

DOSE OF ART LESSON PLAN:

Tahoe Tissue Paper Landscapes

August 22, 2015 – January 10, 2016

THE PROJECT:

Tissue Paper Landscapes

Students will create landscapes inspired by the exhibition *Tahoe: A Visual History* using torn/cut tissue paper mounted on canvas board. Students will be encouraged to create their scenes by considering what natural features will be in the background, middle ground and foreground and assembling their collage with the background first, then to the middle ground and finally the foreground.

MATERIALS:

- Canvas Board (8' x 10") **available at enasco.com*
- Pencils
- Assorted colors of Tissue Paper (5 1/2" x 5 1/2") **available at enasco.com*
- School Glue:Water Mixture (1:3 ratio)
- Paint Brushes (large round brushes)
- Scissors

SET-UP:

Give each student the following:

- 1) 1 canvas board
- 2) 1 brush
- 3) 1 pencil
- 4) small cup glue/water mixture
- 5) 1 pair of scissors
- 6) assortment of tissue paper

VOCABULARY:

- Landscape: Natural scenery such as mountains, valleys, trees, rivers, and forests as the main subject in an artwork.
- Realism: Representation of actual places, people or objects.
- Abstraction: Simplification and alteration of forms to present the essence of places, people or objects.
- View Point: How the landscape is seen by then viewer if they were there.
- Horizon Line: Line where water or land seems to end and the sky begins.
- Background: Area of the picture that appears farthest away from the viewer.
- Middle ground: The middle area between the foreground and background.
- Foreground: Area of the picture that appears nearest to the viewer.

- Linear Perspective: A way of organizing objects on a flat surface that creates the illusion of depth. The illusion of distance is created by making objects smaller as they go further into the distance. Objects that are closer are bigger.
 - Atmospheric Perspective: Air influences how we see objects in the distance. As objects get further away, they appear lighter and less detailed and bluer or cooler in color.
 - Additional/Optional Elements and Principles of Design Vocabulary (opportunity to discuss these words may occur with students' individual projects): Line, Shape, Form, Color, Value, Texture, Space, Balance, Movement, Rhythm, Contrast, Emphasis, Pattern, and Unity.
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FACILITATE A CONVERSATION: (~5-10 minutes)

Discuss the definitions in the vocabulary section:

- **Ask** students what common features are seen in landscapes.
 - **Ask** students to consider how the features give clues to the location of the landscape or what it the viewer would see if they were actually there? For instance, are there mountains or any man-made structures? Are there trees or cacti? Is there water or not?
 - **Ask** students to consider how they would create clues to help the viewer imagine what it would be like if they were actually there? For instance, are there clouds or a blue sky? Do the trees look like they're blowing in the wind or does the water look calm or choppy? Is the sun out or is it dark or gloomy? If the sun is setting or partially covered by clouds, what colors are in the sky?
 - **Ask** students to share their thoughts on how the illusion of distance can be created on a flat surface. Have they ever seen mountains in the distance that look blue or purple? Does a road or path look as though it goes from wide to narrow before it disappears? Do objects appear smaller than they do when they're close?
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PROJECT INSTRUCTIONS:

Tissue Paper Landscape: (~35-50 minutes)

1. Start by asking students to think about how big they want their sky to be versus the rest of the landscape. Then have students start by drawing two lines on their canvas board. Explain that the top section is the background, the middle section is the middle ground, and the bottom section is the foreground (**~5 minutes**)
2. Then, ask students to start with the background first. Discuss what would be in the background and how they would make that section look furthest away. Have students find tissue in colors that they want to use and begin to tear or cut it in shapes that are present in this section. Also make the suggestion that they can create lighter areas by layering white tissue on top of colors (being careful to only apply glue to the edges of the white tissue – the dry parts of the tissue stay white and the glued parts become more transparent). