



ARTS LESSONS IN THE CLASSROOM

A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards and Common Core in English Language Arts and Math

4

2018 revisions were made possible with support from:

The Harvest Foundation





ArtsEdWashington.org
programs@artsedwashington.org

ART LESSONS IN THE CLASSROOM

ACKNOWLEDGMENTS

PREVIOUS FUNDERS AND CREATORS

Original Development

Susy Watts
& Meredith
Essex



WASHINGTON STATE
ARTS COMMISSION



CULTURE



City of Redmond
WASHINGTON

2009 Redesign



WEA
WASHINGTON
EDUCATION
ASSOCIATION

Pro Bono Graphic Design: Jill Schmidt

2014 Revisions

The Bamford Foundation
The Norcliffe Foundation
Umpqua Bank

Pro Bono Graphic Design: Jill Schmidt
Content Revision: Meredith Essex

2018 CURRICULUM CREDITS

Graphic Design
Photos
Copy
Arts Standards
Spanish Translations
Online Portal Support

Dave Taylor, OkayBro!
Peyton Beresini, Aline Moch, Abigail Alpern-Fisch
Alyssa Hays, Aline Moch, Danielle Gahl
Cheri Lloyd
Aline Moch
Seven DeBord, Kube Warner

THANK YOU!



ArtsEdWashington.org
programs@artsedwashington.org

ART LESSONS IN THE CLASSROOM

PROTOCOL GUIDELINES

The K-6 lesson handbooks were originally produced for the Lake Washington School District with grants from 4culture and ArtsWA.

The following protocols were developed to protect the information developed for this publication and share it with others at no cost.

COPYRIGHT All lessons and supporting materials are protected by copyright. You are required by law to respect this and we ask you honor the time, talent, and expense invested.

COPY Letters to families are intended for distribution and may be copied as needed. Lesson assessments are also intended for reproduction.

CREDIT When printing your ALIC lessons, include the title and credit pages. Our creators and funders make this free, give them some credit!

FREE No part of the handbook may be reproduced and sold for profit.

SHARE Encourage your colleagues, other schools, and organizations to use these materials by downloading their own copy at:
www.artsedwashington.org/curriculum

Every child deserves arts education.

HELP Become a member of ArtsEd Washington so we can continue to provide free tools for teachers and fight for equitable access to arts education.

ARTS EDUCATION FOR ALL

FOURTH GRADE LESSON THREE

LEVELS OF SPACE

Description Of Project:

Teach in multiple short sessions.

Students create a landscape showing foreground, middle ground, and background in scratchboard, then write a descriptive narrative about travelling through the setting and space they depicted.

Problem To Solve:

How does an artist represent multiple levels of space?

Student Understanding:

Linking the relative size of objects and compositional elements to the amount of detail can determine the placement of objects in foreground, middle ground, and background to define space.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Shows space in landscape setting.

AC: Records and sizes objects and elements of landscape for foreground, middle ground, and background sketchbook studies.

LT: References sketchbook studies for draft composition.

AC: Combines or refines sketches for preliminary scratchboard drawing showing foreground, middle ground and background.

LT: Links line width and detail with spatial placement.

AC: Uses thick lines and textures in foreground and thin lines in background.

LT: Uses scratchboard craftsmanship.

AC: Lifts ink from scratchboard smoothly without stressing surface.

LT: Writes descriptive narrative about landscape setting.

AC: Uses concrete words and sensory details in sequence describing a journey through foreground, middle ground, and background.

EVIDENCE OF LEARNING

Art: Scratchboard Drawing

records and sizes elements using thick and thin lines in fore and background

makes large, medium and small elements for fore, mid, and background

uses smooth gentle movements to lift off ink without stressing surface

writes descriptive journey narrative about landscape setting

EXAMPLE



VOCABULARY

- background
- detail
- foreground
- middle ground
- scratchboard
- setting
- study
- stylus

RESOURCES

Ludwig Dill, *The Birch Grove*, Frye;

Rudolph Petuel, *Stream in Winter*, Frye;

Currier & Ives, *American Farm Scenes: No. 4*

Multiple color photos of landscapes for students or access to land/cityscapes out of doors to sketch

ART MATERIALS

- sketchbook, 2B pencil, 5x7" preliminary drawing paper (alt: newsprint),
- stylus and rounded blades, 5x7" student grade scratchboard and scratchboard scraps

FOURTH GRADE LESSON THREE // LEVELS OF SPACE

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Introduce art: *The Birch Grove* by Ludwig Dill, *Stream in Winter* by Rudolph Petuel and/or *American Farm Scenes: No. 4* by Currier & Ives.

