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| **Lesson Title/Focus** | **Depth of Field in Landscape** | **Date** | November 29th, 2015 |
| **Subject/Grade Level** | 4/5 Art | **Time Duration** | 45 minutes |
| **Unit** | Painting (watercolour) | **Teacher** | Mr. MacBean |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  |
| **General Learning Outcomes:** | - Knowledge of the vocabulary of basic art terms and expressions appropriate to the student’s level of development. - Skills and techniques necessary for meaningful self-expression by the child. |
| **Specific Learning Outcomes:** | - Use washes under and over painted images to indicate colour value from light to dark, and simulate depth of field.  |
| **LEARNING OBJECTIVES** |
| **Students will:**1. Create a landscape painting with a focus on perspective.
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| **ASSESSMENTS** |
| **Observations:** | * **Brush control, follows instructions, on task.**
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| **Key Questions**: | * **How can we make something look close or far away?**
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| **Products/Performances:** | * **Landscape painting**
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| **LEARNING RESOURCES CONSULTED** | **MATERIALS AND EQUIPMENT** |
| * Alberta Programs of Study: Elementary Art
* The Children’s Book of Painting
* Water Media: Processes and Possibilities
 | * **Brushes, paints, paper towel, cups with water for X number of students.**
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| **PROCEDURE** |
| ***Prior to lesson*** | For a reference video, see the following: <https://www.youtube.com/watch?v=tB4V5vlvzTo> Set up art supplies. They can share paint in groups of 4. Papers are cut in half to reduce supplies.  |
| **Introduction** | **Time** |
| ***Attention Grabber*** | You can show them the second half of the video if you like, or just explain the concept they will be working on. Show them the painting I did, pointing out how it gets more detailed and darker toward the bottom, which makes it look closer. | Finished 2 minutes in |
| ***Assessment of Prior Knowledge*** | Remind them to use ‘wet and wet’ techniques. (paper can be wet before applying paint.) They know what this means. | 3 mins |
| ***Advance Organizer/Agenda*** | Remind them to make little mess so they don’t have as much to clean, and not to mix the colours.  | 5 |
| **Body** | **Time** |
| ***Learning Activity #1*** | Start with sky, using sky colours. Blend together with water. Paper can be in landscape or portrait orientation. They can add clouds, a sun, stars, or whatever else suits their fancy.Then add mountains, lighter colours at back, darker in front. Start with more water for a thin coat, then less water to darken the mountain peaks. They can mix colours on the page to create gradated effects, just not in their pallets as this will mess up their colours. Ideally they will have more detail closer and less farther away. | 35 |
| *Teacher Notes: Assessments/ Differentiation* | Attention, engagement with instruction. |  |
| ***Learning Activity #2*** | Clean up, set paintings with names on the back to dry on a table. All students will empty and wash their cups so we can reuse them, and wash their paint brushes. Paper towels are provided to clean their desks. After they have cleaned their table they can sit down and talk with their friends.  | 43 |
| *Teacher Notes: Assessments/ Differentiation* | Follows instruction. |  |
| **Closure** | **Time** |
| ***Feedback From Students:*** | Does your picture look flat or does it look like there are parts that are closer and farther away? What would you have done differently next time? | 43 |
| ***Feedback To Students*** | Thanks for your concentration. | 44 |
| ***Transition To Next Lesson*** | Next class we will be exploring sketches as outlines for watercolour. | 45 |

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| **Sponge Activity/Activities** | More time painting. |

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| **Comments/ Notes:** |  |