

Unit Name: Landscapes

Description: Students will learn about creating depth in an image using background, midground, and foreground. Students will also appreciate the historical context of the landscape in art.

Lesson 1: *Texture Landscapes*

In this project we will use texture rubbings to make a landscape drawing with a background, midground, and foreground.

Materials: oil pastels, tracing paper, construction paper, scissors, glue or glue sticks, pencils and erasers, sketching paper.

Vocabulary: collage, texture, background, foreground, midground, oil pastel, relative perspective

Process: (Session 1-2) Teacher will introduce the lesson by showing different types of landscape photographs to the class and having them distinguish between the background, midground, and foreground. T will then lead them to brainstorm various possible landscape settings for their image. T will have them each choose a setting, and decide what sort of colors and textures they need for their image. T will demonstrate how to make texture rubbings before sending students off to make their own.

(Session 2-3) T will demonstrate how relative perspective is used to make various objects seem as if they are farther from or closer to the viewer. T will demonstrate how to draw, cut, and paste objects from the textures they collected to make a landscape image. Students will create their images.

Time: 1 hour to be introduced to the concepts and to make texture rubbings, 1 hour to make their collage drawing.

Standards Addressed:

Grade 2: 2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.

Grade 4: 2.4 Create an expressive abstract composition based on real objects.

Perception & Response: Awareness of how artists use creative strategies such as collage and found textures to make create new images.

Visual Arts Heritage: Historical and Contemporary landscape painting (such as Flemish, early American, Impressionist, etc)

Aesthetic Valuing: Ss will appreciate the power of texture and relative perspective in two-dimensional work.

Creative Expression: Ss will use new techniques to create a scene from their imagination.

Connections: Earth Sciences (Geology, Geography, Botany), Architecture, Art History

Closure:

- Students will make an artwork label with their name, title, and medium.

Students

will describe their challenges on the label.

- The class will display their work on a wall, and we will have a gallery walk critique

Extension:

- Students can make 3d models of their landscape using paper mache
- The class can cooperate to make a landscape mural using the same techniques

Lesson 2: *Pop-up Landscapes*

We will use relative perspective to create a 3-D sculptural landscape that has a background, midground, and foreground.

Materials: various drawing media such a colored pencils, markers, oil pastel, etc.; whole

8.5" x 11" construction paper sheets , scissors for each student, glue, glue sticks

Vocabulary: background, foreground, midground,oil pastel, relative perspective, pop-up,

accordion fold

Procedure: (Sessions 1-2) T will review the concepts of background, foreground, and

midground. T will then ask ss to imagine the landscape that they will make, and decide which

color of paper they will use for their background. After ss collect their papers and scissors, T

will demonstrate how to cut and fold the pop-ups, and students will follow along.

Students

will then complete their landscape, drawing extreme background and foregrounds with

drawing materials, and cutting out and pasting pop-up objects.

Time: 1.5-2 hours

Standards Addressed:

Grade 2: 2.3 Depict the illusion of depth (space) in a work of art, using overlapping

shapes, relative size, and placement within the picture.

Grade 5: 2.6 Use perspective in an original work of art to create a real or imaginary

scene.

Perception & Response: Awareness of how artists use creative strategies such as

relative perspective and collage to add realism to images.

Visual Arts Heritage: Historical and Contemporary landscape painting (such as Flemish, early American, Impressionist, etc), Pop-up books, Origami

Aesthetic Valuing: Ss will appreciate the power of relative perspective in a three-dimensional work.

Creative Expression: Ss will use new techniques to create a scene from their imagination.

Connections: Earth Sciences (Geology, Geography, Botany), Architecture, Art History

Closure:

- Students will make an artwork label with their name, title, and medium.

Students

will describe their challenges on the label.

- The class will display their work on tables, and we will have a gallery walk critique

Extension:

- Students can make very large pop-up scenes on big paper or a pop-up book

Lesson 3: *Plein Air Painted Landscapes*

We will use relative and atmospheric perspective to create an observational landscape

painting that has a background, midground, and foreground.

Materials: pencils, erasers, hand-held sharpeners, rulers, water-colour, tempera, or acrylic

paint, paper plates as palettes, water cups, heavy 8.5" x 11" or larger paper, masking

tape, drawing boards or illustration board/cardboard, oil pastel, viewfinders

Vocabulary: background, foreground, midground, oil pastel, relative perspective, atmospheric perspective, sketch, cartoon, horizon

Procedure: (Sessions 1-3) T will review the concepts of background, foreground, and

midground. T will then show ss examples of plein air painting. T will take ss out to paint a

scene. For 5-10 minutes, ss will situate themselves with a view of what they would like to

paint, using a viewfinder if desired. Students will spend 10-15 minutes lightly sketching their

cartoon (under drawing) on paper. T will direct ss to paint in order of back to front-bg, mg,

and finally fg. Ss should tape their painting to their board or the sidewalk using low-tack tape

while they are working in order to keep their paper flat. Ss will paint their scene

over two sessions, depending on the time of each session. They may also combine oil pastel with the painting.

Time: 2-3 hours

Standards Addressed:

Grade 2: 2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.

Grade 3: 2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.

2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.

Grade 5: 2.6 Use perspective in an original work of art to create a real or imaginary scene.

Perception & Response: Identify and describe how foreground, middle ground, and background are used to create the illusion of space. Describe the technique of plein air painting.

Visual Arts Heritage: Historical and Contemporary plein air painting (such as early 20th Century Californian, early American, Impressionist, etc.)

Aesthetic Valuing: Ss will appreciate the power of relative perspective, on-site painting, and local color in a painting.

Creative Expression: Ss will use new techniques to create an observational scene that appeals to their personal aesthetics.

Connections: Earth Sciences (Geology, Geography, Botany), Architecture, Art History, local History

Closure:

- Students will make an artwork label with their name, title, and medium.

Students

will describe their challenges on the label.

- The class will hang and display their work on a wall, and we will have a gallery walk critique

Extension:

- Students can collaborate to make a painted landscape mural

- Ss can try to make the same painting with a radically different color scheme, such as complementary or analogous, or paint a new scene at a different site