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| **Landscape Curriculum - Desired Results** |
| **ESTABLISHED GOALS** Creating:*-Generate and Conceptualize artistic landscapes**-Organize and develop landscapes using different mediums and styles**-Refine and complete artwork*Performing:*-Develop and refine artistic work for presentation**-convey meaning through presentation or artistic works.* Responding:*-Perceive and analyze landscapes**-Interpret intent in historical and student works**-Apply criteria to evaluate artistic works*Connecting :*- Synthesize and relate knowledge to make landscapes**-Relate artistic ideas and works with societal, cultural and historical context to deepen understanding*Knowing and Using Art Materials and Resources: | ***Transfer*** |
| *Students will be able to independently use their learning to draw and paint landscapes through close observation of nature with an emphasis on techniques used to fill a landscape with light, color and atmosphere.*  |
| ***Meaning*** |
| UNDERSTANDINGS Students will understand …*-Use process of En Plein Air drawing/painting and use of reference photographs**-Landscape design and composition* *- The use of different techniques and medium to create landscapes.* *- how to compare and contrast their own works and works of others by using art vocabulary**-multiple approaches of styles and techniques based on studies of artists**-Color theory and mixing techniques**- Line quality and weight**-Aerial and linear perspective*  | ESSENTIAL QUESTIONS *-How does art record and communicate the human experience?**-How do we use our knowledge of art skills and vocabulary to create landscapes**- Why and how do artists apply the elements and principles of art in the creation of landscapes**-How do artists self-assess and reflect on their work.* *-In what ways does light affect the way we see landscapes**-How does the studying of historical landscapes and artists help shape our individual artistic journey.*  |
| ***Acquisition*** |
| *Students will know…**-Vocabulary / Terminology**-Historical and Contemporary Landscape Painting styles and techniques* *- Aerial and linear landscape perspective**- What makes a successful landscape compositions**- How to quickly sketch landscapes using photos or en plein air to reference in final projects**- Color theory practices to create accurate representations of landscape color schemes**-How light affect color and atmosphere depending of the time of day.*  | *Students will be skilled at…* *-Developing paintings that reflect an understanding of contemporary and historical landscape paintings.**-* *Organizing concepts such as rhythm, linear perspective and atmospheric perspective to give their work depth and unity**-Mixing colors to match what they actually see rather than what they think they see**-Measuring their surrounding for proper proportions**-Making decisions to develop confidence in their own intuition as they respond to the complexities of the always changing light in landscape.* |
| **Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| Rubric : See attached page | PERFORMANCE TASKS-Landscape #1 – Perspective and Line: *At the end of Unit 2, student will create a landscape using a reference photo that focuses on aerial and linear perspective (based on the photo chosen) and line quality. Students are to practice different ways to use line to create value and texture. FOCUS Elements: Line, Perspective / Principle: Movement*-Landscpae #2 – Color Theory: *At the end of Unit 3 students will create a landscape painting based on a magazine/photo. Students will cut a 1” strip from a landscape of their choice, paste onto watercolor paper and create a new landscape based on the lines of the strip. After composition is made, students are to use only primary colors and white to match the colors of the magazine/photograph. FOCUS Elements: Color, Space / Principle: Unity* ***-Landscpae #3 – Through the eyes of****… : At the end of Unit 4 students will choose a landscape artist to guide them in the creation of their next landscape. They will be able to choose their medium based on preference and artist guidance. Students will pretend as though they are the artist they are studying and create a painting “through the eyes of…”. FOCUS element: student choice depending on the artist chosen / Principle: student choice depending on the artist chosen* ***-Landscape #4 – En Plein Air Painting:*** *Unit 5 focuses on sketching what you see in real life. Being outside with the ever-changing light. At the end of the unit, students will be taking a field trip to local grounds with a box of art supplies and their sketch pad. Students will focus on getting quick color sketches down of different areas, focusing on light and perspective. These sketches will guide their final project in the classroom. They can change or combine different areas of their sketches to produce a final Landscape focusing on 2 elements and 2 principles of their choice.*  |
|  | Other Evidence: *Students will…* *- Create weekly sketches using reference images or en plein air to practice different elements and principles of landscape drawing/painting.* *-Create color charts using only primary colors and white.* *-use the same composition four times and apply different color schemes to reflect time of day. Will look at Monet paintings for references.* *-Show understanding of art vocabulary through testing and writing assignments**-Have class and individual discussions about their art for critiques and evaluations**-Write about different art practices in their sketchbook for future guidance and understanding* |
| **Learning Plan** |
| *Unit 1-Introduction – Elements and Principles of Art in Landscape**Unit 2 – Space* *Unit 3- Color Theory**Unit 4- Landscape Art Styles**Unit 5- En Plein Air painting* |