

Name: Julia Lundy

Enduring/Big Idea: Artists are inspired by the natural world.

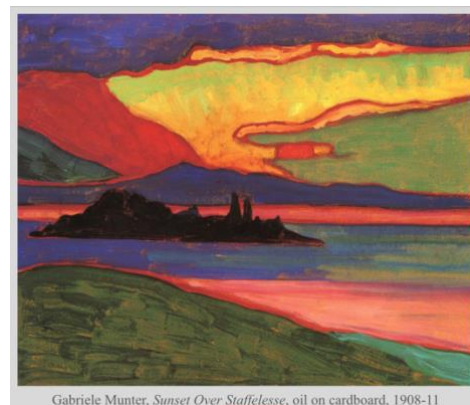
Lesson Title: Landscape Painting

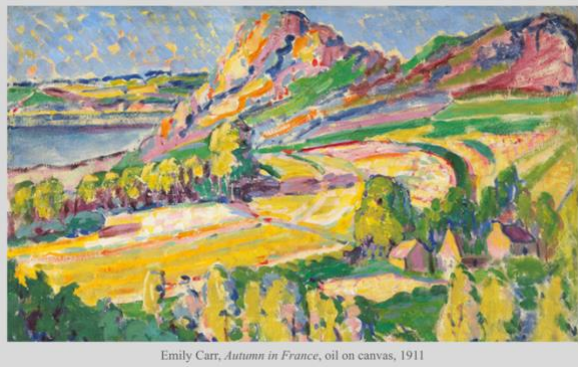
Grade/Class: Drawing/Painting I, Grades 9-12

Time Allotment: 7, 1 hr 20 min classes

Lesson Plan Overview:

- 1.) Lesson Summary: Students will be using acrylic paint to create a landscape painting. They will be introduced to the concepts of foreground, middle ground, background, and focal point, along with various painting techniques and color theory. Students will practice applying learned skills in a small-scale landscape painting before moving on to incorporate all of these elements in create their final project.
- 2.) Rationale: This lesson is essential in understanding depth and perspective, along with the foundations of painting. The final project with be the summative assessment of their understanding of these concepts.
- 3.) Artworks, artists, and/or artifacts:





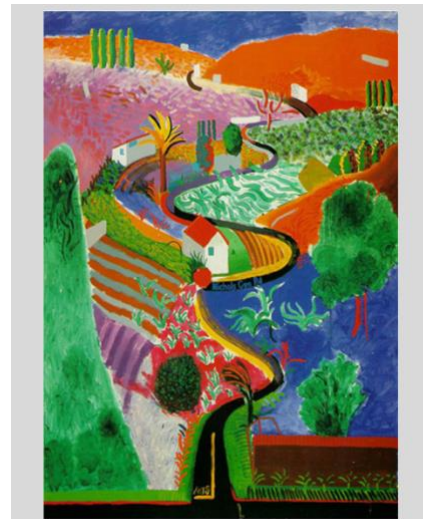
Emily Carr, *Autumn in France*, oil on canvas, 1911



The Road to York through Sledmere, oil on canvas, 48x60", 1997



Garrowby Hill, oil on canvas, 60x76", 1998



Nichols Canyon, acrylic on canvas, 84x60", 1980



Late Spring Tunnel, oil on canvas, two parts, 48x72", 2006

4.) Key Concepts:

- Nature can serve as inspiration for creative ideas and discoveries.
- Artists use the concepts of foreground, middle ground, and background to create depth in their work.
- Artists use the fundamentals of painting as a starting point for creating works of art.

5.) Essential Questions:

- How do artists grow and become accomplished through their art practice?

- How does knowing the contexts, histories, and traditions of art forms help us create works of art?

6.) Standards:

- VA: Cr1.1.Ia: Use multiple approaches to begin creative endeavors.
- VA: Re.7.2.Ia: Analyze how one's understanding of the world is affected by experiencing visual imagery.

7.) Interdisciplinary connections:

- This lesson has a historical connection through the introduction of artists/artworks from different time periods.

