

Landscape with Collaged Tree



Target Group: Grades 4-6

Goal (Terminal Objective): Students will use depth and emphasis to create a landscape.

Objective: Students will create a landscape that shows depth and has an area of emphasis.

National Standards:

Visual Arts Grades 3-5 Content Standard 1: Understanding and applying media, techniques and processes

Visual Arts Grades 3-5 Content Standard 2: Using knowledge of structures and functions
Visual Arts Grades 3-5 Content Standard 3: Choosing and evaluating subject matter, symbols, and ideas

Visual Arts Grades 3-5 Content Standard 5: Reflecting and assessing the characteristics and merits of their work and the work of others

Purpose: The students will learn to create a landscape.

New Vocabulary: landscape, foreground, middle ground, background, emphasis, format, depth, transparency, opaque

Materials:



#22-8426 Art-Time Premium Oval Watercolor Set



#22-6010 Washable Watercolor Magic liquid watercolors



#17-65xx Tempera Paints



#22-1403 Washable Glue Stick



#23-5026 25 sheet watercolor pad



#56-6010 10 ct. Natural Hair Brush Assortment



#23-40xx 50 ct. Construction Paper Pack



#22-1610 10 ct. No-Spill Paint Cup Assorted Set

various collage materials (magazines, tissue paper)

Time: Two 45-minute sessions

Introduction and Motivation (Set):

Teacher will discuss the landscape as a subject matter. Teacher will introduce historical examples such as artists as John Constable and Winslow Homer as landscape artists.

Teacher will discuss the parts of a landscape (foreground, middle ground, and background). Teacher uses examples of landscapes to discuss ways to create depth in a landscape.

Teacher explains emphasis and focal point using the various examples of the landscape.

Instruction:

Teacher directs discussion as to the parts of a landscape, as well as the format of a composition (vertical or horizontal). Teacher presents various ways of creating depth (placement, size, color, overlapping, value, converging lines). Teacher discusses the design element emphasis. Teacher leads a discussion on the shapes of trees.

Teacher demonstrates the use of water color to produce transparency and tempera to produce opaque tendencies. Teacher discusses and demonstrates the collage technique.

Activities:

(1) Guided Practice:

1. Students determine the format of their landscape and draw the parts on the watercolor paper. Students paint the background, middle ground, and foreground with transparent watercolor.
2. Students will paint the tree with opaque tempera. Other landscape details may be added as well.
3. Students will use various papers to add the texture, leaves, or branches to the tree.

(2) Independent Practice and Check for Understanding: Teacher circulates among the working students visually recording students demonstrating understanding of the objectives, asking direct questions when understanding isn't observable, and asking peers to critique each other. Teacher helps and reinforces students as they work.

(3) Closure: Students display their work.

Evaluation: Use teacher or class critiques to evaluate particularly strong works and strong qualities within works.

Level One -- The finished landscape clearly expresses a strong aesthetic feeling. There is strong evidence of an understanding of depth and emphasis in the work. The student used the materials appropriately to create an interesting visual message. Craftsmanship is excellent.

Level Two -- The finished landscape expresses an aesthetic feeling. There is understanding of depth and emphasis in the work. The student used the materials to create a visual message. Craftsmanship is good.

Level Three -- The finished landscape attempts to create a visual feeling. There is an attempt to show depth and emphasis. The materials were used appropriately. The craftsmanship is variable.

Level Four -- The finished landscape does not have an aesthetic feel. The understanding of depth and emphasis is unclear. The materials were used inappropriately. The craftsmanship is poor.

Extension: The use of paint and collage material could be extended to include a figure in the landscape or to a still life composition.

Resources:

[http://drawsketch.about.com/od/drawtheskyandclouds/Draw the Sky and Clouds Drawing the sky clouds and weather.htm](http://drawsketch.about.com/od/drawtheskyandclouds/Draw_the_Sky_and_Clouds_Drawing_the_sky_clouds_and_weather.htm)

<http://www.oil-painting-techniques.com/painting-landscapes.html>

<http://virtualatdp.berkeley.edu:8081/2613/drawings/tonelandscapes/>

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www.sargentart.com 09/09/07
