

Elk Grove Unified School District
Visual and Performing Arts Resources
Art

Grade One: Lesson 4

Title: Art Appreciation

Standards Addressed

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

- 1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).
- 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape, and texture.

Historical and Cultural Context

Understanding the Visual Arts in Relation to History and Culture

- 3.2 Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).

Time: 60-90 minutes (two 30-45 minute sessions)

Floor Plan: Regular classroom setting.

Materials Needed for the Lesson:

- A copy of *Stone City, Iowa*, by Grant Wood
- A copy of *The Gulf Stream*, by Winslow Homer
- A copy of *George Washington*, by Gilbert Stuart
- A copy of *Still Life*, by Cezanne

Materials Needed for the Art Project:

- White art paper
- Crayons, pens, markers, or colored pencils

Purpose:

To demonstrate knowledge of and the ability to distinguish between various types of artwork.

Background:

The students should have an understanding of their own unique perspectives on art, whether viewing it or creating it. They should understand that if two people were asked to draw a rainbow, for example, the pictures would each look different. We each bring our own unique way of looking at and thinking about art.

Key Questions:

Why do you think this is called a Seascape? A Landscape? A Still Life? A Portrait?
What are the differences?

Vocabulary:

- * *Landscape*—a picture of any kind of land.
- * *Seascape*—a picture depicting a view of a sea.
- * *Portrait*—any painting, drawing, photograph, or sculpture of a face or person.
- * *Still Life*—a picture of small inanimate objects, such as fruit, bottles, flowers, books, etc.

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals</p> <ul style="list-style-type: none">▪ Refer to the artwork in Open court unit “Being Afraid.” Both the piece by Winslow and Remington may be used.▪ Today we are going to learn about different types of artwork; landscapes, seascapes, still life, and portraits.	<p>How are you making your purpose clear to the students?</p> <p>Direct instruction.</p>
<p>2 Engage students</p> <ul style="list-style-type: none">▪ Ask the students to close their eyes. “We’re going to do some imagining.” Describe as follows: <i>“In your mind, I want you to see rolling hills covered with yellow grass and hay in a field. There are some trees and rows of cut grain. Now you walk down into a forest and past a river running through the field. You step across the water onto a pasture and in the distance see a farmhouse, maybe a barn. There might be a little town with a church. Can you almost hear the water flowing? Now open your eyes.”</i>▪ Present the artwork, <i>Stone City, Iowa</i>, by Grant Wood. Ask the students if what they imagined looked like what Grant Wood painted. Ask a few students to describe what was different about their imagined picture and this piece of art. During the discussion, continue to point out that there is no wrong answer...everyone’s going to “see” something a little different.	<p>How can I effectively get the students interested in the content of the lesson?</p> <ul style="list-style-type: none">▪ Each student is using his/her own imagination and unique experiences to envision your description.▪ This is art and the wonderful thing about art is that everyone will have his/her own view or vision.▪ Showing the students the actual piece being described makes for a fun comparison. This step clearly demonstrates the different points of view people have when viewing art.

<p>3 Learning Sequence</p> <ul style="list-style-type: none"> ▪ Grant Wood's <i>Stone City, Iowa</i> is a landscape. (A landscape is a picture of any kind of land.) ▪ What do you suppose a seascape is? (A seascape is a picture depicting a view of a sea.) Present Winslow Homer's <i>The Gulf Stream</i>. ▪ What is a portrait? (A portrait is any painting, drawing, photograph, or sculpture of a face or person.) Present Gilbert Stuart's <i>George Washington</i>. ▪ What is a still life? (A still life is a picture of small inanimate objects, such as fruit, bottles, flowers, books, etc.) Present Cezanne's <i>Still Life</i>. ▪ Using the teacher's choice as to medium (crayons, pencils, paint) have the students color a picture. You may assign a landscape, a seascape, a portrait, or a still life. <p><u>Suggestion:</u> You can split your class into groups. Have 5 students do a landscape, 5 do a portrait and so on. Have the students creating the portraits, sitting across from someone they can use as a model. Have a bowl of fruit or a vase of flowers (or whatever you choose) in plain view of the students creating a still life.</p>	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</p> <ul style="list-style-type: none"> ▪ There are different forms of artwork. Each person is unique in the way that he/she views and creates art. ▪ The best way to present the artwork is with a transparency or a large print as these vividly show the colors and can easily be seen by all the students at the same time.
<p>4 Assessment</p> <p>Have the students present their work to the class and describe their picture. Make sure they describe the elements of why it is a portrait, a still life, a seascape, or a landscape.</p>	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice)</p> <p>What do portraits, still lifes, seascapes, and landscapes have in common? Can you name any other "scape?" (cityscape)</p>