Objectives:

- 1.) The student will identify the placement of the foreground, middle ground, and background in historical artworks during a class discussion.
- 2.) The student will practice a variety of painting techniques in exercise preceding their landscape painting.
- 3.) The student will mix original colors after learning about color theory in a class activity.
- 4.) The student will self-critique their practice and final landscape paintings in verbal and written reflections.

Assessment:

- Preliminary/in-progress sketchbook prompts
- Identifying foreground/middle ground/background in historical artworks
- Acrylic painting technique demonstration
- Practice landscape painting
- Self-critique discussion about practice painting
- Final painting
- Reflection of final painting

Instructional Procedures:

Day 1

- 1.) **Motivation:** The first class will begin with a sketchbook prompt projected on the board. Students will have 8-10 mins to write in their sketchbooks and then another 3 mins to discuss the prompt with the people at their table. Usually tables are groups of 4-6 students. This will establish a personal connection between them and the lesson.
- 2.) **Development:** Students will be introduced to the terms foreground, middle ground, background, and focal point. Recording the definitions in their sketchbooks will be recommended but not required. Students will then be shown a slideshow presentation of 5-6 paintings from art history and be asked to identify the foreground, middle ground, and background of each landscape. Following this will be a painting activity where they will be introduced to 8 fundamental painting skills. While this is being introduced, students will be asked to each take a 12x16" sheet of paper that will be placed at the center of their table. They will be asked to write their name on the back. Within this demonstration, students will be shown how to set up a palette of the primary colors and white. They will set up their palettes using the paint in the center of their table. Each

student will also need a cup of water, a paper towel, and a brush. Supplies will be laid out by the sink and students will be called by table to get them. Once they have their supplies, the students will divide the sheet of paper into 8 sections. They will be asked to label each section with a different technique as they appear in a list on the board. The instructor will demonstrate each technique and the students will follow along, practicing each one as it is shown. This will be repeated for each one, spending 5-6 minutes per skill. Once the students are finished, they will be asked to keep their paper at their seats until clean-up procedures are explained.

- 3.) **Culmination/Close:** On the first day, clean-up procedures will begin within the last 20 minutes of class. They will be demonstrated and explained step by step (paint palettes and paper towels in garbage, brushes rinsed in water and placed on towel next to the sink, water dumped in sink, cups stacked on the side of the sink, etc.). These instructions will also be projected on the board in the form of a check list for students to reference. This will be a staggered clean up where students will be dismissed by table to wash their supplies at the sink while another table is instructed to put their paintings on the drying rack. The 2 remaining tables will be told to put sketchbooks/any other papers in their assigned storage units while the sink and drying rack are occupied. Roles will then switch until all tables are cleaned up. Once supplies are cleaned up, students will be reminded to start thinking about landscape images for their final project. They will then get their backpacks and phones and be dismissed.

Day 2

- 1.) **Motivation:** Students will begin the second class by collecting their painting technique practice papers from the drying rack. The instructor will ask if the students have any outstanding questions about the painting techniques that were covered in the previous class and if they feel ready to apply them to a painting.
- 2.) **Development:** The instructor will pass out a paper for each student and circle template (2 per table). They will have the option to either freehand draw a circle or trace the template in the center of their paper and divide it into 12 sections. The instructor will demonstrate this for the students as they do it. A complete color wheel will be projected on the board as an example and they students will follow along as the instructor explain how to fill in the color wheel. Once finished, there will be a lecture about primary, secondary, tertiary, and complementary colors. The students will be instructed to take notes in their sketchbook or label these colors on the wheels they created. The final part of this exercise is to experiment by creating variations of these colors outside the wheel. Students will do this in the remaining space on their paper and mix different colors using the ones they created on the wheel as a base. If they make a color they like/want to use in their paintings, it will be recommended that they write down how they made it (label the colors, how much of each, etc.) or make more to store in a container for later use.
- 3.) **Culmination:** When students finish the exercise, they will choose a color to use as an underpainting for their final project. The instructor will remind the students of what an underpainting is, what purpose it serves, and recommend that they choose a color that is prominent in their reference photo. This information will also be projected on the board for reference. 12x16" canvas boards will be passed out to the students who finish their color wheels, and they will end class by painting the entire canvas a solid color of their choosing. Clean-up will begin in the last 15 minutes of class and the same procedures of the previous day will be followed.

