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Clinical Experience
Zephyr Elementary School

**Enduring Idea:** Throughout time and across cultures, humans have captured their surroundings.

**Lesson Title:** Landscape Painting

**Grade/Class:** 4th/all sections

**Time Allotment:** 45 minutes

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**Overview**

Lesson Summary:

Through an introduction to the basic elements of what comprises landscape paintings and their relevance, the students will learn of procedures and approaches to creating their own landscape paintings that center round the sort of area they reside in. With compositional and perspective concepts to form a base for the development of their landscape paintings, the students will integrate landscape elements of the ‘S’ curve, architecture (barn and silos, water tower, etc.), trees, and other possible artifacts. The students will be shown simplified steps and tips on developing their perspective drawings and eventually painting them. Ultimately, the students will demonstrate their understanding of perspective concepts through their completion of activity sheets once they complete their landscape paintings.

**Artists, Artworks, and/or artifacts:**

- Cole, Thomas
  - *The Course of Empire: Desolation* (1836)
  - *The Voyage of Life: Youth* (1842)
  - *The Departure* (1838)
  - *Home in the Woods* (1847)
• Church, Frederic Edwin
  - *Heart of the Andes* (1859)
  - *Tamaca Palms* (1854)
  - *The Cordilleras, Sunrise* (1854)
  - *View of Cotopaxi* (1857)
  - *Eruption at Cotopaxi* (1862)

Key Concepts:
1. Artists capture their surroundings with their art forms.
2. Artists use perspective elements to create the illusion of space in their pictures.
3. Artists use color and painting techniques to create depth and texture.

Essential Questions:
1. Why do artists capture their surroundings with their art forms?
2. How do artists use perspective elements to create the illusion of space in their pictures?
3. How do artists use color and painting techniques to create depth and texture?

Standards
9.1.5.
   A. Know and use the elements and principles of each art form to create works in the arts and humanities.
   B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
   C. Recognize and use fundamental vocabulary within each of the art forms.
   H. Use and maintain materials, equipment and tools safely at work and performance spaces.

9.2.5.
   G. Relate works in the arts to geographic regions.

Objectives:
The students will...
Knowledge
• Discuss in class their understanding of landscape paintings on what makes them what they are and why they think artists paint them.

Skills
• Apply compositional and perspective concepts in their landscape paintings, including an ‘S’ curve, overlap, size and proportions, and fore, middle, and backgrounds to achieve depth.
• Apply and use color-mixing techniques appropriately.
• Utilize painting techniques, such as texture and neatness.

Dispositions
• Discern perspective concepts and complete perspective activity sheets.

Assessment:
Pre-Assessment
• Students’ knowledge of landscape paintings will be assessed by open discussion at the start of class in the introduction to landscape painting.

**Formative Assessment**

• Students’ application of compositional and perspective concepts will be assessed by their integration in their landscape paintings with a rating scale.
• Students’ color mixing techniques will be assessed on their proper application and usage in their landscapes with a rating scale.
• Students’ utilization of painting techniques will be assessed on their quality with a rating scale.

**Summative Assessment**

• Students’ abilities to discern perspective concepts will be assessed on their completion of their perspective activity sheets with a rating scale.

**Instructional Procedures**

**Day 1**

**Transitional Activity**

The students will be handed printouts with prompts that ask them to draw out two landscape thumbnail sketches on a separate sheet of paper using four lines that go across the compositions. These should be identical to each other yet original by the students. Next, they will color each layer in with colored pencils using a specific sequence of colors on the first; then, reverse the order on the second. They will be asked to write their reactions to the different effects each one produces (i.e. *How does the first landscape feel different from the second? Is it warmer or cooler in the second landscape? Which do you like more?*) With their names on their papers, they will hand in their landscape thumbnail sketches and answers.

**Engagement**

The supply captains will pass out bins of drawing supplies to each of their tables as the paper captains pass out the name tags. Next, the students will be prompted to join the teacher at one of the tables. As the students gather round, the teacher will prompt them with a question that is “What is your favorite kind of painting?” Hearing the responses of the students, the teacher will open up about landscape paintings if the students hadn’t already mentioned of them. The teacher will gain a better understanding of their preexisting knowledge about landscapes of what makes them what they are and why they think artists paint them. With a few printouts/copies of landscape paintings by historical artists, the students will be asked about certain compositional and perspective elements, such as foreground, middle ground, and background, overlap, size and proportion, and depth.

The teacher will then transition into a demonstration on creating a landscape painting, starting by offering the tools for creating depth and three-dimensionality. The teacher will proceed by drawing an ‘S’ curve that helps create depth in a painting while also explaining where to place it compositionally. The teacher will then create the different grounds, beginning with the foreground and working toward the back. One note that the teacher will make is that the higher things are in a landscape picture, the further away they are, and the lower things are in a landscape picture, the closer they are. This will be illustrated with the use of roads going into the distance and the height relationships between the fore and backgrounds. The students will see how the perspective elements are incorporated into the drawing with the use of trees, a road, a house/barn, and mountains to achieve a sense of perspective and depth. This will be shown
through size and proportional relationships, detail, overlap, narrowing, and placement. The teacher will break this process down simply by having the students follow the steps that the teacher showed, beginning with the ‘S’ curve and deciding on how to create the fore to backgrounds by layering them, using the perspective elements (size and proportion, overlap, narrowing, detail) to help create depth out of other visual elements (trees, roads, houses/barns, hills, mountains, fields).

