

Inspired Landscapes



Lesson adapted from Julie Fritz, Art Teacher,
Hermitage Elementary School, Tennessee

Grade Level

Kindergarten

Key Vocabulary

- Landscapes
- Warm and Cool Colors

Materials

- Ticonderoga® My First® Pencil, X33306
- UCreate® Watercolor Paper, #P4925
- Redisharp® Black Fine Tip Marker, #X98208
- Spectra® Bleeding Tissue Squares, #P0058525
- Creativity Street® Beginner Paint Brushes, #PAC5900
- Creativity Street® Stable Water Pots, #PAC5122
- Examples of landscape works of art by Grant Wood and David Hockney

Objective

Students will count to 100 by ones and tens. Students will expand their knowledge of landscapes through abstract interpretation. They will review warm and cool colors and different types of patterns. Students will apply patterns to their landscapes through a variety of artistic techniques and processes.

Standards

K.CC.A.1

Count to 100 by ones and by tens.

K.CC.B.4

Understand the relationship between numbers and quantities; connect counting to cardinality.

VA:Cr2.3.Ka

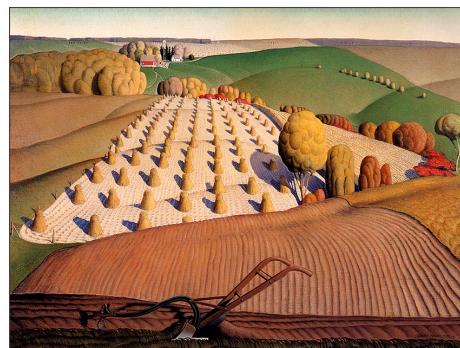
Create art that represents natural and constructed environments.

VA:Re.7.2.Ka

Describe what an image represents.

Engagement

1. Begin by showing a presentation to students which compares and contrasts the work of Grant Wood and David Hockney, specifically their landscapes. Look at the horizon line, hills, overlapping, and how size effects the appearance of distance.
2. Use examples of Wood and Hockney's landscapes to count the hills as a class. Grant's "Fall Plowing," pictured below, is a good example for this. Explain to students that in their own artwork, they will be creating 10 hills.



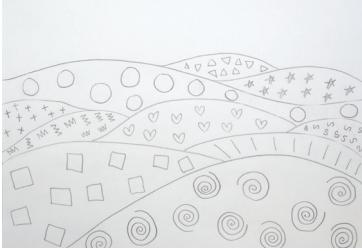
Fall Plowing, 1931, Grant Wood

<https://www.wikiart.org/en/grant-wood/fall-plowing-1931>

Step 1



Step 2



Step 3



Step 4



Step 5



Step 6



Activity

1. Have each student draw a wavy horizon line on 9" x 12" Watercolor Paper with a pencil. In the lower section, have students draw in more hills, for a total of 10 hills.
2. Explain to students that each section is going to contain 10 shapes. Discuss how many shapes students think there will be in the whole piece of art if each of the 10 sections has 10 shapes. Have students draw 10 shapes in each section below the horizon. Students can also add trees or houses in this step if they'd like.
3. Once each of their 10 sections has 10 shapes in each one, have students trace their pencil marks with a Redisharp® black fine-point permanent marker.
4. Ask students to determine which section of their art they will use cool colors, and which section they will use warm colors. Paint the sky section of the paper with water so the bleeding art tissue sticks to the paper as it is placed. Then, place the bleeding art tissues as desired and gently paint over the top of them with more water.
5. Have students repeat the process they used for the first section with the second section, reminding them to switch from warm to cool, or cool to warm colors.
6. After allowing some time to dry, have students hold their damp (mostly dry) papers over the trash can, and peel off the tissue squares. Students will be fascinated by the results as the tissue begins to peel off, leaving the beautiful watercolor behind.
Note: If you are able, put the papers aside on drying racks until completely dry since peeling the wet tissue paper will leave some (non-toxic) residue on fingers.

Assessment

Have students use their artwork to count by ones to 10 and 100, and count by tens to 100. Ensure students are either pointing to each shape when counting by ones, or each section when counting by tens. Have students switch artwork with a partner and count their shapes and sections to check that it equals 100.