



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

2018 revisions were made possible with support from:

The Harvest Foundation





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ART LESSONS IN THE CLASSROOM

ACKNOWLEDGMENTS

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City of Redmond
WASHINGTON

2009 Redisign



WEA
WASHINGTON
EDUCATION
ASSOCIATION

Pro Bono Graphic Design: Jill Schmidt

2014 Revisions

The Bamford Foundation
The Norcliffe Foundation
Umpqua Bank

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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 SIX

ATMOSPHERIC TEXTURE

Description Of Project:

Students control the amount of detail in texture to suggest depth in a water soluble colored pencil landscape.

Problem To Solve:

How can use of texture create the illusion of space?

Student Understanding:

Control of line and pattern for texture can communicate depth in space.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Analyzes use of detail to represent texture.

AC: Identifies high detail in foreground, reduced detail in middle ground, and little or no detail in background.

LT: Creates a composition with depth represented by texture.

AC: Creates high detail in foreground, reduced detail in middle ground, and little detail in background.

LT: Creates atmospheric perspective.

AC: Uses a drawing/painting tool to reduce detail and soft-ten areas in the distance.

EVIDENCE OF LEARNING

Art: Drawing/Painting

Identifies high detail in foreground, reduced detail in middle ground, and little or no detail in background

Creates high detail in foreground, reduced detail in middle ground and little detail in background in a repeated landscape element

Creates atmospheric perspective by changing definition of marks with loosened marks to show reduced detail

EXAMPLE



VOCABULARY

- Atmospheric Perspective
- Background
- Depth
- Foreground
- Ground Line
- Illusion
- Middle Ground
- Texture

RESOURCES

Georg Geyer, *View of Reichenau*, Frye;

Dániel Somogyi, *View of Königssee*, Frye;

Edward M. Bannister, *Sabin Point, Narragansett Bay*

ART MATERIALS

- photographs of landscapes
- sketchbooks
- 8x10" watercolor paper
- water soluble colored pencils
- 1/8", 1/4, 1/2" paint brushes
- water containers

FIFTH GRADE LESSON SIX // ATMOSPHERIC TEXTURE

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Introduce Georg Geyer's *View of Reichenau*, and Dániel Somogyi's *View of Königssee*, or Edward M. Bannister's *Sabin Point, Narragansett Bay* with focus on the artist's use of textural detail.

Prompts: Work with a partner to analyze how the artist used texture to create the illusion of space in the paintings: What do you see in the foreground? How do the trees or grass appear to feel? How much detail did the artist show to communicate the texture of the grass? What do you see in the middle ground? How does the textural quality of landscape elements change as things become farther away? (less detail) Finally do we see trees or other landscape elements in the distance? How does the weather/distance (atmosphere) change ability to see detailed texture from a distance? How would you describe the color and texture of the elements farthest away? (faded, lighter, no detail)

Report out, with your partner, about your findings, citing aspects of art work to support your observations.

Analyzes and shares ideas with a partner about use of detail to represent texture in foreground, middle ground, and background. Reports findings to class.

Demonstrate using a photograph to guide placement of foreground, middle ground, and background.

Prompts: Establish the ground lines for layers of space (edge of trees, edge of shrubbery, grass lines, hill lines), then identify an element of landscape that repeats in foreground, middle ground, and background. Think about how the texture of this repeating element, weather, trees, rocks, or even the surface of water receding in space will change when it is seen from far away.

Selects photograph and begins to sketch foreground, middle ground and background areas of space.

Selects a landscape element that repeats itself.

Guide students to use their sketchbook as a planning tool for differing degrees of detail in a landscape element: high detail when that element is in the foreground, less detail when that element is in the middle ground, and little or no detail when it is in the background.

Practices making lines and patterns of lines to represent a textural surface with high detail, less detail, and little detail.

Demonstrate and guide using water soluble color pencils to develop landscape textures in space, then introduce water and brush for creating atmospheric texture. Guide students to develop their landscape using larger pencil strokes/marks for foreground textures then smaller, less obvious textures for middle ground.

