



ARTS LESSONS IN THE CLASSROOM

A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards and Common Core in English Language Arts and Math

5

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WASHINGTON STATE ARTS COMMISSION





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ART LESSONS IN THE CLASSROOM

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THANK YOU!



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ART LESSONS IN THE CLASSROOM

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ARTS EDUCATION FOR ALL

FIFTH GRADE LESSON FIVE

CREATING DEEP SPACE

Description Of Project:

Students create a drawing of a landscape with deep space and start a story referencing that setting.

Problem To Solve:

How can an artist represent deep space or great distance?

Student Understanding:

Rapid diminishment of scale in close proximity to another like object gives the viewer the perception of great distance.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Recognizes deep space.

AC: Points out landscape components that diminish quickly in scale.

LT: Represents objects seen in great distance.

AC: Diminishes scale of a repeating landscape element as it recedes into distance to represent deep space.

LT: Uses oil pastel techniques.

AC: Makes strokes, blends and layers color to describe setting.

LT: Writes beginning of story with deep space setting.

AC: Invents and introduces character and describes their relationship to setting using concrete words and sensory details.

EVIDENCE OF LEARNING

Art: Oil Pastel Drawing

Points out landscape components that diminish quickly in scale

Diminishes scale of a repeating landscape element as it recedes into distance to represent deep space

Makes strokes, blends and layers color to describe setting

Invents and introduces character and describes their relationship to setting using concrete words and sensory details

Makes minimum marks for maximum descriptive purpose

EXAMPLE



VOCABULARY

- Deep Space
- Horizon
- Landscape
- Scale
- Setting
- Whisper Lines

RESOURCES

Franz Xaver Hoch, *In the Roman Campagna*, Frye;

Rudolph Petuel, *Stream in Winter*, Frye;

Victoria Adams, *Morning Shimmer*, TAM;

Aert van der Neer, *Skating on the Dike*

ART MATERIALS

- 12"x18" white construction paper
- oil pastels

FIFTH GRADE LESSON FIVE // CREATING DEEP SPACE

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Introduce *In the Roman Campagna* by Franz Xaver Hoch, *Stream in Winter* by Rudolph Petuel, *Morning Shimmer* by Victoria Adams, and/or Aert van der Neer's, *Skating on the Dike*. Lead brainstorming on the types of landscape where deep space is seen (Eastern Washington, large flat valleys, Great Plains, expanses of water).

Prompts: Where do we see landscape elements repeated? Notice how quickly they become smaller as they recede in space. Notice placement vertically on the picture: When deep space is portrayed, often we see much smaller elements, just barely above larger foreground elements.

References art (other Dutch landscapes) and photographs of flat landscapes to see other instances of change in scale as a reference for making art.

Prompts: I'm looking for examples of objects that are repeated again, once in the foreground and again at great distance (a building spire, a specific type of tree, barn, rocks etc.).

Guide students to focus on a landscape idea that they want to represent and select two objects/ landscape elements they will repeat with rapid change of scale to show deep space.

Demonstrate placing chosen elements of landscape multiple times to show rapidly diminishing scale.

Prompts: I am drawing a larger building in the foreground, using whisper lines. Now I'm drawing a much smaller building of the same type just slightly above my first building on the picture plane. By doing this I will be communicating deep space or great distance. Note where the horizon was in the art you referenced. Typically drawings of deep space include a horizon which is not above the mid-line of the paper, leaving a large amount of sky.

Demonstrate using oil pastels.

Prompts: Layering and blending oil pastel using finger or tissue are ways to create rich color for the parts of your landscape. Remember too that just a few marks give a lot of information: Use a minimum amount of marks for maximum descriptive purposes.

Guide visualizing own art (deep space) as a story setting featuring an invented character.

Prompts: What emotional impact might a huge setting with deep space have on a character? Are they overwhelmed? Must they travel across it? Is it a surprise on an exploratory journey? Does the setting represent a destination and/or journey? Is encountering this landscape positive or negative: a gift or a punishment? Imagine a character: male or female, old or young, alone or with others.. what are they doing there? What does it feel like? What circumstances brought them to this place and what happens next? Write it down!

Observes components of an art landscape and notices rapid change in scale to represent great distances.

Conceptualizes, gathers information, and develops an idea for a drawing of deep space.

Draws elements of landscape using whisper lines. Places two objects repeated twice each, once larger and once just above the larger element with a rapid diminishment of scale.

Represents deep space with oil pastels.

Uses concrete words and sensory details to describe in writing an invented character encountering the deep space setting that they created.

FIFTH GRADE LESSON FIVE // CREATING DEEP SPACE

SKILLS AND TECHNIQUES



Student layers oil pastels. This creates richer color.



Student uses finger to blend oil pastels. This creates a soft look for contrast to layered look.

LESSON EXPANSION

Students find examples of deep space in other art and own environment, then imagine human actions in those settings.

EVERYDAY CONNECTIONS

perspectives on regional land formations

LEARNING STANDARDS

Visual Art

1.1.a Combine ideas to generate an innovative idea for art-making.

1.2.a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

2.1.a Experiment and develop artistic ideas and work.

2.2.a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

8.a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Common Core ELA

5.W.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters, organize an event sequence that unfolds naturally.

5.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

