

## Unit 3: Landscape

**Unit #:** APSDO-00070654  
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**Grade(s):** 9, 10, 11, 12  
**Subject(s):** Visual Arts  
**Course(s):** DRAWING

### Unit Focus

In this unit, students will explore the elements of landscape to include directional lighting, use of design space, abstraction, and atmospheric perspective through the completion of various artworks. Students will research various landscape artists and various styles to inform their own processes and compositions. Assessments include sketchbook evaluations, ongoing critiques, project rubrics, and written self evaluation. Primary instruction materials include, but are not limited to, sketchbooks, pastel paper, oil pastels, soft pastels, china markers, and watercolor paper.

### Stage 1: Desired Results

Established Goals	Transfer	
<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Connecticut Goals and Standards               <ul style="list-style-type: none"> <li>◦ Visual Arts: PK-12                   <ul style="list-style-type: none"> <li>▪ CREATING                       <ul style="list-style-type: none"> <li>▪ Generate and conceptualize artistic ideas and work. (ART.CREA.01 PK-12)</li> <li>▪ Organize and develop artistic ideas and work. (ART.CREA.02 PK-12)</li> <li>▪ Refine and complete artistic work. (ART.CREA.03 PK-12)</li> </ul> </li> <li>▪ PRESENTING                       <ul style="list-style-type: none"> <li>▪ Select, analyze, and interpret artistic work for presentation. (ART.PRES.01 PK-12)</li> <li>▪ Develop and refine artistic techniques and work for presentation. (ART.PRES.02 PK-12)</li> <li>▪ Convey meaning through the presentation of artistic work. (ART.PRES.03 PK-12)</li> </ul> </li> <li>▪ RESPONDING                       <ul style="list-style-type: none"> <li>▪ Perceive and analyze artistic work. (ART.RESP.01 PK-12)</li> <li>▪ Interpret intent and meaning in artistic work. (ART.RESP.02 PK-12)</li> <li>▪ Apply criteria to evaluate artistic work. (ART.RESP.03 PK-12)</li> </ul> </li> <li>▪ CONNECTING                       <ul style="list-style-type: none"> <li>▪ Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (ART.CONN.02 PK-12)</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p> <p>T1 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.</p> <p>T2 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.</p> <p>T3 (T102) Provide specific, actionable feedback to another artist during the creative process.</p> <p>T4 (T103) Analyze a piece of artwork according to the elements and principles of design.</p> <p>T5 (T105) Curate artwork to identify and share pieces for presentation.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)

	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U100) Artists plan, problem solve, and revise ideas throughout the creative process.</p> <p>U2 (U105) The materials and techniques you use and the way you use them affect the craftsmanship/quality of your work.</p> <p>U3 (U104) Artists improve through exploration and experimentation with materials, tools, techniques, and concepts.</p> <p>U4 (U200) Artists consider various criteria (concept, craftsmanship, personal connection) in selecting and presenting.</p> <p>U5 (U101) Artists effectively communicate by using the elements and principles of design.</p> <p>U6 (U106) Growing artistic capacity requires exploration, invention, and openness to new ideas.</p> <p>U7 (U300) Feedback is effective when specific suggestions are shared in order to help the artist achieve a desired result.</p> <p>U8 (U400) Effective analysis of artwork uses the elements and principles of design with appropriate art terminology.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q100) Where do I find inspiration to create art? How do I choose an idea?</p> <p>Q2 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas?</p> <p>Q3 (Q101) What do I do when I'm stuck? What will help me keep improving?</p> <p>Q4 (Q102) How and when do I step back/evaluate my work to figure out what I need to do next?</p> <p>Q5 (Q105) What happens when I try something new to improve my artwork? When should I do it again? When should I try something different?</p> <p>Q6 (Q402) What am I learning as an artist by reflecting on a work of art?</p> <p>Q7 (Q103) When is my work ready for an audience?</p> <p>Q8 (Q400) How can I "read" a work of art? What do I notice?</p> <p>Q9 (Q401) How do I use art vocabulary and criteria to talk about a work of art?</p> <p>Q10 (Q300) How do I use what I know to evaluate a work in progress? What ideas can I suggest to make it better? How do I share that in a helpful way?</p>
<b>Acquisition</b>		
<b>Knowledge</b>		<b>Skill(s)</b>

	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p><b>K1</b> Artists select materials, processes, and ideas by considering how selected medium skills and techniques will be developed and demonstrated to a create specific result</p> <p><b>K2</b> How to create the illusion of depth using atmospheric perspective techniques</p> <p><b>K3</b> How the choice and use of materials and techniques can create an emotional response from the viewer</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p><b>S1</b> Employing the use of a variety of media and tools:</p> <ul style="list-style-type: none"> <li>• oil pastel and mark-making</li> <li>• soft pastel and blending</li> <li>• china marker, hatching, and cross-hatching</li> </ul> <p><b>S2</b> Composing and executing a landscape painting in a chosen material that includes:</p> <ul style="list-style-type: none"> <li>• color mixing that includes tint, tones, and shades to indicate space</li> <li>• successful foreground, middle, and background</li> </ul> <p><b>S3</b> Choosing to create a realistic and/or abstracted landscape:</p> <ul style="list-style-type: none"> <li>• selection of specific color palette</li> <li>• selection of media for tools and techniques</li> <li>• use of atmospheric perspective and space to suggest value and spatial relationships</li> </ul> <p><b>S4</b> Critiquing art using appropriate terminology and concepts (e.g., elements, principles) supported by clear explanations</p>
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