



Perspective/Point of View: Macro and Micro Perspectives and Abstract Art

A classroom activity

Grades 6 - 8

By Katie Gillard, Stoller Middle School

Lesson Overview:

- *Perspective and Point of View* can be influenced by many things (e.g. education, experience, emotions) and affect the way we experience images and the world around us.
- Micro vs. macro perspectives
- Understanding context of micro and macro perspectives help us in understanding the world around us.
- By looking closer at the world around us, we can observe patterns and aesthetic structures.
- Abstract (non-representational) can look similar to examples of micro and macro perspective photographs of nature

Suggested Poster:

- Emmet Gowin, *Ash from Mount St. Helens at the Confluence of the Cowlitz and Columbia Rivers, Washington, 1981*

Essential Questions:

- What are some of the uses of photography?
- What is the difference between macro and micro perspective?
- What is the difference between perspective and point of view?
- How does the framing/editing of the photograph influence the interpretation and experience of the viewer?
- How do we know what we know?
- What imagery is presented? What is some descriptive language for this imagery?
- How does point of view affect the way they interpret the artwork?
- How does the work connect to the rest of the world?
- How do our personal experiences shape our perspective?
- How does an individual's point of view affect the way they interpret an image?
- How do our personal experiences shape our view?
- What are some "metaphorical filters" that may influence the way we experience an image?



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Interdisciplinary Connections:

- Science - looking at the environment and its living organisms from macro and micro perspectives. Do you notice any patterns? What elements of art do you see (i.e. line, shape, form, color, value, texture, space)
 - The Atlantic “NASA or MOMA?”
<https://www.theatlantic.com/technology/archive/2013/03/nasa-or-moma-play-the-game/274212/>
 - Cosmos: The Science of Everything “When Science Meets Art”
<https://cosmosmagazine.com/society/when-science-meets-art>
- Math & Science - Fractals & Golden Ratio/Mean
 - What is a fractal? Fractals exist all over our world, but were not discovered/labeled until 1975.
 - Live Science “What is the Golden Ratio?” <https://www.livescience.com/37704-phi-golden-ratio.html>
 - Fractal Foundation <https://fractalfoundation.org/resources/what-are-fractals/>
 - NPR “Jackson Pollock Fractals”
<https://www.npr.org/templates/transcript/transcript.php?storyId=6631149>
 - Richard Taylor, Professor of Physics, Psychology, and Art “The facts about Pollock’s fractals” <https://blogs.uoregon.edu/richardtaylor/2017/01/04/the-facts-about-pollocks-fractals/>

Art Activity

1. Start with one or more essential questions. Have the students share in small groups their answers. Share as an entire class.
2. Play the “NASA vs. MOMA?” game with them.
3. Have students look through a variety of National Geographic or Scientific magazines to find examples of micro and macro perspectives.
4. Have them select an example that is at least 2 ½ inches by 2 ½ inches to replicate.
5. Students will replicate their chosen photographic image in one or more media. Examples of Media students could use: pencil, color pencils, pastels, watercolor, watercolor pencils, india ink.