Day 3

- 4.) **Motivation:** Students will begin the second class by collecting their color wheel from the drying rack. The instructor will ask if the students have any outstanding questions about the painting techniques that were covered in the previous class and if they are ready to apply them to a painting.
- 5.) **Development:** Once everyone is ready, the instructor will begin a paint-along demonstration for students to practice landscape painting. Small (8x10) pieces of paper will be at the center of each table; each student will be asked to take one and write their name on it. The students will then be given a board to tape their paper to using painters tape. They will set up their palette (as demonstrated in previous class) using the paint at the center of their tables and be called by table to take a small/big brush, a paper towel, and a water cup from the sink. Once their stations are set up, the instructor will project a landscape on the board. Students will follow a step-by-step demonstration on how to paint the landscape, beginning with how to draw it by separating foreground, middle ground, and background. The students will use a hard lead graphite pencil such as a 2H or 4H that will be placed at the center of their table. They will be required to use at least 3 of the painting techniques they practiced in the previous class. If there is time left in class at the end of practice painting, students who didn't finish their underpainting last class can do so.
- 6.) **Culmination/Close:** The instructor will briefly review clean-up procedures with the class while the check list is projected on the board within the last 15 minutes of class. They will follow through with a staggered clean-up just as they did in the previous class. Students will also be reminded of the reference photo homework (due next class) and if they have one, they can upload it to the class page and practice sketching it in their sketchbook. In the last 5 minutes of class, students will get their backpacks and phones and be dismissed.

Day 4

- 1.) **Motivation:** As students arrive, they will be asked to collect their practice paintings from the drying rack. Students will be asked to observe their paintings and talk with their peers about the following questions, which will be projected on the board: Describe your painting. What is successful about it? What would you do differently next time? Conversations will last 3-5 minutes. Students will use these ideas as a starting point for their final project. Students will also be introduced to the exemplar painting and image that was used. The instructor will talk about how the painting was inspired by the image, but through the creative process, the painting made stylistic choices that sets the artwork apart from the picture. This will be an example for students to paint beyond the reference image.
- 2.) **Development:** The rest of the class is a work period for students to begin their final project. Students will begin by showing their reference photos and identifying the foreground, middle ground, and background within the image. Once students have their photos, they will be formally introduced to the final project. Information will be displayed on the board (size: 16x20", material: acrylic on canvas, 4 techniques shown, original reference photo, includes foreground, middle ground, and background) They will then be given a 16x20" canvas board. A brief description of canvas will be given to the class. Students will be instructed to begin drawing the landscape using the pencils at the center of their table, reminding them to consider the foreground, middle ground, and

background. Once students are finished drawing their landscape, they will show the instructor to receive feedback on the drawing. Once the drawing is checked, the students will set up their stations as they have during the previous two classes. The colors of paint for this project will be red, blue, yellow, white, and a tiny bit of black. Students will then begin painting with reminders of foreground, middle ground, and background.

- 3.) **Culmination/Close:** Students will be given 15 minutes to clean up. They will be called by table to put their paintings on the drying rack. Other tables will clean-up supplies following standard procedures while other table are at the drying rack and then roles will switch until all students have cleaned their stations. Students will then get their backpacks and phones and be dismissed.

Day 5

- 1.) **Motivation:** On the 2nd workday, students will be introduced to the landscape paintings of David Hockney. There will be 4 slides of images that will be projected on the board. They will be prompted to talk about what they see in the painting, the color choices, and the different ways in which the artist divides the composition. Dividing the composition using different lines will be emphasized in this introduction. This discussion will last for about 10 minutes.
- 2.) **Development:** Following this discussion, the students will collect their paintings from the drying rack. They will set up their stations the same way they have previously and continue working on their projects until the end of class.
- 3.) **Culmination/Close:** The instructor will do a progress check with the students and remind them that they have 3 full workdays to complete their final project. Students will then be dismissed by table to put their paintings on the drying rack. They will have the last 15 minutes of class to clean up following the standard procedures of days prior. They will then get their backpacks and phones and be dismissed.

