**See Through Landscapes**

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| What do i want them to learn? | How will i know they learned it? | What do i do if they don’t learn it? | What do i do if they already know it? |
| Students will learn about how the space is divided up in a landscape.Students will learn about diminishing size and placement on the picture plane. Students will be able to recognize a landscape. Students will understand the science behind why oil turns paper translucent. | I can recognize and create a landscape that has the illusion of depth through the use of foreground, middle ground, and background. I can explain why oil turns paper translucent.  | Teacher demonstrationone-on-one as neededteacher examples or reteaches as neededSteps listed on the board for easy access of information.  | Continue to next stepsWrite artist statementPractice drawing skill with free draw if finished with project |

Overview

Students will be looking at landscapes to identify the space in them and name them foreground, middle ground, and background (VA3.CR.3e, VA3.RE.1b). Students will understand that as your travel further back on the picture plane the size of objects gets smaller (VA3.CR.2b). Students will learn about why oil turns paper translucent and apply oil to their finished product (STEM integration). Students will create their own landscape (VA3.CR.3a).

| Day | Steps |  |
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| 1 | Students will view a PP of different landscapes and discuss the placement of objects on the picture plane. We will discuss their diminishing size. Teacher demonstration of the project. Students will go back and work on their drawing of a landscape showing the 3 different spaces: foreground, middle ground, and background.  |
| 2 | Review of space and size. Students continue/finish their drawing. Students will now add color using markers. Mr. Sketch markers work very well because of their boldness. Teacher demonstration mid class of the oil technique and science.  |
| 3 | Review of space, size, and oil technique. Students will finish coloring their project and apply oil to the back. When finished they will place on the drying rack to ‘dry’. Students will then be allowed a free draw paper to draw another landscape and practice what they learned.  |

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| Vocabulary | Materials | Assessment at a Glance |
| * Space
* Size
* Translucent
 | * Copy paper
* Mr. Sketch markers
* Vegetable Oil
* Paper towel
 | I will be looking for students to have placed objects the correct size in the foreground, middle ground, and background. See iDoceo for rubric and grade.  |