

Landscape Art

Author

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Lesson Overview

Using the computer as a reference, students will look at several different artists' ways of looking at their environments. We will look at paintings and drawings of landscapes as well as photography and sculpture. Students will then create a landscape drawing, painting, photograph, or sculpture of their own.

Objectives

- Students will be able to identify different artists and their views of our environment.
- Students will be able to define and demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis.

MA Standards

Visual Art

1.12 Make reasonable choices of 2D and 3D media, materials, tools, and in technique to achieve desired effects in specific projects.

3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas.

Materials

1. Paper
2. Pencil
3. Paint
4. Brushes
5. Camera
6. Sculpting tools
7. Found objects

Procedure

Lecture/Demonstration

With the use of lecture and student questioning, review/teach:

- Explore the use of different media and techniques to capture the landscape around us.
- Explore the processes that artists use when creating a work of art made from different materials.

- Go over use of different material, and key art terminology such as balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Also look at ways to use different materials and safety and cleanup procedures needed to complete the project successfully.

Assessment/Evaluation

Assessment by Landscape Art Rubric (below) and completion of project for display at Mount Greylock Regional School District.

Resources

WCMA Website

<http://wcma.williams.edu/>

Landscape Wiki

http://www.ask.com/wiki/Landscape_art

Massachusetts Museum of Contemporary Art

<http://www.massmoca.org/>

Landscape Art Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Form	The piece has a form that is interesting to look at from all sides. The relationship of the painting /finish to this form enhances the design. Good design principles were used to create the composition.	The piece is interesting to look at from at least three sides. The painting/ finish on the form are well thought out, but it doesn't relate to the form (follow the curves and angles of the form). Some good design principles are evident in the composition.	The piece is only interesting from one side. The painting/ finish looks out of place for the form. The design principles are not really being used in the artwork.	The piece form is uninteresting, flat, non-descript. The painting/ finish is completely out of place on that form. Design principles were not used consciously by the artist.
Craftsmanship	The piece/ finish flows carefully on the form. All drips, smears, and marks are intentionally placed there by the artist. The form is smooth or textured based on the form. The texture, if present, is intentionally placed by the artist.	The piece/ finish and textures flow on the form. It is somewhat sloppy and looks hastily placed by the artist. However, this does not detract from the final piece.	The piece/ finish, textural elements do not flow well on the form. The work is sloppy, however, the artist tried to do the best he/she could to make it look neatly finished.	The piece/ finish, texture do not flow on the form. They are messy and many unwanted drips, smears, and missed spots are evident.
Interpretation	It is evident by the title of the piece what the artist is trying to convey in this art work. The art elements / principle of designs can be easily indentified.	It is evident by the short written explanation what the artist is trying to convey in this art work. The art elements/principle of designs are revealed in the written statement.	The written explanation is very loosely tied to the art work. It is possible to see a connection if you really stretch your imagination.	The artwork and written explanation don't go together at all. The artist was not at all clear.
Creativity	This work is original. The artist really was able to make a work unlike anyone else's in the class. The sculptor was able to abstract the human figure into a 3D form.	This work is original. The artist made a work that looks similar to what has been seen before.	This artist is not original. It looks exactly like something made by someone else.	The artist is completely unoriginal. The artist made a work that looks like someone much younger created it.

Work Habits Time and Effort	The student was on task during class time. It is evident that much time and effort went into the work outside of class	The student was on task most of the class time. However it is evident that time and effort was put into the works at home.	The student was on task some of the class time. However it is evident that time and effort was not put into the works at home.	The student not on task during the class time. They did not put in at time and effort at home.
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