Day 6

- 1.) **Motivation:** The instructor will begin class by informing the students that the class will be a full work period.
- 2.) **Development:** The students will collect their paintings from the drying rack and set up their stations the same way they have previously. As they continue working on their projects, the instructor will check in on each student individually to monitor progress. Halfway through the class, the instructor will tell students to take a break, stretch, and walk around to look at the other students' landscape paintings.
- 3.) **Culmination/Close:** Students will clean-up their stations following standard procedures within the last 15 minutes of class. The check list will be projected on the board for students to reference.

Day 7

- 1.) **Motivation:** On the final day of the lesson, the instructor will begin class by discussing a checklist of things that should be included within their projects. This will serve as a reminder for students in case they are missing any of the required elements. Writing the list down in their sketchbooks will be suggested but not required.
- 2.) **Development:** Once students are reminded of the criteria of the project, they will have the rest of the time to work. They will collect their paintings from the drying rack and set up their stations as they have in days prior. If students finish early, they may begin an early clean up and start the reflection early.

- 3.) Culmination/Close:** Any students who are still working until the end of class will be given the last 15 minutes to clean up. If the paintings are dry, students can take them home. If the paintings are wet, students will be asked to put them on the drying rack. They will clean-up their stations following standard procedures. Once tables are cleaned up, students will be given a written reflection worksheet with three questions to self-critique their final painting. Worksheets will be handed in for completion before the end of class. Students will then get their backpacks and phones and be dismissed.

Preparation:

1.) Teacher Research and Preparation:

- Foreground/middle ground/background definitions:
<https://drawpaintacademy.com/foreground-middleground-background/>
- David Hockney biography:
https://www.masterworksfineart.com/artists/david-hockney/biography?srsId=AfmBOorFkIT_wm1Ta6244E_IFknQGT3Qe_Z481HC3OXmI_nLqQ9XPJU
- Color Wheel Image:
<https://thebass.org/learn/lesson-plan-world-of-color/>
- Color Wheel Image:
<https://creativemarket.com/blog/analogous-colors>

2.) Supplementary Materials:

- Slideshow presentation
- Sketchbook prompts
- Historical artworks
- Color wheel images
- Landscape image for practice painting
- Link to David Hockney biography
- Final reflection worksheet

3.) Student Supplies:

- Sketchbooks
- Drawing pencils (4H, 2H, H, F, HB)
- Heavyweight/mixed media paper
- Painters tape
- Masonite boards
- Aprons (optional)
- Red, blue, yellow, white, and black acrylic paint
- Water cups
- Paper towels
- Palette paper
- Paintbrushes
- Palette knives
- Paper to cover tables
- 12x16" canvas boards

- Dish soap
- Towel/wash rag

4.) Modifications/Adaptations:

- If students cannot/do not want to look at the presentation digitally, visuals/directions (the color wheel, sketchbook prompts, practice painting questions, daily reminders, artworks, etc.) can be printed and handed out in the form of a packet.
- For students who may be color blind, the placement and relationship of colors on the wheel are outlined and labeled.
- For students who may have hearing impairments, such as auditory processing disorder, descriptions of how to complete each step during activities (painting techniques, color wheel, etc.) will be displayed on the board in text. They can also be printed out for students who prefer a hard copy.
- For students who do not have access to a phone/camera to take reference images, an album on the class page of the instructor's personal landscape images will be accessible.

5.) Exemplar:



Landscape Painting

Drawing/Painting 1

DAY 1

Agenda

- Sketchbook Prompt
- Foreground/middleground/background introduction
- Identifying concepts in historical artworks
- Learn how to set up workstations
- Painting techniques activity

Sketchbook Prompt

What are some places you have been where you can remember the landscape and/or natural environment?

Choose one to describe. What can you identify in this landscape?

What makes this scene memorable to you?

