

Lesson Title: Adding Depth to Landscape Drawing

Time Allotment: 10 classes

Grade Level: 9 - 12

Enduring Idea: Scale and perspective can be used to create convincing landscapes regardless of content.

OVERVIEW

Lesson Summary:

- This project will entail the learning of scale manipulation to simulate perspective. We won't be doing perspective lines or vanishing points, but we will discuss Physical Size and it's relationship to Visual Size when concerning perspective. This will take the form of an imagined landscape utilizing background, middle ground, and foreground.

Related Artists and Artworks:

- N/A

Key Concepts:

- Perspective is an important part of visual rendering.
- Adding depth to a landscape can add a sense of realism regardless of content.
- Scale is more important than color when creating a drawing using perspective.

Essential Questions:

- How does perspective affect visual art?
- How do we add depth to a landscape? How does that affect the look of it?
- How can we manipulate scale to create depth?

PA Arts and Humanities Standards:

PA Interdisciplinary Standards:

OBJECTIVES

Skills:

- Students will create a monochrome landscape painting using the three established parts of landscape drawing.
- Students will participate in an exercise detailing the three established parts of landscape drawing

Knowledge:

- Students will become familiar with the vocabulary associated with landscape drawing and painting.
- Students will become familiar with the practice of monochrome painting.
- Students will become familiar with the process and practice of painting, including set up and clean up.

Dispositions:

- Students will be able to determine the three parts of a landscape when looking at a landscape painting.
- ~~- Students will participate in a critique activity, and discuss how effectively the three parts of a landscape are used.~~

ASSESSMENT

- INTRO EXERCISE
 - Did the student finish the introductory exercise (either digitally or using cut paper?)
 - Did the student appropriately use the three established parts of a landscape in that exercise?
- CRITIQUE
 - Did the student participate in the critique?
 - Did the student give and receive proper feedback?
 - Did the student use appropriate language and the appropriate vocabulary?
- PROJECT
 - Artistic Initiative
 - How ambitious was the student in their design? Are the elements they used necessary? Is the design easily understood?
 - Craftsmanship

- How much care was taken to ensure the final piece is presented as intended? Are there unintended markings or creases?
 - Use of Media
 - How well did the student employ the media that was given? Did they use the equipment that was given to them properly? Were they creative with their approach to the media?
 - Interpretation of the Assignment
 - How well did the student use the techniques learned in class? Did they follow a predetermined theme? Does that theme communicate?
 - Design and Composition
 - Is the project aesthetically pleasing? Is the design thought out and put together in an intentional way?
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INSTRUCTIONAL PROCEDURES

DAY 1

- Introduction
 - This will be the first day of the project. Students will come in and be guided through the materials that they need to gather to start the first exercise. Students will take some time to gather their materials, and be ready for the intro to the exercise. We'll have a short discussion about landscape drawing, and how we can use three different parts to create a convincing landscape. We will name the parts, and how we can use scale to represent them. Students will receive their instructions for the exercise, and begin working.
- Instruction
 - Once students have their instructions and materials, they'll have the class time to work on the cut paper exercise to get a fundamental understanding of the three parts of a landscape. These will be color coded by paper, so they'll have no choice but to have at least a rudimentary understanding of the process. This exercise will take until the end of class.
- Closure

- At the end of class, we'll talk about what people chose to render for their landscape. We will discuss the different decisions that people have made to construct their landscapes. As class ends, we'll get ready for the next class by discussing an optional exercise that they can do at home to get them ready for the project.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
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 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
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 - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
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DAY 2

- Introduction
 - As students come into the class, we will get our finished cut paper landscapes out. These will be important to reference throughout the project introduction. We will begin the class by giving out the project supplies (canvas board or illustration board, depending on different factors). After each student has their supplies, we'll begin discussing the project in detail. We will outline the specific expectations that they will be asked to meet, as well as the creative decisions that they will be asked to make. Once the project is outlined, students will have time to work.
- Instruction
 - Once students begin working on the project, each of them will be individually checked in with, to offer feedback on the beginnings of their idea. During this time, we will discuss the supply procedures for painting, and what expectations

they have to meet while using those materials, and why those expectations are important.

