	Demonstrates some planning and a vague rough copy.	Demonstrates planning with a completed rough copy.	Demonstrates significant planning with a well-thought-out rough copy.
Application -Complete with best efforts.	Art piece is somewhat complete; student showed limited effort.	Art piece is almost complete; student showed some form of effort.	Art piece is complete with student's best efforts.	Art piece is complete with student working beyond best efforts.
Communication -Use of techniques to communicate depth.	Techniques not used effectively and do not work together to communicate depth (e.g. only one object other than tracks).	Techniques somewhat effectively used and work together to communicate depth (e.g. only one or two objects that may or may not be different sizes, detail, etc.).	Techniques effectively used and work together to communicate depth (e.g. more than two objects of different sizes, detail, etc.).	Techniques effectively used and work together in complex ways to communicate depth (e.g. curved tracks, more than five objects of different sizes, detail, etc.).

Notes:

Lesson Plan

Extensions:

- The art piece could be given another layer by having the students focus on the principle of design noted in the curriculum for their grade:
 - Grade 4: Emphasis
 - Grade 5: Proportion
 - Grade 6: Balance
 - Grade 7: Unity and harmony
 - Grade 8: Movement

This extension activity covers specific expectation D1.2.

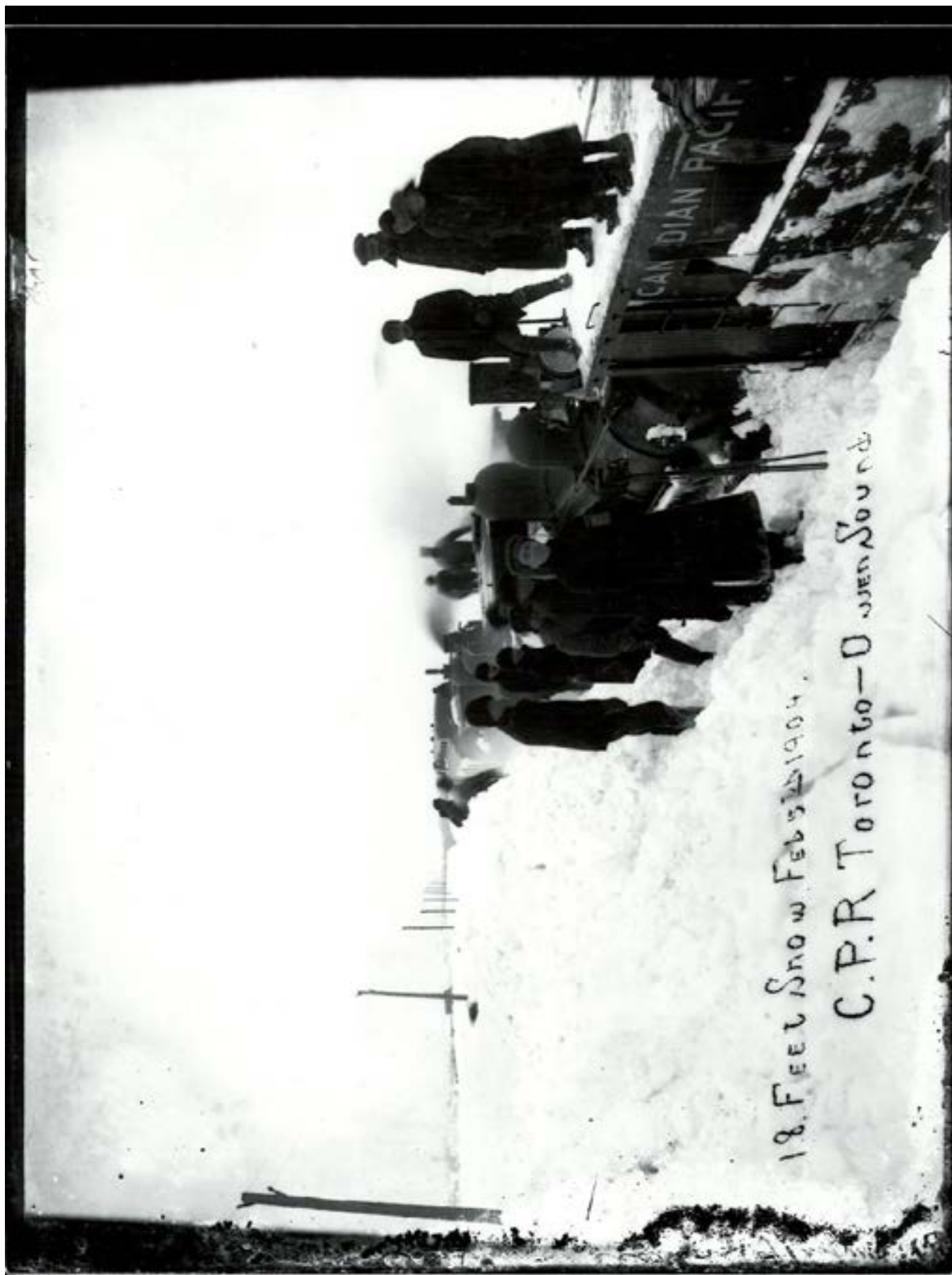
- In terms of how students create their art piece, they could use more than one form of medium or material (e.g. pastels and magazines, paint and recycled material). This may add complexity to design which is part of the grade 7 and 8 curriculum, see D1.4.
- As part of specific expectation D1.3, grade 7 and 8 students are to create an art piece with a specific audience and purpose. Creating their railway-related art piece with an audience and purpose in mind can be added for complexity. Students could create:
 - An advertisement for Canadian tourists for an excursion on a new type of train.
 - An advertisement for your community for an excursion on a historic train.
 - An infographic about the environmental impact of trains for their school.
 - A tourism poster for a town with a train and station, that may be directed to tourists from outside Canada.