Foreground/Middleground/Background

- **Foreground** - point of view that is closest to the viewer; appears largest
- **Background** - the area that is furthest away from the viewer; creates context or atmosphere; recedes into space
- **Middleground** - the space occurring between the foreground and background; the middle of a composition
- **Focal point** - the area of a composition that draws the viewer's eye; point of high visual interest



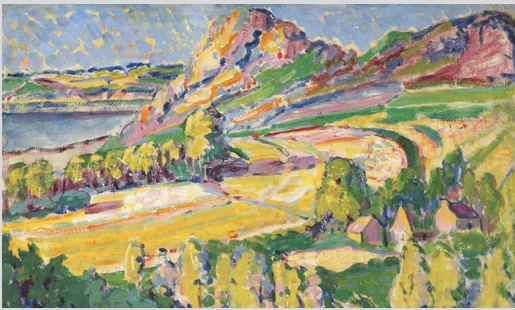
Vincent Van Gogh, *Starry Night Over the Rhone River*, oil on canvas, 1888



Thomas Cole, *The Oxbow*, oil on canvas, 1836



Albert Bierstadt, *Storm in the Mountains*, oil on canvas, 1870



Emily Carr, *Autumn in France*, oil on canvas, 1911



Gabriele Munter, *Sunset Over Staffelesse*, oil on cardboard, 1908-11

Setting up your workstation

- Palette
 - Red, blue, yellow, white, and black paint (about the size of a quarter)
 - Allow empty space for mixing
- Paper towels
- Cup with water
 - Fill $\frac{1}{2}$ of the way at sink
 - Keep at the top corner to avoid spills
- Brushes
 - A small, medium, and large
- Surface to paint on

Acrylic Painting Techniques

1. Wet brush on dry canvas
2. Wet brush on wet canvas
3. Dry Brush on dry canvas
4. Impasto
5. Color Mixing
6. Color Gradients
7. Underpainting
8. Hard Edges/Soft Edges

Acrylic Painting Techniques

1. Wet brush on dry canvas - Wet brush, mix with paint on palette, apply to dry canvas
2. Wet brush on wet canvas - Dip brush in water, spread on canvas, dip brush back in water, mix with paint on palette, apply to wet canvas
3. Dry Brush on dry canvas - Dip dry brush in paint, apply to dry canvas
4. Impasto (palette knife) - Scoop large amount of paint with palette knife, apply to dry or mildly wet canvas to create texture, wipe palette knife clean between colors
5. Color Mixing - Mix colors of paint on palette or on surface, easiest to begin with lightest color and add in small amounts of dark
6. Color Gradients - Merge two colors on surface until the mixed color is shown in the middle, showing the two original colors on either side
7. Underpainting - Apply single color of paint, use as base for other colors, apply colors on top when dry
8. Hard Edges/Soft Edges
 - Hard edge - Dip a dry brush into paint and use to draw a line, if let dry it becomes a hard edge
 - Soft edge - while paint is wet, clean brush in water, dab to until damp, use damp brush on edges of the line to soften/blur them

Reference Photo Homework

- Take a picture of a landscape (or find pre-existing photo) to use as a reference for the final painting.
- Take with camera, do not use Snapchat or other photo apps.
- Must be able to identify foreground/midleground/background of the image.
- Upload image to Schoology.
- Due:

Clean-up Checklist

- ☐ In-progress/finished projects on the drying rack
- ☐ Palettes thrown away face-down in the garbage can
- ☐ Brushes cleaned (scrub) and left to dry next to the sink
- ☐ Water dumped in the sink
- ☐ Water cups stacked on the side of the sink
- ☐ Paper towels thrown away in the garbage can

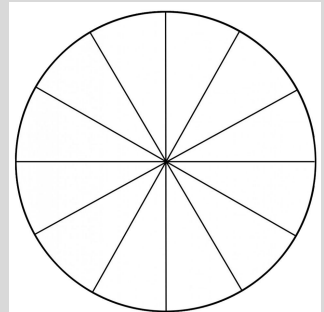
DAY 2

Agenda

- Review how to set up workstations
- Finish painting techniques if needed
- Color wheel exercise
 - Paint color wheel and create different variations of colors
 - Learn primary, secondary, tertiary, and complementary colors
 - Experiment with variations of color
- Complete underpainting for final painting

Step 1:

- Trace/draw circle in the center of the paper
- Divide into 12 sections



Step 2:

