

Waterford Public Schools
Lesson Plan: Visual Art (1)

Project Title and Grade: Landscape Perspective, Grades 5 to7
Guy Wiggins, The Church on the Hill
American Impressionism, Lyme, CT
Pastel

Key Term, Impressionism

“A 19th century art movement that began as a loose association of Paris-based artists, who began exhibiting their art publicly in the 1860s. Characteristics of Impressionist painting include visible brushstrokes, open composition, emphasis on light in its changing qualities (often accentuating the effects of the passage of time), ordinary subject matter, the inclusion of *movement* as a crucial element of human perception and experience and visual angles.

Major exhibitions of French impressionist works in Boston and New York in the 1880s introduced the style to the American public. From the 1890s through the 1910s, American impressionism flourished in art colonies-loosely affiliated groups of artists who lived and worked together and shared a common aesthetic vision. Art colonies tended to form in small towns that provided affordable living, abundant scenery for painting, and relatively easy access to large cities where artists could sell their work. Some of the most important American impressionist artists gathered at Cos Cob and Old Lyme, CT.”

*Information courtesy of Lyman Allyn Art Museum
Education Department, January, 2009*

Guy Carlton Wiggins

“Born in Brooklyn, New York, in 1883, Wiggins held strong ties to that city throughout his life, yet he also loved the countryside, due to his extended stays in Old Lyme. ... Wiggins moved there in 1920 to be near the art colony that his father, Carleton Wiggins helped establish.” *Artists of the Lyme Art Association, From Childe Hassam and William Robinson to Gershow Camassar, 1998, Lyme Art Association*

Task Description: Students are given a 12” x 18” white drawing paper, drawing pencil and pastels for their project materials. The image The Church on the Hill, by Guy Wiggins as viewed on promethean board and will be inspiration for this landscape, perspective project. Concepts of perspective (horizon line, vanishing point, foreground, midground, background) will be presented at the beginning of this lesson. A student / teacher discussion relating to texture, color in this image will also be discussed. After the initial art history (above) information is discussed, students will (1) Consider where to place their individual horizon locations,(2) Will consider center, middle or side vanishing point, (3) Consider landscape embellishments of a rural setting (stonewall, road, buildings, trees, etc). Note will be taken for objects smaller in distance and larger close up (perspective).

Teacher Demonstration and noting from painting presented:

Examples of foreground, middleground and distance
Examples of horizon lines and vanishing points

Enduring Understanding:

- A landscape is a picture an outdoor scene.
- A landscape painting can be created using perspective technique.
- Perspective is used to create visual space in a painting.
- American Impressionism was practiced in Lyme CT.
- Characteristics of Impressionist painting include visible brushstrokes, open composition, emphasis on light and its changing qualities, ordinary subject matter, movement and unusual visual angles.

Essential Questions:

What is a landscape?

What is perspective?

What is American Impressionism? Can you see in this image: Brushstrokes? A feeling of openness? Where is the light coming from or what time of day do you think it is? Where did the painter create this image? (*en plein air*) to paint outside in order to capture the immediate impression of nature

State Standards in Art: Check the standard that applies to project

1. *Students will understand, select and apply media, techniques and processes
2. *Students will understand and apply elements and organizational principles of art
3. *Students will consider, select and apply a range of subject matter, symbols and ideas
4. *Students will understand the visual arts in relation to history and culture
5. *Students will reflect upon, describe, analyze, interpret and evaluate their own and other's work
6. *Students will make connections between visual arts, and other disciplines and daily life

Objectives:

Students will create a landscape utilizing perspective.

Students will demonstrate an understanding of American Impressionism and will utilize the principles of color to create visual space.

Materials:

12" x 18", white drawing paper

drawing pencils

pastels

blending tools

Resources:

Lyman Allyn Art Museum

Florence Griswold Museum

Getty Center for Education in the Arts

Knowledge and Skills:

- Applying rules of perspective to create a landscape painting using pastels
- Mixing and Blending of pastels
- Art vocabulary, Impressionism, *en plein air*, brushstrokes, perspective, vanishing point, horizon line

Learning Plan:

Day 1:

- Introduction of American Impressionist painting
- Discussion and demonstration of perspective will be given
- Students will begin drawing

Day 2:

- Review above.
- Discussion and demonstration of color mixing with pastels and pastel technique. Students will continue project.

Interdisciplinary Connections: Where is France? When was photography invented? Did this have an impact on the French and American Impressionists?

Formative Assessment:

(Teacher discussion, Students' answering questions following discussion)

Questions of Day 1:

- What is a landscape?
- What is perspective drawing?
- What is American Impressionism? (When, Where, How, Name of Artist who created painting)

Questions of Day 2:

- Where is your horizon line?
- Where is your vanishing point?
- How are you using color to create your landscape? What time of day?, What season?
- What is *en plein air*?

Summative Assessment:

Evaluate it. Student self-assessment

- Where did you create your horizon line? (high, low, medium horizon)
- Do you have a vanishing point in you pastel painting?
- Do objects in your painting appear larger close up and smaller farther away?
- Did you consider the time of day and season of the year in your pastel painting?

- Do you remember the name of the artist and title of painting shown in our class discussion? Where did the artist live and during what time period?

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Lesson Plan: Visual Art

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Art Vocabulary

Impressionism The art movement in painting that originated in France in the 1860's and dominated European and North American painting in the late 19th Century. The impressionists wanted to depict real life, to paint straight from nature, and to capture the changing effects of light.

American Impressionism Practiced in Old Lyme, CT at the Florence Griswold Boarding house, now a museum.

Perspective The illusion of objects appearing smaller in the distance and larger close up.

Horizon Line Where the land meets the sky. Also 'eye level'

Vanishing Point The appearance that two lines which are parallel appear to conjoin or unite as they grow distant.

en plein air The French term for painting outside. Setting up canvas and paint directly from nature

This lesson plan was created by Mary Hendrickson, April Brown, Karla Boguzes, Shelly Concasia, and Donna Gilberto during our P.L.C., January 16, 2009, held at the Lyman Allyn Art Museum, New London, CT. Thanks to Jane Seney, Director of Education for allowing this to happen and creating images for us to work with.