Prompts: What are the closest parts of this scene? What is in the middle? What do you see that is farthest away? What are some of the differences in size and detail in the objects that are closest and those farthest away? If you were to walk into this painting, what would it feel like? Warm, cold? What would your destination be? How would the sensations change as you move through the landscape?

Identifies objects in foreground, middle ground, and background. Visualizes sensory details associated with space in painting as setting.

Give students sketchbook assignment to make a landscape study showing foreground, middle ground, and background. Demonstrate mapping out layers of space and sizing objects to suggest depth, then adds thicker, more detailed lines to foreground areas.

Prompts: In your sketchbook today, observe (photo resources or out of doors) and sketch a landscape: Start by sketching light lines that define the edge of the foreground, middle ground, and background. Make foreground elements large with lots of descriptive detail using texture, patterns, lines. In showing the middle ground, remember that landscape elements will be smaller and there will be less detail. You may want to show the background simply as an edge of hills or mountains in the distance seen beyond your middle ground.

Identifies and records landscape elements for foreground, middle ground, and background through sketching from photo resources or out-of-doors.

Demonstrate referencing and refining sketch to create draft for scratchboard composition.

Prompts: We will be creating a preliminary landscape composition the same size as our scratchboard to guide drawing directly on scratchboard. Think about how you can emphasize depth in space through size, detail, and thickness of line. You can edit and refine this draft by adding or subtracting parts from your sketchbook sketch. Check for depth in your landscape.

References first sketch to create preliminary draft for scratchboard landscape.

Demonstrate mark making on the practice scratchboard scraps and making a final composition directly on scratchboard. Lines for final composition can be redrawn lightly in pencil directly on scratchboards.

Prompts: Practice changing the angle between tool and the desk surface to make different thicknesses of lines. Gently remove the black part by moving the tool towards you. Think about the width of the marks for the foreground (thicker) and the background (thinner). Add more detail to the foreground objects, less detail for the middle ground, and little detail for the background objects.

Uses stylus and blade to make scratchboard landscape drawing. Uses different widths of line and amounts of detail to emphasize foreground, middle ground, and background.

Guide students in writing a short narrative describing a journey through space from foreground to background in their landscape.

Prompts: Sequence the journey from foreground to background. Use concrete words to describe how you are traveling (by air, horseback, boat, on foot...) and provide sensory details to describe the time and place and experience.

Writes a short descriptive narrative describing a journey through their landscape.

FOURTH GRADE LESSON THREE // LEVELS OF SPACE

SKILLS AND TECHNIQUES



Student uses stylus and blade to make scratchboard landscape drawing.

LEARNING STANDARDS

Visual Art

- 1.1.a Brainstorm multiple approaches to a creative art or design problem.
- 1.2.a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- 2.1.a Explore and invent art-making techniques and approaches.
- 2.2.a Document, describe and represent regional constructed environments.
- 2.3.a Document, describe, and represent regional constructed environments.
- 3.a Revise artwork in progress on the basis of insights gained through peer discussion.
- 7.2.a Analyze components in visual imagery that convey messages.
- 11.a Through observation, infer information about time, place and culture in which a work of art was created.

Common Core ELA

- 4.W.3.c. Use a variety of transitional words and phrases to manage the sequence of events.
- 4.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

ART STUDIO TIP

Optional: Transferring a Preliminary Drawing to Scratchboard

Students can use a strip of masking tape to attach 5x7" preliminary draft drawings to the top of the scratchboard, then press very hard with pencil to redraw the significant lines: This can create an impression on the scratchboard that serves as a guide. Light pencil lines can also be drawn directly on scratchboard.

Mark Making on Scratchboard

Practice with scratchboard scraps in advance. Be sure to remind students to gently lift the black ink off the scratchboard, not scratch into the white cardboard under-layer. Scratchboard styluses work best if they are moved toward the artist when making marks. They usually do not work effectively if the artist tries to push the tool away from them. Demonstrate the angle to hold the tool in relation to the scratchboard, approximately 45 degrees. Adjusting that angle will create a thinner or thicker line. sharing.

LESSON EXPANSION

Students use scratchboard drawing to inform a painting. Students show layers of space in a cityscape.

EVERYDAY CONNECTIONS

levels of space

