

LESSON 1 DESCRIBING PICTURES

Activity 1

Show a ppt. presentation (Landscapes 1) with different landscapes describing the main elements in each one : city / sea / landscapes. (whole class)

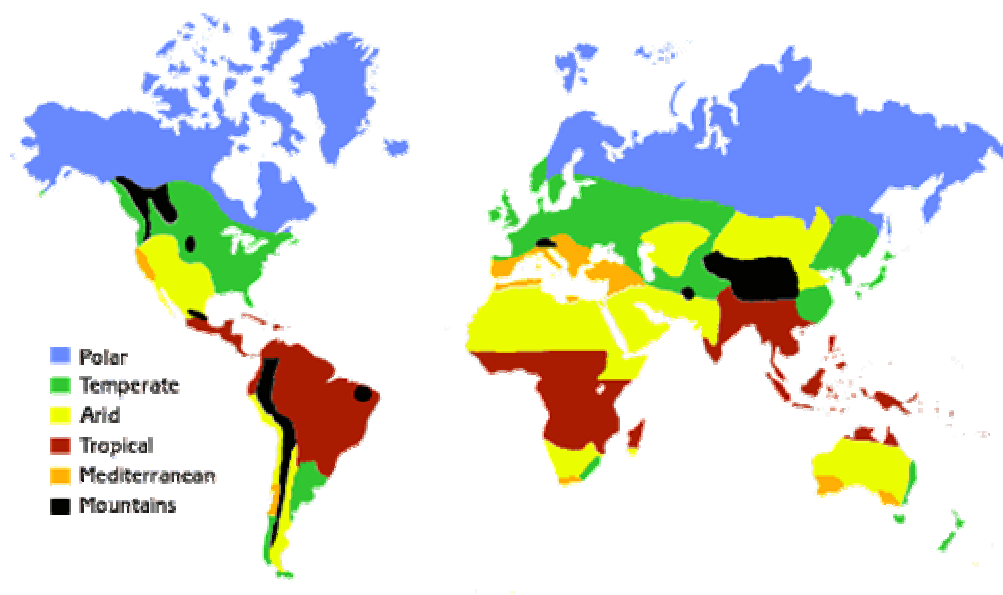
Activity 2

Read and label all the texts describing pictures as a landscape, a cityscape or a seascape. Add the type of view it is: desert, iceberg, garden, beach, mountain, buildings or forest. (groups of 3)

Solutions: 1. Seascape: iceberg. 2. Landscape: beach. 3. Cityscape: houses (S. Francisco) 4. Landscape: mountain (Everest) 5. Landscape: desert. 6. Landscape: Vietnam huts. 7. Cityscape: skyscrapers (North America) 8. Landscape: garden (Canada). 9. Landscape: forest river (Europe) 10. Landscape: Taj Mahal building.

Activity 3

Try to locate in a world map these set of pictures.



Activity 4

4.1 Revising adjectives: colours, textures and sizes.

Brainstorming: writing on the board all you know and add some new ones.

Play categories with size, colour and texture.

4.2 Looking at the set of 10 laminated landscapes, identify the descriptions read previously.

Now you have to prepare an oral description of one of these landscapes so the rest of the class can recognise it. Use the table below and remember to identify the different layers in one landscape (groups of 3)

Determiners	verb	determiners	adjective	noun	complement
There	is	a	colour	soil	at both sides
It		some		plants	in the centre, sky
They	are	few	texture	sky	in the foreground
The		lots of		water	in the middle ground
				houses	in the background
				building	above the horizon

Example: There **is** **a** **green** **plant** **in the centre**.

Activity 5 (slides 10 to 21)

After the explanation of perspective (about horizon line, vanishing point and orthogonals), try to find and reproduce them by tracing one of these landscapes on transparent paper. (Pair-work)

Activity 6

Fill in the gaps:

The starting point in a landscape is theline.

The size of the objects appear when they are further away.

To create a three dimensional appearance we use themethod.

..... objects show which is further.

Objects have less as they get further away.

The point where all the lines converge is thepoint.

The lines converging from one point of view are called

Lesson 2 EXPLORING THE DEPTH

Activity 1 (ppt. Landscapes 1 slides 9 to 21)

Review the ways that artists make things look deep: (whole group)

Layers: background and foreground.

Size: objects appear smaller as they get further away.

Position: objects appear higher on the page as they get further away.

Overlap: Overlapping objects show which is further.

Detail: Objects have less detail as they get further away.

Linear perspective to look three dimensional: horizon line and vanishing point.

Activity 2

After looking the power point of Drawing landscapes (slides 1 to 11) read the following questions and answer. (groups of three)

- In ancient Egypt and in the caves:

Are the animals far away in your view?

Do they look flat or deep?

Are there any horizon lines?

- In China and Ancient Rome:

Are the elements equal like in ancient Egypt?

What differences can you see?

Do you think that people and animals are in proportion? Find an example.

- In Persia and medieval Europe :

What elements in the pictures look deeper? Can you say why?

Do you find any elements not in proportion? Which ones?

Is there any overlapping?

- Circa 1300 B.C.:

Are there any layers?

Can you see any horizon line?

Are the objects which are closer more detailed?

Are the elements smaller when they are further away?

- After the Renaissance:

Are you aware of the main differences?

Can you name some of them?

Activity 3

Viewfinder construction (individual work)

- 1) Hold a piece of construction paper horizontally and fold it in half
- 2) Use the pencil to trace a big square in the middle of the fold.
- 3) Cut out the square and unfold the construction paper. Here it is: a viewfinder.

Activity 4

Landscape tour (pair work)

Take the students outside where they can use their viewfinders. As they are experimenting with their viewfinders, encourage them to move it so that the horizon line goes up and down and near and far. Have students pretend that they are taking pictures to take back to the classroom. While one pupil holds the viewfinder the other can make a sketch on paper and then they change places.

Activity 5

Discussing the sketches (whole group)

Back in class . . . what do the students remember about their “pretend pictures”?

- What happens to the horizon when you move the viewfinders up and down?
- In which position do you see the sky? And the land?
- What happens with sizes if you move the viewfinder close to you? And far?
- Can you locate a vanishing point? Where?




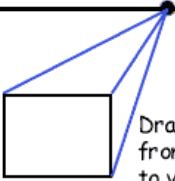
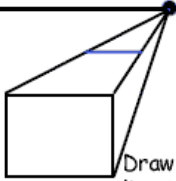
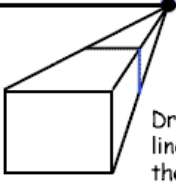
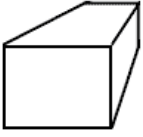
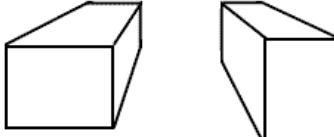
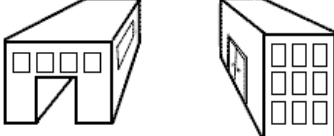
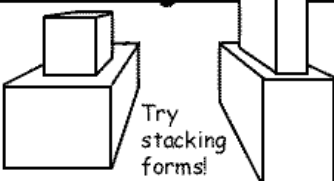

Activity 5

Finish the sketch drawings (individual)

Lesson 3 DRAWING IN PERSPECTIVE

Activity 1

Hand out the set of steps to draw in perspective and order them, by cutting and pasting them onto a sheet of paper. (pair work)

<p>Turn your paper horizontal.</p>	<p>Draw a horizon line.</p> 	<p>Make a vanishing point.</p> 
<p>Draw a square or rectangle.</p> 	<p>Draw orthogonals from shape corners to vanishing point.</p> 	<p>Draw a horizontal line to end your form.</p> 
<p>Draw a vertical line to make the form's side.</p> 	<p>Erase the orthogonals.</p> 	<p>Draw another form!</p> 
<p>Add windows and doors.</p> 	<p>Try stacking forms!</p> 	<p>Try a lower horizon line.</p> 

N.B. Cut out and paste in different order, the model is the correct process.

Activity 2 (ppt Drawing landscapes, slides 12 and 13)

Draw a cityscape (individual)

Activity 3

The activity involves the creation of a light to dark scale. After that we will discuss the different names the children used to describe the shades of grade.

Try to make different shades using soft and hard pencils. Can you give an interesting name to the other shades?

White as a sheet

Light grey as a

Middle grey as

Dark grey as

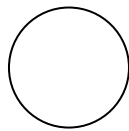
Black as coal

white	

Activity 4 (Drawing landscapes, slides 14, 15 and 16)

This next exercise is designed to make pupils aware of how shading adds a sense of volume to flat objects. Draw the shape in 3 D and shade as if the light comes from the right side (as the example of the sphere)

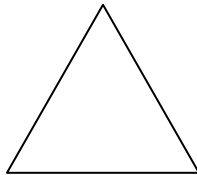
Start where the object is darkest and lightly colour the form. You can always make it darker! Press less and less as you get to the lightest point (you may want to leave some white).



A circle

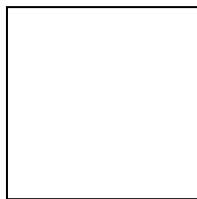


an sphere



A triangle

a pyramid



A square

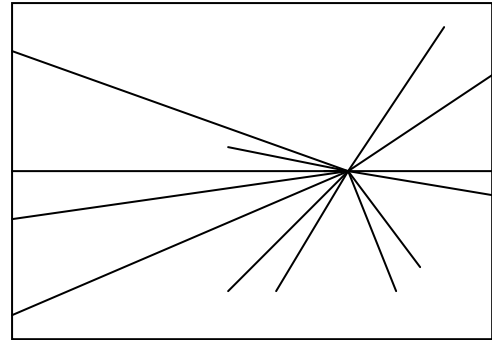
a cube

Activity 5

Search (on the computer or in the sets of images displayed in class) for your favourite art landscape and write the name of the artwork and the painter. Try to find the vanishing point/s and the ortogonals.

Next to the picture make a sketch with the horizon line, vanishing point and ortogonals.

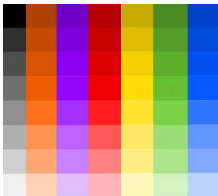
Example:



"Gas" Edward Hopper

Lesson 4 EXPLORING COLOUR**Activity 1** (ppt Painting landscapes slide 1)

Let's remember the values or tones of the colours, tints and shades. Read this rhyme and fill the gaps. (pair work)



Some colours are dark.
Some colours are light.
You can mix in some black.
You can mix in some white.

When you make a colour lighter
you call it a *tint*.
Just add some *white*
and your red will turn *pink!*

"If you need a darker colour,
then you need a *shade*.
Just add some *black*
and see what you have made."

Activity 2 (slides 7 to 13)

Play "let's pretend" miming the following adjectives: sleepy, sad, mysterious, peaceful, scary, wild, happy, fun, boring, exciting, angry, nervous, lonely and mad. (teams in groups of 6) Check the dictionary if it is necessary.

Activity 3

Think about how artists use colour to express moods and emotions. Take a sheet of A4 paper and fold it into eight sections.

wild	nervous	lonely	exciting
happy	boring	scary	mad

Think of eight different moods or emotions and write them lightly on the back of each section of your paper.

Draw each mood on the other side. What colours, shapes and lines best show your mood? Your drawings can be realistic, abstract or somewhere in between.

Now you have eight mini-drawings or "thumbnail sketches."

Show the drawings to a friend without telling them what you wrote on the back. See if they can guess what mood or emotion you drew. (pair work)

Activity 4

Analyse one of the art landscapes that you chose in the last lesson: (groups of 3)



Describe what you see.

What kinds of shapes do you see?

Describe the artist's use of colour. How many colours have been used?

Does the work make you think of movement? How does the artist show movement?

Does the painting look flat or does it give a feeling of depth or space?

What kind of mood or feeling do you get from the painting?

What part of the landscape, building, person, animal etc. interested the artist the most?

Why is it interesting to you?

What do you like or dislike about the work?

Lesson 5 PAINTING LANDSCAPES

Draw and paint a landscape(individual). When painting group the students according the technique chosen: pastels, watercolours or tempera paint.

During and after your work check the following clues:

- *First step is drawing the horizon line. Add the vanishing point to draw in perspective.*
- *Set the background and the foreground.*
- *Objects appear smaller as they get further away and with less detail.*
- *Overlapping tells us which object is in front and therefore closer.*
- *Objects get higher on the page and closer to the horizon line.*
- *Warm colours advance and cool colours recede. Saturated or brighter colours appear closer than tints and shades.*
- *Objects in the distance appear pale.*
- *Roundness can be perceived through light and shadow. Artists imitate the way light and shadow create forms with colour and shading techniques.*

BIBLIOGRAPHY AND RESOURCES

www.art.co.uk
www.alifetimeofcolor.com
www.primaryresouces.co.uk
www.kinderart.com
www.princetonol.com
www.brigantine.atlnet.org
www.education-world.com
www.painting.about.com

J.Evans, T. Skelton "How to teach art to children" Ages 5-11 . Scholastic.