These assignments would still include the success criteria (pg. 6) but also add a specific audience and purpose. This extension may consist of research.

- The art piece may be part of a bigger project, such as the student(s) creating their own train company with train schedules, a map and a marketing poster. This poster would be their art piece, including all the success criteria (pg. 6), as well as a specific audience and purpose (D1.3).



Postcard, Soldiers at Railway Station, Shelburne, 1914. MoD Collection, P-0009.



Negative, Snowbound CPR train, Shelburne, 1904. MoD Collection, P-0452.



Photograph, CP 706 Engine 2209 at Fraxa Junction Station, Amaranth, 1936. MoD Collection, P-0513.

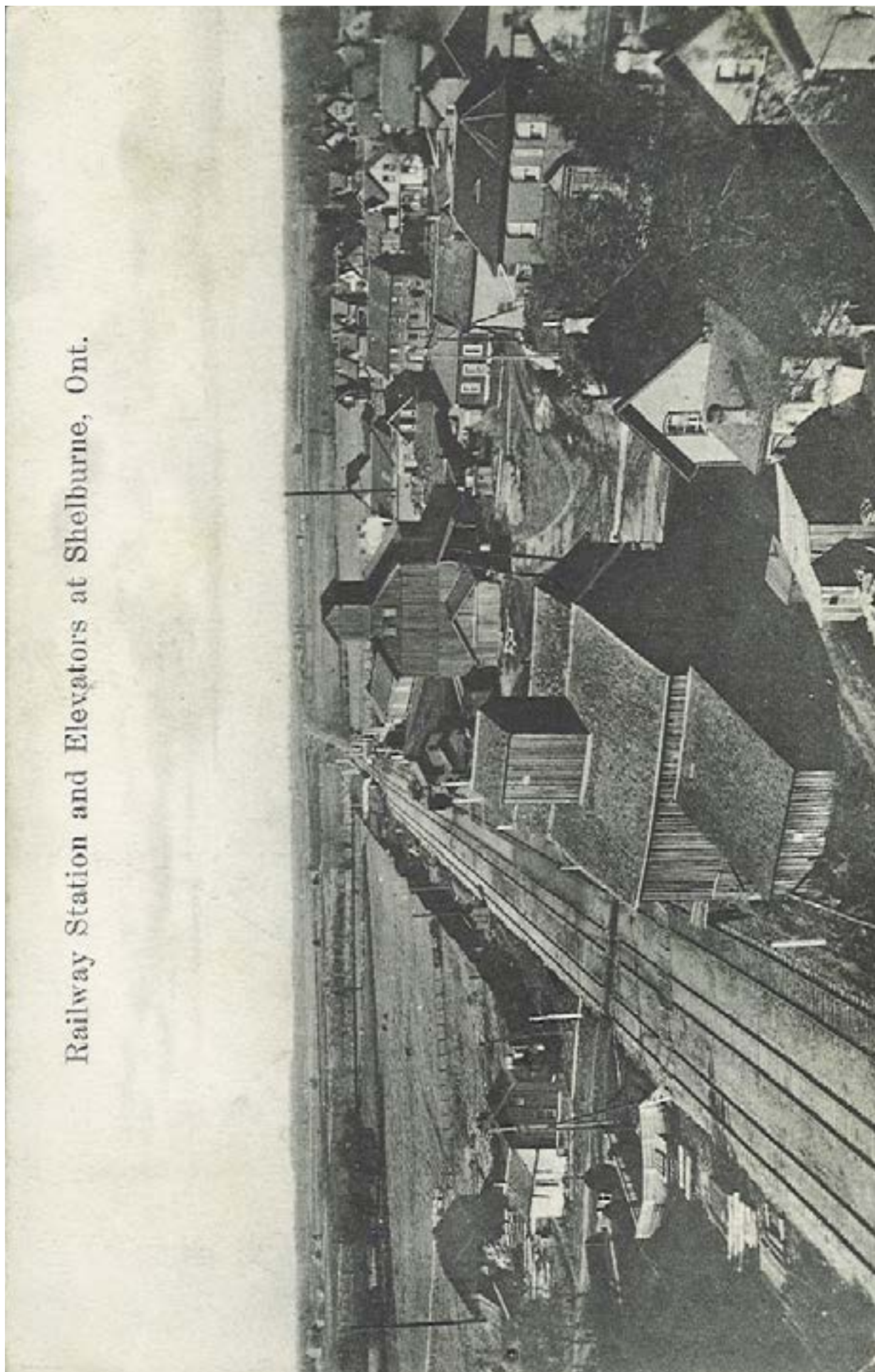


Photograph, Railway Station, Orangeville, 1906. MoD Collection, P-1076B.

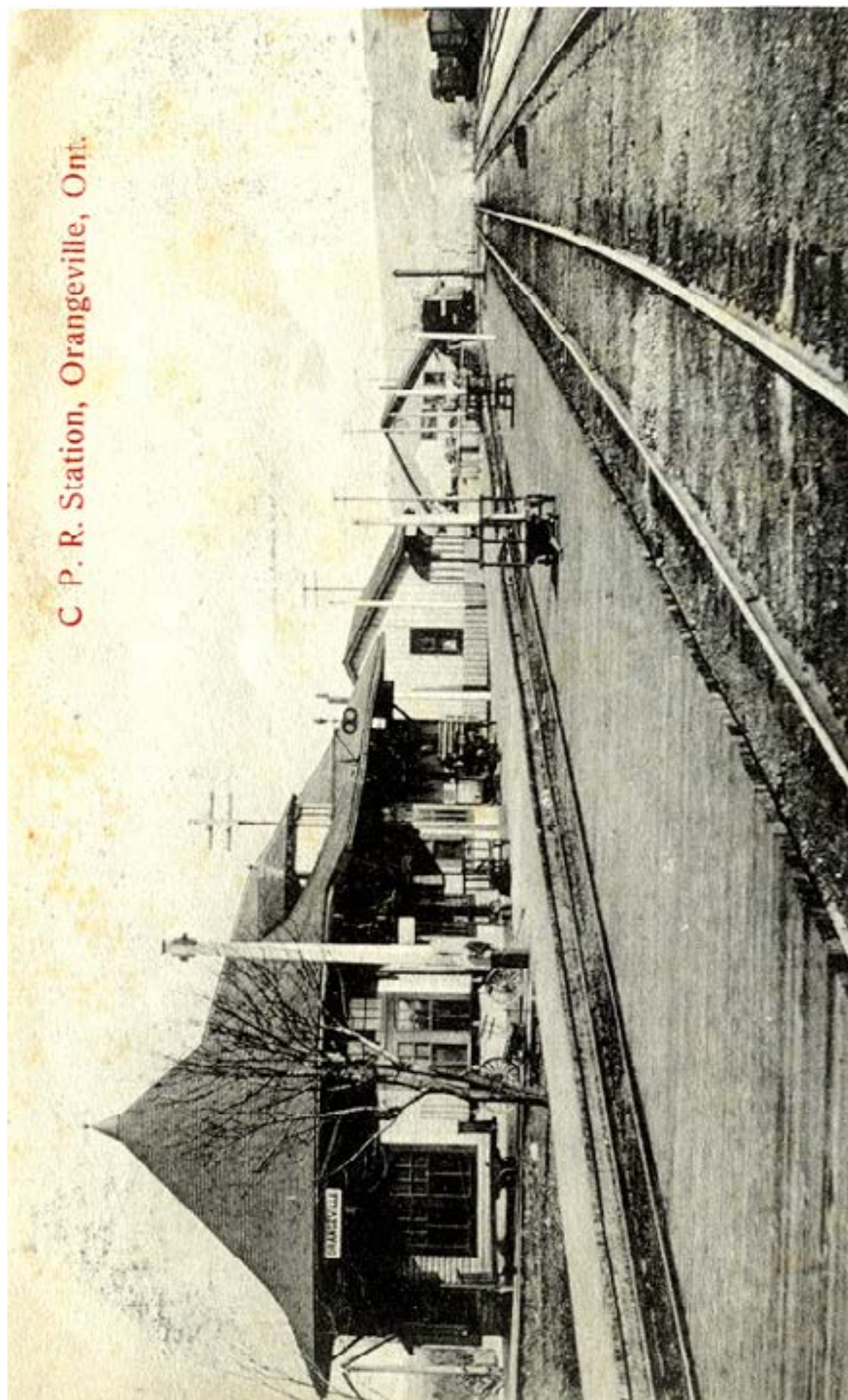


Photograph, Steam Locomotive and Passenger Train at Shelburne Station, ca. 1900. MoD Collection, P-1564.