- Closure
 - As class comes to an end, we will go around and quickly pitch our idea of a landscape to each other. We'll talk about what elements we might use, and get some suggestions and feedback from the rest of the class.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - This review came out well, and students quickly understood the concept of the project
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - None
 - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - This project may develop into something more intimate in nature as we move forward. I think the open endedness of this idea has room for some growth.

DAY 3-8

- During this time, students will have time to work, and receive feedback from each other and the teacher. This is an important time, and students should be open to feedback. At some point during this time, we will have a short gallery walk to see how we are all progressing through this project, as well as provide some inspiration for the rest of the project for some students that may be struggling.

DAY 9 (IF USING ILLUSTRATION BOARD)

- Introduction
 - The start of this class will be a quick check in with everyone's projects. We'll take some time to look at each project and see what finishing touches it could

use for the day. Students will have most of the class to finish painting their landscape.

- Instruction
 - Students will have this time to work, but it will only take about half the class. Once we reach the midpoint of the project, we'll take some time to discuss how we finish our illustration boards to be turned in and not warped. Students will gesso the back to counteract the warp, and place their projects on the drying rack.
- Closure
 - As students put their projects away, we'll have a short discussion about the difficulties and successes throughout the duration of the project. Students will detail what they had trouble with and what they found successful up until this point. We'll get ready for our critique the next day, and move forward.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - NA
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - Eliminated this day for time, wasn't completely necessary.
 - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - Will include next time.

DAY 10

- Introduction
 - This will be the critique day of the class. Students will take their projects into the hall, and we'll organize the landscapes in chromatic order (cool to warm). After this, we'll take a moment to look at them as a set. We'll number each project using sticky notes and move to the next step.
- Instruction

- During this critique, students will receive a sheet of paper that has multiple identical sections. The questions will be “What Do I like most about this?” and “What do I think can improve about this?”. Students will answer both of these questions for each of the pieces that are on the wall. We will then have a short discussion about each piece, using the answers on these sheets to drive the discussion.
 - Closure
 - After the critique, students will cut their sheets into sections, and give each person their corresponding feedback sheet. These will be attached to the project when it is handed in. We’ll wrap up the project with a quick reflection of the process, and how we feel it helped/hindered our process.
 - Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - NA
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - Eliminated for time.
 - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - Will include for next time.
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PREPARATION

Instructional Resources:

- Cut Paper exercise
- Optional Photopea exercise

Vocabulary:

- Landscape
- Background
- Middle Ground

- Foreground
- Physical Size
- Visual Size
- Monochrome
- Scale
- Perspective

Materials:

- Construction Paper
 - Canvas Board/Illustration Board
 - Paint/supplies
 - Drawing/supplies
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GENERAL REFLECTION

- *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - Overall this lesson went well, students understood the prompts and completed their landscape paintings in a timely manner.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - Some parts of the lesson needed to be cut in order to streamline the process and not overcomplicate the lesson. This year demands a highly efficient, streamlined lesson process, so activities that don't meet those requirements, or are only tangential to the enduring ideas, end up being cut when teaching the lesson.
 - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - Hopefully, this won't be taught again in a hybrid style, so critique and discussion will be significantly easier.
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ADAPTATIONS/MODIFICATIONS

- This project is very adaptable in many ways. The idea of landscape can be extremely simple or very complex. Low performing students can have the process broken down into 4 stages: Sky, Background, middleground, foreground. They can work slowly on these until they have a heavily segmented landscape that still retains the idea of depth.
- High performing students will be encouraged to see how the three parts of a landscape can blend together more naturally, and in a less segmented way. This is difficult to visually represent, so they may need to do additional planning sketches. A discussion about Atmospheric Perspective can also be had to cultivate a further understanding of depth and perspective.