
Enduring Idea (Make the big idea a full sentence.): Color can invoke feelings in nature.

Lesson Title: Colorful Landscapes

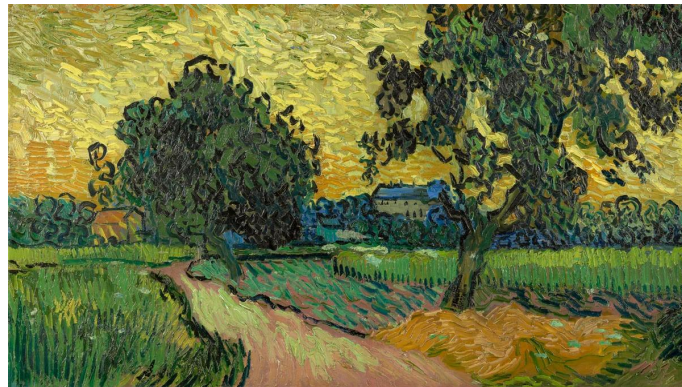
Grade/Class (K-5): 4th Grade

Time Allotment: two 45 min classes

OVERVIEW

Lesson summary: Students will be able to identify a variety of colors in nature and how they can be used to invoke moods and feelings. This will be done by looking at how colors work in famous landscape paintings. Then they will then apply those colors to two landscape paintings. The first of the paintings will be about different color schemes, while the second of the paintings will be about how colors can be used to portray mood.

Artworks, artists and/or artifacts:



Vincent Van Gogh will be used both as an example of different color schemes, as well as how colors can be used to show mood. Pictured above, Van Gogh's Landscape at Twilight will be one of the examples, as well as Starry Night. Landscape at Twilight will show an analogous color scheme of brown, yellow, and green, and Starry Night will represent a mostly monochromatic color scheme of blues. They will then be discussed about how these color choices affect the moods of each painting.



David Hockney's works, *Garden* and *Garrowby Hill*, will both be used as examples of color schemes and portraying mood. *Garden* will be used as a complementary color example, with the green leaves and red balcony, as well as showing how the bright colors make one think of a lush warm environment, like California. *Garrowby Hill* will be used as an example of mood by having students identify the darkness of the forest, as well as how the lightening and blue shifting of colors further in the background gives it a sense of depth.

Key concepts:

Nature is colorful.

Colors interact in nature.

Colors can portray mood.

Essential Questions:

How does color interact with nature?

How do colors interact with each other?

How can we tell stories with color?

How can we portray mood with color?

Standards:

National Standards:

VA:Cr2.1.4a: Explore and invent art-making techniques and approaches. Exploration with different art techniques with color will be explored in this lesson.

VA:Re.7.2.4a: Analyze components in visual imagery that convey messages. Discussion about how different colors can convey different moods will be had.

PA Standards for Arts & Humanities:.

9.1.5.E: Know and demonstrate how arts can communicate experiences, stories, or emotions through the production of works in the arts. Exploration of how color can be used to convey emotion and experiences will be done.

9.2.5.L: Identify, explain and analyze common themes, forms, and techniques from works in the arts. Comparisons between Van Gogh and Hockney's landscapes will be made (both landscapes, both paintings, visible brushwork)

Interdisciplinary connections:

This lesson connects to Geography by pointing out distinct parts of the landscape, such as hills, mountains, and cliffs.

OBJECTIVES

Knowledge

Students will explore different color schemes, such as complimentary, analogous, and monochromatic by exploring different examples of color schemes in historical works of art, as well as creating their own landscape using a color scheme.

Students will identify the works of two famous artists by seeing and learning about their artworks in the presentation introducing the lesson.

Skills Students will paint two landscapes, one with a focus on color scheme, the second with mood.

Students will paint with watercolor and create landscapes.

Dispositions

Students will expand their range of colors they use in art making, as well as use new colors for objects (ex. Trees may be orange or blue instead of green depending on the scene) by using a wide array of colors for their landscape and by being encouraged to use unexpected colors.

ASSESSMENT

1. Two landscapes will be created, one showing an example of color schemes, the second focusing on displaying a mood for the landscape.

2. Students will be evaluated based on understanding of color schemes, understanding of mood, neatness of painting, and neatness of work area. A rubric will be used that splits each of these criteria into 10 points, 3 points for color schemes and mood, with two points for neatness of painting and work area.

