

## Teacher's Information

### Landscapes in Art

**Description:** Looking at landscapes in a variety of media, we will learn about the many different techniques artists use to depict the land. Activities can include exploring ways to show depth in a landscape drawing and comparing and contrasting two landscapes in different media.

**Objectives:** Students will become familiar with different media. Students will be able to identify and apply techniques for showing depth, mood, and season.

#### Maine Learning Results, Visual Art:

##### A. CREATIVE EXPRESSION

Students will create and/or perform to express ideas and feelings. Students will be able to:

##### ELEMENTARY GRADES Pre-K-2

1. Investigate the characteristics and purposes of each of the arts to communicate ideas, feelings, and meaning.
2. Experiment with art forms.
4. Recognize the functions and the expressive qualities of the elements and principles of each art form (visual art, music, dance, drama) and incorporate them into their own creative works.
6. Perform and/or listen to a number of pieces on a given theme and create a variation.
8. Use appropriate vocabulary to explain ideas in the arts.
9. Identify the use of the arts in daily experiences.
13. Demonstrate ability to recreate an existing work alone and with others.
14. Use materials and tools in a safe and responsible manner.

##### ELEMENTARY GRADES 3-4

1. Develop personal expression in works in each of the visual (2-D and 3-D) and performing arts (music, theater, and dance).
2. Apply previously learned principles to perform, create, revise, and/or refine works.
4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.
5. Demonstrate awareness that there are a variety of careers in the arts.

##### MIDDLE GRADES 5-8

2. Use the expressive qualities of the elements and principles of each art form to explore a variety of styles in their work.
3. Discriminate among the qualities and characteristics of art media, techniques, and processes for the purposes of selecting appropriate media to communicate artistic ideas.
4. Use a variety of resources, materials, and techniques to design and execute art works.
5. Investigate the work of a professional who has an arts component within his/her work environment.
7. Demonstrate an understanding of how we make personal aesthetic choices in daily decisions.

##### SECONDARY GRADES

2. Compare various classical and contemporary visual and/or performing arts techniques and methods and demonstrate the use of these in their own works.
4. Use the elements and principles of design to demonstrate multiple solutions to specific visual or performing arts problems.
8. Use arts knowledge and vocabulary to critique their own work.
9. Use skills and knowledge of art elements and principles, whenever applicable, to solve problems or enhance meaning in other disciplines.

## B. CULTURAL HERITAGE

Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods. Students will be able to:

### ELEMENTARY GRADES Pre-K-2

3. Interpret or perform simple visual and performance pieces from different cultures and/or times.
4. Experiment with works exhibiting variety in style/technique, trends, and culture.
5. Create original works that integrate one or more of the characteristics and purposes of artworks from different cultures (include own community and culture).

### ELEMENTARY GRADES 3-4

3. Demonstrate an understanding of the roles of visual and performing artists in various settings and cultures.
4. Compare the characteristics of works in two or more visual and performing art forms that share a similar subject matter, historical period, or cultural context.

### MIDDLE GRADES 5-8

4. Compare the characteristics and purposes of works, in two or more arts forms, that share similar subject matter, historical periods, ethics, or cultural context.
5. Identify how the factors of time and place (such as climate, resources, ideas, and technology) are reflected in visual and performing arts.

### SECONDARY GRADES

1. Compare two or more visual and/or performing arts by identifying the genre, style, historical period and conditions, probable artist, and cultural source.
4. Create works that reflect concepts, theories, approaches, and styles from their own and other cultures.

## C. CRITICISMA NDAESTHETICS

Students will reflect upon and assess the characteristics and merits of art works. Students will be able to:

### ELEMENTARY GRADES Pre-K-2

1. Explain likes and dislikes of a work of art, music, dance, drama.
2. Describe the qualities of works of art, music, dance, and drama in relation to the senses of sight, hearing, movement, and feeling.

### ELEMENTARY GRADES 3-4

2. Provide rationale for personal feelings about works in the arts.
4. Explore and analyze content and styles in various art forms.
5. Use knowledge of the elements and principles of each art form to express opinions of the meaning of works.
7. Investigate how the elements, principles, and structures of the arts can be manipulated by communication media to persuade and to influence.

### MIDDLE GRADES 5-8

1. Articulate and justify personal perceptions of meaning in works of visual art, music, dance, and drama.
4. Compare and contrast the effectiveness of selected media, techniques, and processes in communicating ideas.
5. Evaluate work, from their own and other cultures and historical periods, that uses art elements and principles to persuade and influence.

### SECONDARY GRADES

1. Explain and justify personal aesthetic criteria for critiquing works of visual and performing art, texts, and events.

**Activities:** Show depth with linear and atmospheric perspective.  
Compare and contrast two landscapes in different media.