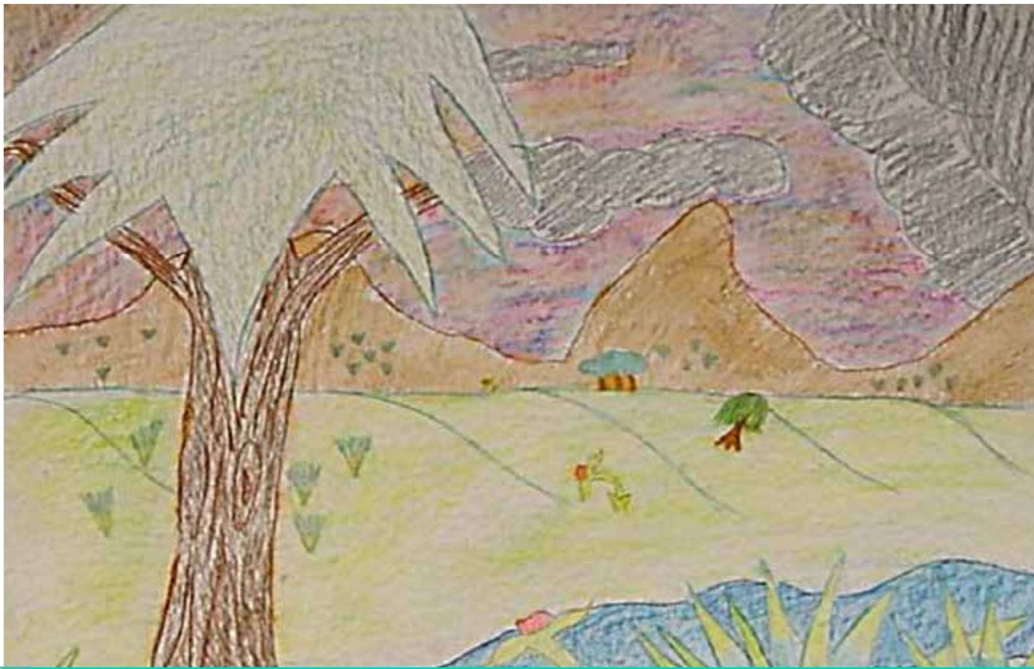
Prompts: Use directional strokes to show the most defined textures of trees, rocks, bushes in the foreground. In showing those same elements in middle ground and background, diminish the size and detail for those same textures. Build up your colors using textural strokes.

Now, use a slightly damp brush to soften marks and color in the back-ground to create atmospheric texture.

Creates qualities of texture showing space in a final drawing with water soluble pencils. Uses a damp brush to softly create atmospheric effects in background.

FIFTH GRADE LESSON SIX // ATMOSPHERIC TEXTURE

SKILLS AND TECHNIQUES



Student uses lines to make patterns to represent a textural surface. Student uses three detail texture qualities: highdetail, less detail, and little detail.

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.
- 2.3.a Identify, describe and visually document places and/or objects of personal significance.
- 3.a Create artist statements using art vocabulary to describe personal choices in art-making.
- 7.1.a Compare one's own interpretation of a work of art with the interpretation of others.
- 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.
- 10.a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

Common Core ELA

- 5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes: speak clearly at an understandable pace.

ART STUDIO TIP

Water Soluble Pencil Techniques

Focus on the drawing aspects exclusively in the development of the imagery.

Complete the painting with a paint brush and wa-ter, keeping focus on cre-ating soft areas (especially in the distance) to suggest the illusion of space.

Areas that get too wet can be blotted with paper towel. To add detail back in, watercolor pencil lines can be drawn on top of wet or dry painting areas.

LESSON EXPANSION

Students work as groups to repeatedly observe the same landscape near the school and sketch the changing definition of textural surface created by the atmospheric conditions.

FIFTH GRADE LESSON SIX // ATMOSPHERIC TEXTURE

ASSESSMENT CHECKLIST

LEARNING TARGET

ASSESSMENT CRITERIA

Analyzes use of detail to represent texture.

Identifies high detail in foreground, reduced detail in middle ground, and little or no detail in background.

Creates a composition with depth represented by texture.

Creates high detail in foreground, reduced detail in middle ground, and little detail in background in a repeated landscape element.

Uses a drawing/painting tool to create atmospheric perspective.

Uses a drawing/painting tool to reduce detail and soften areas in the distance.

STUDENT	CORRECTLY IDENTIFIES VARYING LEVELS OF DETAIL	CREATES APPROPRIATELY VARYING LEVELS OF DETAIL IN OWN ART	USES TOOLS TO REDUCE DETAIL AND SOFTEN DISTANT DETAILS	TOTAL POINTS