Understanding of Color Schemes and landscape
3/3 Student shows a strong understanding of color schemes by creating a dynamic landscape with a foreground, middle, and background, with 1 or more color schemes included. Colors are used in a way that build off of each other in either a complementary or analogous color scheme.
2/3 Student shows a satisfactory understanding of color scheme by creating a landscape with a foreground and background. 1 color scheme is displayed in the artwork and are displayed in a way that builds off of each other in a complementary or analogous color scheme.
1/3 Student creates a landscape that is missing 2 out of 3 elements of a landscape, and/or are missing a complementary or analogous color scheme.
Understanding of Mood and landscape
3/3 Student creates an artwork that uses color to display a mood in an interesting or unexpected way. Artwork contains a foreground, middle, and background. Colors go beyond the typical green used in many landscapes, or if green is used, it emphasizes the mood the piece should evoke.
2/3 student creates an artwork that has a satisfactory understanding of mood. Landscape contains a foreground and background and/or Colors are used to create a basic understanding of mood that is identifiable to the viewer
1/3 student's landscape only contains a foreground and/or student's composition is missing a clear understanding of mood.
Neatness of Artwork
2/2 Artwork is neatly drawn. Time and effort is evident in the work. If art is more rough, it is used to emphasize the mood of the piece.
1/2 Artwork is more rough, time and effort are not evident and roughness does not add to the mood.
Neatness of Work Area
2/2 Workspace and materials are neat and clean by the end of class.
1/2 Workspace is not sufficiently cleaned by the end of class. Materials are not fully washed or organized and the table is left messy.

INSTRUCTIONAL PROCEDURES

Day 1

Motivation/Engagement:

Class will begin by looking at examples of landscape photography and identifying different features of the landscape. Then the students will be told that we are going to spend the next two class periods painting our own landscapes.

Development:

Instructor will explain that we are going to look at different color schemes, and ask the students if they know what that is. Examples of different color schemes will be shown, such as complimentary, analogous, and monochromatic. Students will then look at pieces painted by David Hockney and Vincent Van Gogh. Instructor will ask questions such as:

- What kinds of colors do these artists use in their work?
- Are they bright or dark?
- What patterns of color are there?
- What color schemes might be used here?

Keeping the discussion during the lecture in mind, students will use watercolor to create a landscape painting using either a complementary or analogous color scheme as its base. The instructor will demonstrate how to paint with the watercolors by creating a very simple landscape of a ground, horizon line, and a tree. Then, materials will be passed out and students will begin working.

Culmination/Close:

Students will do a gallery walk to see everyone's landscapes, then there will be group discussion about the landscapes, such as their similar and different characteristics.

We will then conclude by explaining that color can do more than look nice next to each other, but also be used to invoke feelings. This will be explored next class.

PREPARATION**Teacher research and preparation:**

Explorations in Art 2E Grade 4 : <https://kutztown.davisartspace.com>

Van Gogh *Landscape at Twilight*

Reproduction: <https://www.vangoghstudio.com/landscape-at-twilight-reproduction/>

Van Gogh *Starry Night*:

<https://www.globalgallery.com/detail/374552/van-gogh-starry-night>

David Hockney *Garrawby Hill*:

<https://www.thedavidhockneyfoundation.org/artwork/2051>

David Hockney *Garden*: <https://arthive.com/davidhockney/works/521143~Garden>

Color Scheme Graphic:

<https://www.studiobinder.com/blog/what-is-a-color-scheme-definition/>

Instructional Resources: (Include and list any worksheets, power points, etc.)

https://docs.google.com/presentation/d/1A3lQ334fn_INF9-19LS5UXabQ-ID4URlXnAXluq_Ja0/edit?usp=sharing

Student Supplies: (List all supplies students will need.)

12x18 white drawing paper, pencils, watercolors, water cups, paint brushes, paper towels,

How will you adapt this lesson to meet the needs of students with challenges or students who already have a basic working knowledge of the topic being taught?

For students that have a good understanding of complementary and analogous colors, I will suggest expanding to a triadic or tetradic color scheme for their landscape instead.

For blind or more tactile learners, they will instead create landscapes out of clay with a variety of different textures to add emphasis to different parts of it (bark on trees, individual leaves, etc)

EXEMPLAR



Day 2

Motivation/Engagement:

Students will be told that we will be expanding our knowledge of color in this class, and that colors can give us feelings.

Development:

Students will once again look at the works of Van Gogh and Hockney, only this time the questions will be:

- What does this remind you of?
- How does this make you feel, why?
- Why might the artist have chosen those colors?
- Which colors make you think of the day? What about the night?
- Which colors make you think of warmth? What about the cold?

Students will then be explained that they will be creating a different landscape, but now with a focus on creating a mood. They may use more than the color schemes of last class, but must use their colors to invoke a feeling in their artwork. Materials will be handed out and students will begin their paintings.

Culmination/Close: How will you bring your lesson to a conclusion (closure)?

Students that wish to share their pieces with the class will be invited to do so, then the instructor will explain that they hope that the students continue to explore what feelings and moods they can create with color in their future art projects.

PREPARATION**Teacher research and preparation:**

Same as Day 1

Instructional Resources: (Include and list any worksheets, power points, etc.)

<https://docs.google.com/presentation/d/14WsKZm5YONLaRJOLG0Z-dT3g69Za9Azrcov0bVtjtnQ/edit?usp=sharing>

Student Supplies: (List all supplies students will need.)

Same as Day 1

How will you adapt this lesson to meet the needs of students with challenges or students who already have a basic working knowledge of the topic being taught? (Discuss at least two possible modification)

Students that do not wish to create a landscape again may also create an abstract artwork that uses color to display emotions or ideas.

Students that wish to use a different medium other than watercolor may use colored pencils or oil pastels.

EXEMPLAR

