# Unit 2: Landscape Art

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## Unit 2: Landscape Art

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Fourth Grade Art

# Unit 2: Landscape Art

**Belleville Board of Education**

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## Unit Overview

Unit two focuses on the Landscape.

- Discuss the art of landscapes. Define landscape as: art where the central focus is on natural scenery such as mountains, valleys, trees, rivers, lakes, beaches, etc.
- Discuss picture planes, there are three: foreground, middleground, and background. The foreground is the closest to the viewer and therefore has the largest images of the artwork. The background is in the distance and farthest away from the viewer, therefore the images in the background are small. The middleground is in between the two and has average sized images within this picture plane.
- Discuss proportion, define it as: the relative size of parts of a whole. How the images of the various picture planes relate to one another. Is something in the background too large? If so, it is out of proportion.
- Discuss linear perspective, define it as: a method of creating depth in art where all lines converge to a vanishing point on the composition's horizon lines.
- Review horizon line. The line where the ground meets the sky.
- Practice creating a landscape using the information learned.
- Use color theory knowledge to add color to the landscape.
- Reference artists' work that uses landscape. ie: Claude Monet, Andrew Wyeth, etc.

## Enduring Understandings

- Understanding the basics of picture planes will help me to create artwork of the outdoors that has depth and realism.
- Understanding proportion can help me in art to make a balanced and realistic creation.
- Linear perspective creates depth in artwork.
- Linear perspective has been used by artists for centuries.

## Essential Questions

- Why do artists produce landscape art?

- How can understanding a landscape and all of its parts help me with other artistic endeavors?

## Exit Skills

By the end of Unit 2:

- All students will demonstrate an understanding of landscape by:
  - Defining what a landscape is.
  - Explaining the different picture planes, and explaining the size of images in them.
  - Describing what proportion means, and how it can affect the images.
  - Creating a horizon line with a vanishing point where lines converge.
  - Producing a landscape using the information reviewed and learned.

## New Jersey Student Learning Standards (NJSLS)

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| VPA.1.1.5.D.1 | Identify elements of art and principles of design that are evident in everyday life. |
| VPA.1.1.5.D.2 | Compare and contrast works of art in various mediums that use the same art elements and principles of design. |
| VPA.1.2.5.A.1 | Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. |
| VPA.1.2.5.A.2 | Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. |
| VPA.1.2.5.A.3 | Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. |
| VPA.1.3.5.D.1 | Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. |
| VPA.1.3.5.D.2 | Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles. |
| VPA.1.3.5.D.3 | Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres. |
| VPA.1.3.5.D.4 | Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. |
| VPA.1.3.5.D.5 | Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom. |
| VPA.1.4.5.A.1 | Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. |
| VPA.1.4.5.A.2 | Make informed aesthetic responses to artworks based on structural arrangement and |

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| | personal, cultural, and historical points of view. |
| VPA.1.4.5.A.3 | Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). |
| VPA.1.4.5.B.1 | Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. |
| VPA.1.4.5.B.2 | Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. |
| VPA.1.4.5.B.3 | Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. |
| VPA.1.4.5.B.4 | Define technical proficiency, using the elements of the arts and principles of design. |
| VPA.1.4.5.B.5 | Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art. |

## Interdisciplinary Connections

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| LA.RL.4.1 | Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. |
| LA.RL.4.4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. |
| LA.SL.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| HPE.2.1.4.D.1 | Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). |
| HPE.2.1.4.D.4 | Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning. |
| HPE.2.1.4.E.4 | Summarize the causes of stress and explain way s to deal with stressful situations. |
| HPE.2.2.4.A.2 | Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. |
| SOC.6.1.4.B.1 | Compare and contrast information that can be found on different types of maps and determine how the information may be useful. |

## Learning Objectives

After completing landscape art students will be able to:

- **State** the various areas that make up a landscape.
- **Combine** their previous knowledge of art with the new landscape information to create a realistic image.
- **Compose** a landscape that gives the illusion of depth through the use of proportion and/or perspective.

## Suggested Activities & Best Practices

1. Use smartboard to show a slide show of different landscapes the students might be familiar with.

2. Use different landscape photos and paintings to have students identify where they believe the foreground, middleground and background of the photo to be.

## Assessment Evidence - Checking for Understanding (CFU)

- Project (Summative)
- Portfolio (Benchmark)
- Participatory Assessment (Alternative)
- Peer Reviews (Formative)
- Sample Assessment: "Have students use their chrome books to find images of landscapes and explain why the picture they selected would constitute as one."

In addition to the assessments listed above, the following assessments can be used to track progress:

- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Self- assessments
- Teacher Observation Checklist
- Unit review/Test prep

## Primary Resources & Materials

- Color Wheel poster, or printout
- School and town libraries
- Various internet websites for art education.

## Ancillary Resources

- Pinterest, Pinterest.com

- Artsonia, Artsonia.com
- The Getty Institute, getty.edu
- WebArt, webart.com
- Internet, Virtual Museum Tours
- Hand-outs
- YouTube videos related to art history, artists, or art creation.

