**Art Lesson/Unit Plan Title or Theme: \_\_Understanding and Expressing the Landscape\_\_**

**Appropriate Grade Level(s)\_\_\_4th-9th\_\_\_ \_\_\_\_Days/Time required\_\_\_3 days, 1hr 15 min. sessions\_\_\_\_\_\_\_**

**Contact: Donna Pence** <http://donnapenceclassroom.weebly.com/understanding-and-expressing-the-landscape-integrating-visual-art-geologic-history-and-writing.html>

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| **Concept: Students will create a watercolor collage of a desert landscape and use their artwork as inspiration for creative writing.** |
| **Objective(s):** *What students will actually be able to do and have completed*  **Students will be able to create various textures from watercolor.**  **Replicate atmospheric perspective using warm and cool, intense and muted colors, scale, and texture.**  **Students will be able to identify the geological landforms of mesas, buttes, folds, arches, and plateaus and describe their causes.**  **Student will identify descriptive verbs, adjectives, adverbs and nouns and use them in a written descriptive narrative.** |
| **Academic Core Subjects/Standards :**  **S5o1b/o2b Students will create landscapes of Utah deserts, contrasting how water plays an influential part in each landscape.**  **W5.5 Develop writing as needed by planning, revising, and editing, rewriting, or trying a new approach.** |
| **Art Core Integration:** *subjects, ideas, history, concepts*  Produce shape based landscapes showing self-expression and personal style.  Apply implied textures in a collage. |
| **Classroom Teacher Buy In: Assist in integrating Art and Science Vocabulary. Reinforce writing piece by having students type their written pieces into the computer for printing.** |
| **Procedures:** *Describe what students will do individually or in groups; what are the steps involved?*   1. *Select a photograph of a geological formation as reference for shape, color and texture. (see powerpoint)* 2. *Use full water color sheet for background and sky. Make a watercolor wash for your sky color and dab with tissues for cloud effect.* 3. *On a partial sheet of paper, use an oil pastel resist technique to suggest foreground textures. Then paint with watercolor* 4. *On another partial paper. make a watercolor wash of cool muted color as resource paper for distant mountain range. Lay crumpled cellophane over paint while wet, and let dry.* 5. *On another partial sheet, make a gradated wash of middle ground rock formation, sprinkle with salt and allow to dry.*   *Day 2*   1. *Assess, select, and share your resource papers and arrange in offset layers to suggest the landscape of the resource photo.* 2. *Leave sky paper in one piece. Then working back to front, tear the shapes of background mountain ranges, middle ground rock formations, and foreground textures. Stack them in that order. Glue overlapping pieces down from back to front/ top to bottom.* 3. *With a sharpie, draw in one lone figure in your landscape, like a bird, a tree, a lizard, a person. This will be the subject of the writing piece.*   *Day 3*   1. *Place the student artwork on an easel in front of them.* 2. *Brainstorm on the board descriptive and academic words that use the senses to describe the color, the movement, the smell, the feel of the sky, mountains, formations, the lone figure, etc. Have students select the words that apply to their artwork and create a word bank.* 3. *Write the narrative from the point of view of the lone figure using words from the word bank.* 4. *Share the writing and artwork with the class* 5. *Display the two together* |
| **Medium/Resources/Materials/Technology/Prep: Art and Geology power point (internet access for video), laminated copies of photographs, samples of student work, teacher sample, watercolor paper, watercolors, brushes, cellophane, salt, oil pastels, elmers glue, easels, word bank form, pencils, large box lids to organize excess painted papers into.** |
| **Vocabulary: Fold, uplift, erode, plateau, butte, mesa, arch, atmospheric perspective, saturated, muted, resist,** |
| **Summary/Closure/ Reflection/ Critique:**  **See writing piece day 3** |
| **Differentiation/Extension:** *include how this lesson could be improved*   * describe depositional environments and fossils, * Consider how the depositional environment of the time we live in now might look in the future * use authentic pigments and textures gathered from rocks, insects, and plants, * discuss invasive vs. indigenous plants and animals and habitat * use student photography as resource imagery * include other types of writing like argumentative, * have students create a mosaic mural strato-column of the Waterpocket Fold that tells the history of one particular part of the earth's surface |

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