Railway Station and Elevators at Shelburne, Ont.



Postcard, Railway Station and Elevators, Shelburne, 1910. MoD Collection, P-1903.



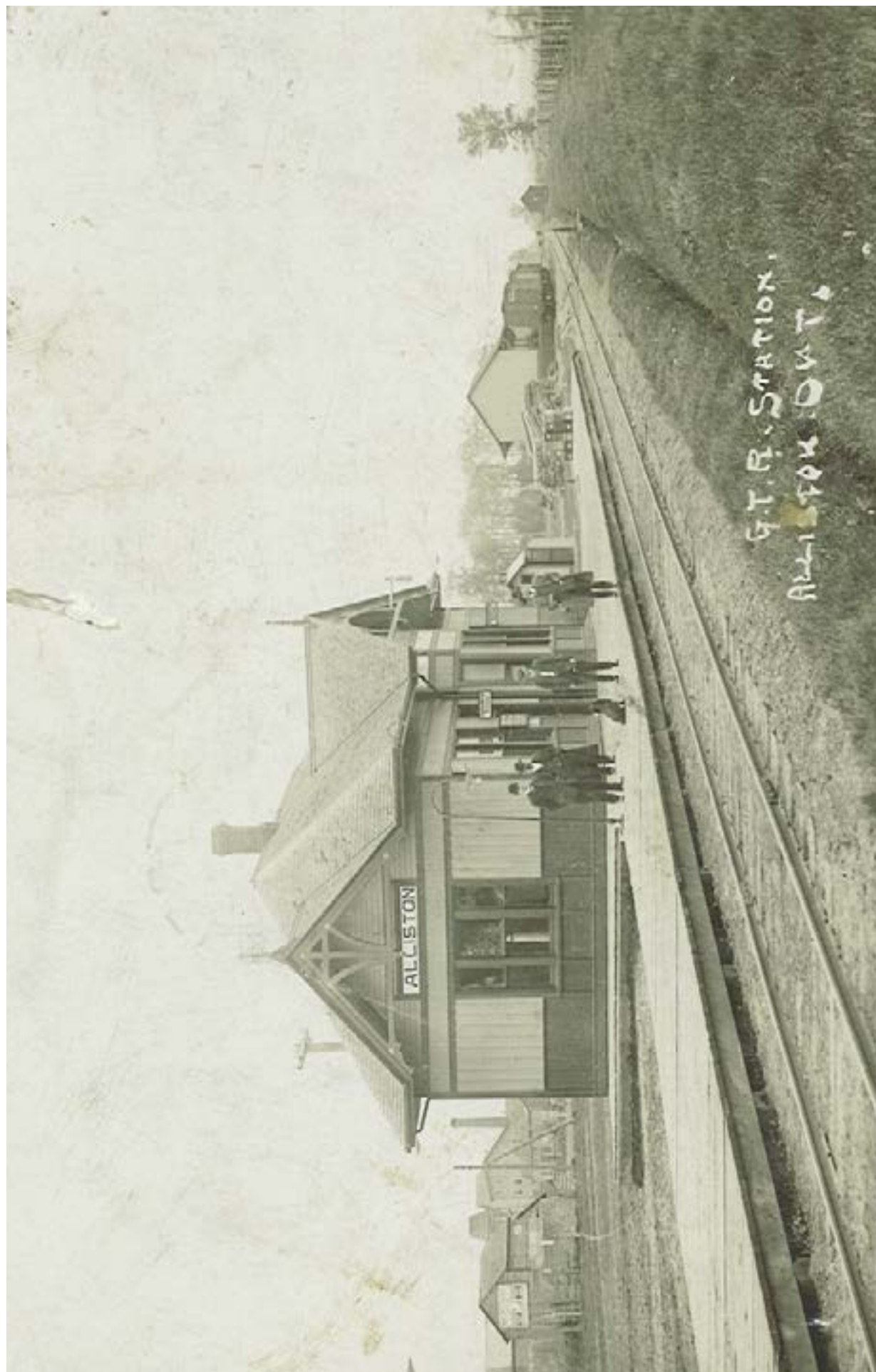
Postcard, CPR Station, Orangeville, ca. 1920. MoD Collection, P-2497.

CPR Station
Dowdell Works,
Orangeville, Ont.

12



Postcard, CPR Station and Cement Works, Orangeville, ca. 1908. MoD Collection, P-2947.



Postcard, Grand Trunk Railway Station, Alliston, 1913. MoD Collection, P-2813.



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