While showing this step-by-step process, the teacher will show how to construct trees and houses/barns simply using shapes and forms. Available for this breakdown of trees and houses/barns will be a poster on tree shapes and printouts of drawing houses/barns.

**Development**

Having been shown the steps for developing landscape drawings, the students will receive sheets of watercolor paper and commence with creating their drawings. The teacher will remind them as they work the steps to proceed with and what they may consider to draw in their landscapes. There will be in view for inspiration an assortment of landscape drawings in case the students would like to look for ideas.

**Closure**

At the end of class, the paper captains will collect the landscape drawings and nametags from each of their tables and place them in their classroom folder near the front. The duties of the other captains will be expected to be followed respectively.

**Day 2**

**Engagement**

The beginning of class will feature the students getting supplies ready and passing out nametags and drawings just as with the first class. This time, the teacher will have prepared paint palettes with primary and secondary and black and white colors for each table with water tubs, palette paper/plates for mixing paint on, and brushes. A few volunteers will be selected to pass out these supplies.

After these supplies have been handed out, the students will convene over by the teacher once more for a demonstration on painting a landscape over the front drawing. The teacher will begin with the background and move to the front, which is the reverse order from the drawing procedure in the last class. The teacher will present color mixing techniques and approaches to creating depth and texture with paint, such as atmospheric perspective and grass and tree textures. As the teacher begins painting the background first, he will start with the sky, leaving the white of the paper to show where clouds may be. He will mention that in the background, colors become bluer as darker colors become lighter, which is called atmospheric perspective. This will be explained as the atmosphere changing the way things look at a distance, as the teacher will show how to mix colors to paint further away landmarks. As the teacher continues progressing toward the middle and foregrounds, he will show the students the painting procedure in painting landmarks that are being overlapped first followed by the overlapping landmark, such as a tree in front of a barn. In such a case, the teacher will also comment on the use of color to distinguish between landmarks so that they can be discerned from one another. Considering where the light source in the landscape painting is coming from, the barn and tree will be used to illustrate the use of shadows for creating a sense of three-dimensionality. To further differentiate among the landscape elements, such as the trees, bushes, fields, and hills, the students will be
shown how to mix the colors to create variances in color. Along with this color differentiation, the use of texture will be demonstrated through different applications of the brush. This will be meant to help emphasize the use of detail in creating depth, where the further away something is, the less detail there is visible. It will also be shown to help differentiate landscape elements from themselves.

**Development**

Following the same procedures as the teacher, the students will paint their landscapes, beginning from the background and moving to the foreground, while considering color mixing and painting techniques to achieve depth and texture. The teacher will oversee their production and assist where necessary.

**Closure**

The students will begin cleaning up their projects and areas with about seven minutes left in class, taking brushes, paint palettes, and water containers to the sinks to be rinsed and cleaned while tossing out disposable palettes/plates. The students will set their paintings out on the drying racks before being put away and graded should they be finished. After the tables have been wiped of any paint, the areas cleaned and organized, and their projects put away, the students will be dismissed according to which table is ready first and subsequently.

**Day 3**

**Engagement**

Any students that still need to complete their paintings will be given class time to do so. Materials will be prepared and provided in the same fashion as the last class as students commence their work for the day. Students who have completed their paintings will be given activity sheets on perspective concepts and will be prompted to solve them. These activity sheets will contain problems and questions about depth, overlap, and size and proportion. These students will have access to pencils, erasers, and colored pencils to complete these tasks.

**Development**

As students begin to complete their landscape paintings, they will be prompted to clean up their areas and materials and drop off their projects on the drying racks just as with the last class. When they’ve completed this, they will pick up the perspective activity sheets to begin work on those.

**Closure**

The students will put away their materials in their respective places and submit any activity sheets that have been completed. Those students who have not finished their perspective activity sheets will take them home to complete for the following class.

**Preparation:**

*Teacher Research and Preparation*

- Develop tree shapes poster
- Create house/barn drawing handouts
- Create landscape line drawing examples
- Prepare perspective activity sheets
Instructional Resources
- Tree shapes poster
- House/barn drawing handouts
- Landscape line drawing examples
- Perspective activity sheets

Student Supplies
- Tempera paint
- Brushes
- Water tubs/dishes
- Paint palettes
- Disposable palettes/plates
- Watercolor paper
- Pencils
- Erasers
- Colored pencils
Zephyr Elementary

Student Name: __________________________________

Landscape Painting Rating Scale

O= Outstanding (9.0-10.0)
S+= Satisfactory (8.5-8.9)
S= Sufficient (8.0-8.4)
S- = Needs Work (7.0-7.9)
N= Not Sufficient (0-6.9)

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<thead>
<tr>
<th>Criteria</th>
<th>Rating (O,S+,S,S-,N)</th>
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<tbody>
<tr>
<td>Student integrates compositional and perspective concepts in their landscape paintings, including an ‘S’ curve, overlap, size and proportion, and fore, middle, and backgrounds to achieve depth.</td>
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<tr>
<td>Student properly applies and uses color-mixing techniques to their landscape painting.</td>
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<tr>
<td>Student effectively utilizes painting techniques, such as texture and neatness, in their landscape painting.</td>
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<tr>
<td>Student discerns perspective concepts and completes their perspective activity sheets.</td>
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