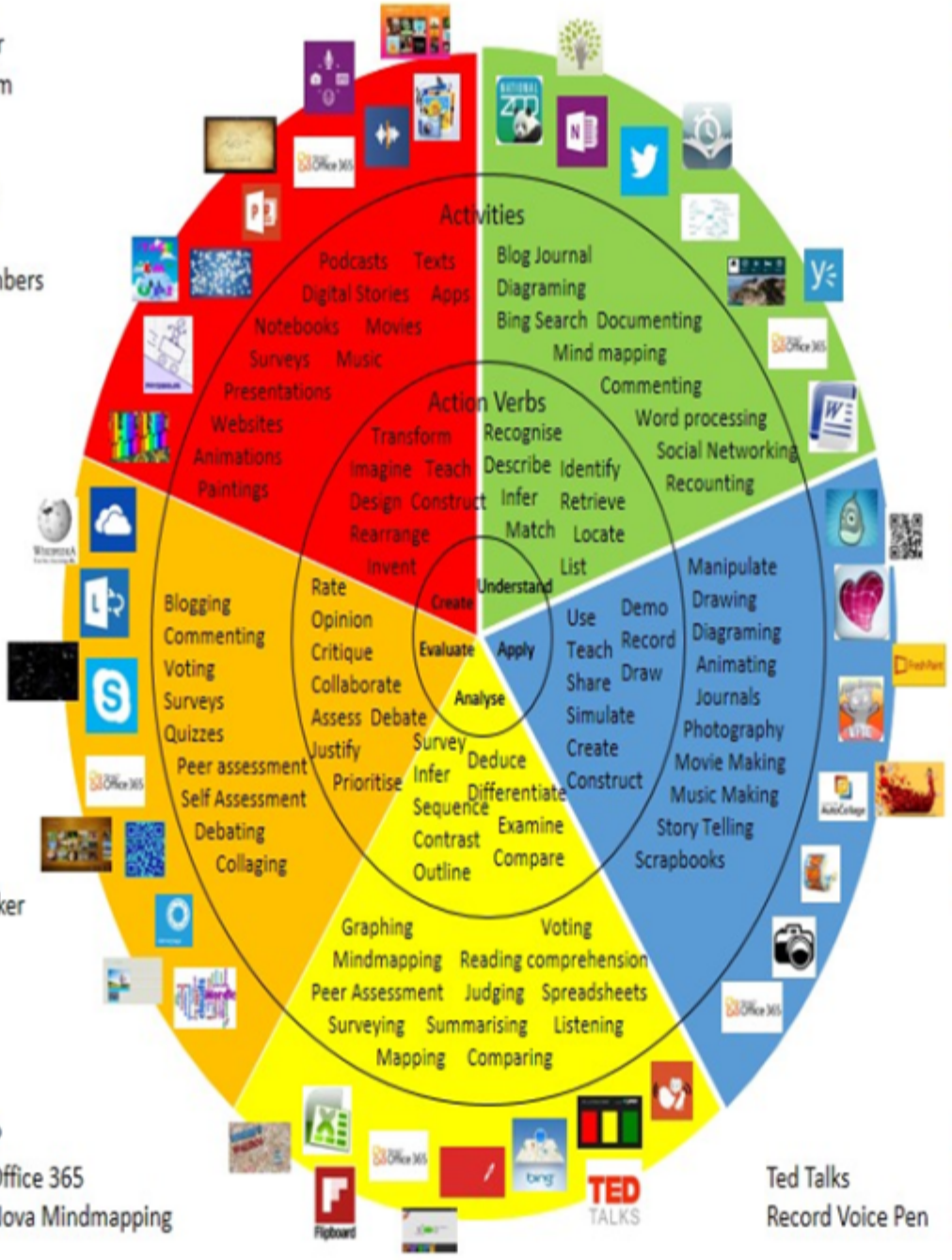
## Technology Infusion

SmartBoard (where available), Projector, ipad, Computer, Internet for reference or websites with relevant art information.

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

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| TECH.8.1.5.A.1 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. |
| TECH.8.1.5.A.CS1 | Understand and use technology systems |
| TECH.8.1.5.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.5.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.5.B.CS2 | Create original works as a means of personal or group expression. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Media Literacy

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| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness

## Differentiation

- When working on a project, students who are struggling with finishing a project will be given more time to do so.
- At the beginning of each class, to ensure that all students are aware of their goal, it will be written clearly on the board and read aloud.
- When working on a project for multiple weeks, an oral review of the work already completed to remind students of their progress will be given.

**Differentiations:**

- **Extra time to complete assignments**
- **Repeat directions**
- **Use manipulatives**
- **Multisensory approaches**
- **Additional time**
- **Preview vocabulary**
- **Visual presentation**

**Hi-Prep Differentiations:**

- **Independent research and projects**
- **Project-based learning**

**Lo-Prep Differentiations**

- **Choice of books or activities**
- **Goal setting with students**
- **Varied supplemental materials**

## Special Education Learning (IEP's & 504's)

1. Giving student additional time and printed copies of landscape artwork and photographs for them to identify important parts.

2. Using videos on assistive technology that can help explain concepts like middleground, foreground and background to students.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology

- behavior management plan
- check work frequently for understanding
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner

## English Language Learning (ELL)

1. Giving students photo books with different landscape art for them to view on their own. Using that book to point out different areas of the layout to them and different vocabulary.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- decreasing the amount of workpresented or required
- tutoring by peers

## At Risk

1. Have student choose what type of landscape they prefer to draw, and what season they prefer to draw for landscapes when creating their own.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- marking students' correct and acceptable work, not the mistakes
- using authentic assessments with real-life problem-solving
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

1. Have students draw or take photographs of landscapes they find on their own.

2. Show students video about Hudson River School artists and have them pick their favorite landscapes from their work.

- Advanced problem-solving
- Allow students to work at a faster pace
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

*Sample lesson located in Unit 1.*

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: