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| MUSEUM | LONDON |

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| **Lesson Plan – Landscape Art** | |
| **Subject:** Visual Art | **Teacher:** |
| **Grade Level:** Kindergarten (JK/SK) | **Date:** |
| **Topic:** Group of Seven Landscape Planes | **Timeframe:** |

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| **Ontario Curriculum Expectation(s)** |
| V1.1 – demonstrate an awareness of personal interests and a sense of accomplishment in visual arts  V2.1 – explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways  V2.2 – explore different elements of design (e.g., colour, line, shape, texture, form) in visual arts |

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| **Learning Goal** |
| Students will…  -be introduced to visual planes within a landscape painting (foreground, middle ground, background)  -learn how to integrate patterns and utilize colour in the various visual planes |

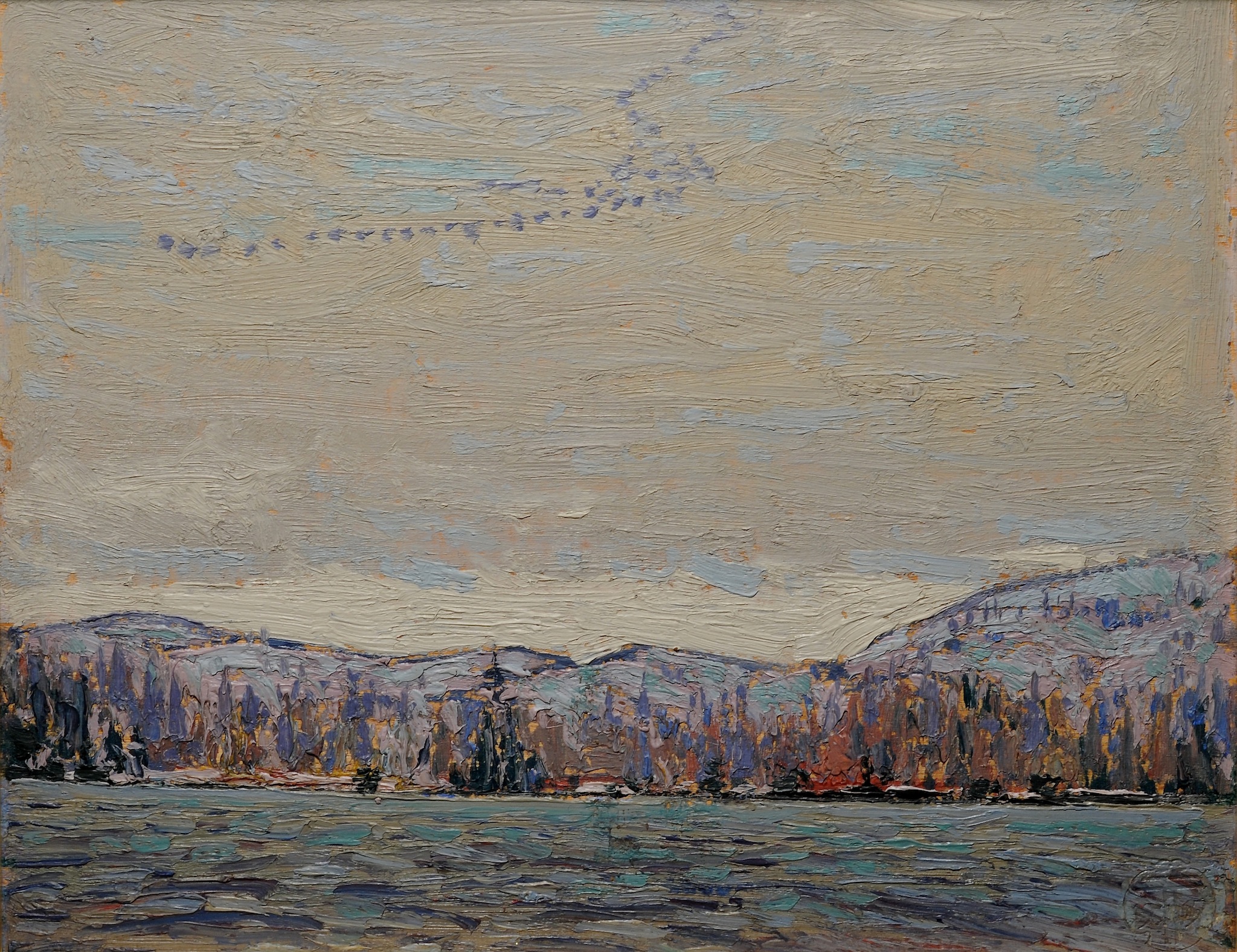
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| **Materials/ Resources** |
| -White paper  -Acrylic paints  -Paint brushes  -Crayons  -Pencils  -Q-tips  -Cotton balls  -Coloured construction paper  -Tissue paper  -Magazines  -Scissors  -Glue sticks  [www.laughpaintcreate.blogspot.ca](http://www.laughpaintcreate.blogspot.ca)  -Museum London Artwork can be referenced online at <http://visiblestorage.ca/>  Differentiated Activities:  -scented play dough  -multiple colours of plasticine  -thick paper or cardboard for base of plasticine landscape |

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| **Lesson** |
| **Introduction:**  -introduce various Group of Seven landscape paintings and ask students…  - how they would feel if they were in each painting  - which colours they see and like the best/ the least  - what they see (trees, water, sky, etc.)  -discuss the different areas that a landscape has: grass, flowers, trees, water, mountains, sky  -introduce activity to students by showing a prototype and cutting a piece of white paper into four sections  -together with the students, choose 4 different areas that you want your landscape to have  -brainstorm together how you might create the different areas (by using paint, crayons, collage, pencil)  -demonstrate how the pieces of the landscape will be glued onto a background colour when each section has dried |
| **Body:**  -Students will receive a white piece of paper which they will draw three lines across in order to cut into four sections (encourage them to think about drawing a curvy line if they are including mountains, or a jagged line if they are including grass)  -Provide various materials per group of students and encourage students to use whichever medium they think might work the best for each section  -Allow artwork to dry  **Conclusion:**  -Glue various sections of the landscape onto coloured construction paper  -Choose volunteers to show their artwork in front of the class and talk about what they have included, encouraging other students to also ask them questions about their work |

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| **Differentiation** |
| Visually impaired students: provide student with scented play dough and instruct them to think of something in nature that they want to create out of the medium  Impaired motor skills: students may wish to create a plasticine landscape on a piece of thick paper or cardboard |

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| **Assessment and Evaluation** |
| -Review student artwork and through the form of a checklist, note if students have…  -included four sections within their landscape  -experimented with colour, pattern, or media |

**Art Resources**



*Wild Geese*, Tom Thomson, Oil on Wood Panel, 1916, 21 x 27cm



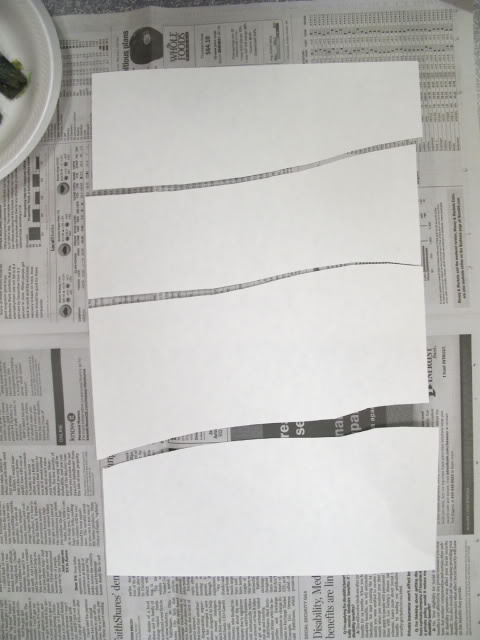
*Untitled Sketch*, School of Tom Thomson, Oil on Wood Panel, Not Dated, 21 x 26.7cm



*Mongoose Lake, Algoma*, J.E.H. MacDonald, Oil on Heavy Card, 1920, 22 x 22.7cm



*Bedard Pond*, Alfred Joseph (A.J.) Casson, Oil on Masonite, 1960, 75 x 89.5cm

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[www.laughpaintcreate.blogspot.ca](http://www.laughpaintcreate.blogspot.ca)