Rio Grande Educational Collaborative
Before and After School Program Lesson Plan

TITLE OF LESSON: Drawing a New Mexico Landscape   **DATE:**

SITE NAME: **CLASS SIZE:**

NAME(S) OF INSTRUCTOR: **DURATION OF LESSON:**

CREDIT (website used/name of author):
https://www.cabq.gov/artsculture/albuquerque-museum/events/documents/springlandscape.pdf

COMMON CORE STANDARDS: SL.K.1.B, SL.3.1.B, SL.5.5

LEARNING OBJECTIVES:

Students will understand the following:

- The basics of how to create the illusion of perspective in two dimensions
- See how color-choice informs the legibility of an art piece, especially with regards to perspective

ACTIVITY:

Instructional Sequence:

(Step by step instructions, should another instructor pick up and teach the lesson successfully)

Introduction

When drawing landscapes, everything has to be simplified. For example, the leaves of trees are only intuitively drawn. The Chamisa bushes on the plains, the Yuccas, and the Sagebrush all become shapes rather than being filled with detail. We are using colored construction to draw simplified shapes and then cut them out. This is to facilitate the correct placement of things with consideration to size and distance. Note that you can also draw directly on your paper rather than doing a collage if you prefer.

1. Begin by choosing your background paper color. Then choose which colors of paper that will be used for various plants, objects, etc. You should also consider where to place the horizon in the drawing/collage. The horizon is the line where the sky and land meet. Depending on where you place the horizon, you can show more of the sky or more ground.

2. If you decide to draw a road, path, or river, draw it onto a new sheet of construction paper so you can practice. Simply cut it out and glue it down onto your landscape, placing the widest part along the bottom of your paper and the narrow end up to the horizon line. Notice how this creates a sense of depth. In reality, the road/river/path will stay about the same width through the landscape but to the viewer it appears to become smaller the further away it is. Once you have your central element glued down you can have fun placing everything else.

3. Draw some large plants on your construction paper to place in the foreground, the part of a view that is nearest to the observer, at the bottom of the page. Next, draw some of the same plants in a smaller size to convey perspective and depth. Glue these higher on the page to show that they are further away. Note: It's fun to google plants of New Mexico and see what you are coming across on your road trip!

4. We will take into account atmospheric perspective which deals with how the appearance of an object is affected by the distance between it and the viewer. Leonardo da Vinci noticed this phenomenon and dubbed it The Perspective of Disappearance! It states that things that are far away have much less detail, less contrast, and are of a lighter value. So, when you are drawing the background, keep the pressure light on your pencil and the details sparse. Try adding some more color to your larger plants and some simple details on your road/river/path. You may notice mountains or other features in the distance when you look at New Mexico scenery, and adding these will ground your landscape and provide interest. Now make sure that your art materials and final project don't fly off into the New Mexico Spring winds! Happy travels and nature viewing!

MATERIALS:

The following materials or equipment needed for this lesson:
(Include special equipment request)

- Construction paper, assorted colors
- Pencil and eraser
- Scissors
- Colored pencils, pastels etc.
- Glue stick

SIGNATURE: _____ DATE: _____

SITE SUPERVISOR'S SIGNATURE: _____ DATE: _____

INSTRUCTOR'S REFLECTION:

Reflection on the lesson given:

1. How many students participated in the lesson given? _____
2. Name(s) of instructors participated. _____
3. How long did your lesson take? (Amount of time) _____
4. How did the students feel about the lesson? _____
5. Did the students like the lesson? _____
6. What part of the lesson did the students like? _____
   _____
   _____
7. What part of the lesson did the students not like? _____
   _____
   _____
8. Were the students interested in the topic of the lesson? _____
9. Was the content of the lesson difficult for the students? _____
10. What could you have changed to make the lesson interesting? _____
    _____
    _____
11. Did you have any trouble getting your lesson together? (Idea & Materials) _____
    _____
    _____
12. How do you rate your lesson? (1-10) Why? _____
    _____

SITE SUPERVISOR'S REFLECTION:

Reflection on the instructor's lesson:

1. How many students participated in lesson? _____
2. How many instructors participated in lesson? _____
3. Did the students enjoy the lesson? _____
4. What part did the students enjoy? _____
   _____
5. What part did the students NOT enjoy? _____
   _____
6. What could have been changed to make the lesson interesting? _____
   _____
   _____
7. Was the content of this lesson difficult for students to understand? Why? _____
   _____
8. What part of STEAM or literacy was used? (Science, Technology, Engineering, Art, Mathematics or Literacy)
   _____
   _____
9. Comments: _____
   _____
   _____