- Fill in primary colors (red, blue, yellow)
- There should be 3 blank spaces between each color



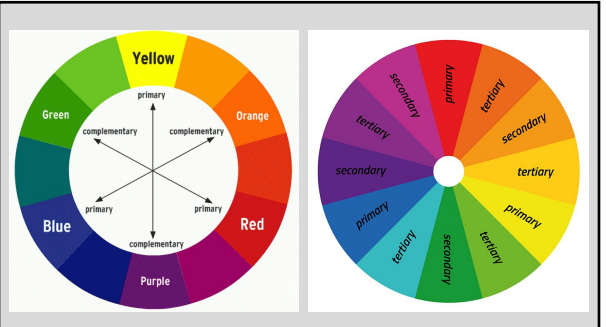
Step 3:

- Fill in secondary colors (orange, purple, green)
- Diagonal from primary colors on the color wheel
- At this point, every other space should be colored



Step 4:

- Fill in tertiary colors
- Located between primary and secondary colors on the wheel
- Mix colors on either side to create tertiary colors



Reference Photo Homework

- Take a picture of a landscape (or find pre-existing photo) to use as a reference for the final painting.
- Take with camera, do not use Snapchat or other photo apps.
- Must be able to identify foreground/middleground/background of the image.
- Upload image to Schoology.
- Due:

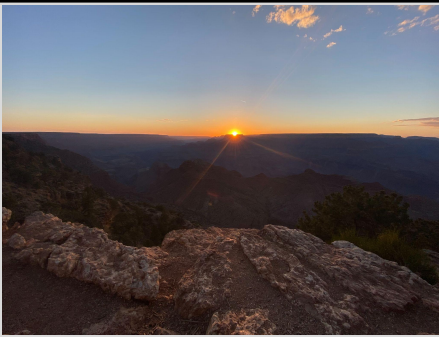
Clean-up Checklist

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- ☐ Brushes cleaned (scrub) and left to dry next to the sink
- ☐ Water dumped in the sink
- ☐ Water cups stacked on the side of the sink
- ☐ Paper towels thrown away in the garbage can

DAY 3

Agenda

- Review color wheel
- Landscape practice painting
- If needed, finish underpainting for final project
- Clean up



Reference Photo Homework

- Take a picture of a landscape (or find pre-existing photo) to use as a reference for the final painting.
- Take with camera, do not use Snapchat or other photo apps.
- Must be able to identify foreground/midground/background of the image.
- Upload image to Schoology.
- Due:

Clean-up Checklist

- ☐ In-progress/finished projects on the drying rack
- ☐ Palettes thrown away face-down in the garbage can
- ☐ Brushes cleaned (scrub) and left to dry next to the sink
- ☐ Water dumped in the sink
- ☐ Water cups stacked on the side of the sink
- ☐ Paper towels thrown away in the garbage can

DAY 4

Agenda

- Reference photo due today
- Discuss practice paintings
- Personal landscape painting introduction
- Work on sketching final project
- Clean up

Practice Painting Critique

Describe your painting.

What is successful about it?

What would you do differently next time?



Reminders

- Final landscape painting must include a foreground, middle ground, and background and utilize at least 4 of the painting techniques covered in class
- Final project due 10/16

Clean-up Checklist

- ☐ In-progress/finished projects on the drying rack
- ☐ Palettes thrown away face-down in the garbage can
- ☐ Brushes cleaned (scrub) and left to dry next to the sink
- ☐ Water dumped in the sink
- ☐ Water cups stacked on the side of the sink
- ☐ Paper towels thrown away in the garbage can

DAY 5

Agenda

- David Hockney lecture
- Work on painting final project
- Clean up

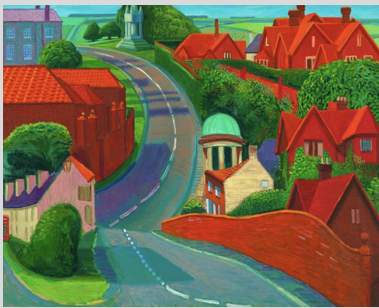
David Hockney (1937-present)

- English interdisciplinary artist
- Media include but are not limited to painting, drawing, printmaking, and photography
- Influential to the pop art movement of the 1960s
- Currently based in California



Learn More!

https://www.masterworksfineart.com/artists/david-hockney/biography?srsltid=AfmBOorFkIT_wmITa6244E_JfKnQGT3Oe_Z48IHC3OXmL_nL_n09XPIU



The Road to York through Sledmere, oil on canvas, 48x60", 1997



Garrowby Hill, oil on canvas, 60x76", 1998



Late Spring Tunnel, oil on canvas, two parts, 48x72", 2006



Nichols Canyon, acrylic on canvas, 84x60", 1980

Reminders

- Final landscape painting must include a foreground, middle ground, and background and utilize at least 4 of the painting techniques covered in class.
- Final project due 10/16

Clean-up Checklist

- ☐ In-progress/finished projects on the drying rack
- ☐ Palettes thrown away face-down in the garbage can
- ☐ Brushes cleaned (scrub) and left to dry next to the sink
- ☐ Water dumped in the sink
- ☐ Water cups rinsed out and stacked on the side of the sink
- ☐ Paper towels thrown away in the garbage can

DAY 6

Agenda

- Set up workstations
- Work on final projects
- Clean up

Reminders

- Final landscape painting must include a foreground, middle ground, and background and utilize at least 4 of the painting techniques covered in class.
- Final project due 10/16

Clean-up Checklist

- ☐ In-progress/finished projects on the drying rack
- ☐ Palettes thrown away face-down in the garbage can
- ☐ Brushes cleaned (scrub) and left to dry next to the sink
- ☐ Water dumped in the sink
- ☐ Water cups stacked on the side of the sink
- ☐ Paper towels thrown away in the garbage can

DAY 7

Agenda

- Set up workstations
- Work on final projects
- Clean up
- Complete/turn in final reflections

Reminders

- Today is the last day to work on the landscape painting.
- Final project and reflection due at the end of class.

Clean-up Checklist

- ☐ In-progress/finished projects on the drying rack
- ☐ Palettes thrown away face-down in the garbage can
- ☐ Brushes cleaned (scrub) and left to dry next to the sink
- ☐ Water dumped in the sink
- ☐ Water cups stacked on the side of the sink
- ☐ Paper towels thrown away in the garbage can

Name: _____ Class: _____ Date: _____

1.) Describe your painting.

2.) What is successful about it?

3.) What would you do differently next time?

Planning/Practice

CRITERIA	GRADING SCALE				
Planning The artist created a plan following the instructions from the teacher. All of the required elements are included. The plans are high quality and can be understood by others.	5 Excellent	4 Good	3 Satisfactory	2 Needs Improvement	1 Little Evidence

CRITERIA	GRADING SCALE				
Practice / Samples The practice pieces show evidence of learning by following the requirements given by the teacher.	5 Excellent	4 Good	3 Satisfactory	2 Needs Improvement	1 Little Evidence

Craftsmanship

CRITERIA	GRADING SCALE				
Creative Concept Your work shows originality of thought and imagery. Your work is unique and personal. You show an innovative use of the Elements and Principles of Design.	5 Excellent	4 Good	3 Satisfactory	2 Needs Improvement	1 Little Evidence
Project Requirements You have met all of the project requirements outlined by the teacher. See Planning/Process slides for requirements.	5 Excellent	4 Good	3 Satisfactory	2 Needs Improvement	1 Little Evidence
Craftsmanship Your work shows strong ability and use of technique. Your work has a professional finish. It is neatly completed.	5 Excellent	4 Good	3 Satisfactory	2 Needs Improvement	1 Little Evidence
Studio Habit: Stretch & Explore You have shown an understanding of this project's chosen studio habit through your working habits and finished work.	5 Excellent	4 Good	3 Satisfactory	2 Needs Improvement	1 Little Evidence

Reflection

CRITERIA	GRADING SCALE				
Reflection You have explained evaluations of a work of art or collection of works based on differing sets of criteria.	5 Excellent	4 Good	3 Satisfactory	2 Needs Improvement	1 Little Evidence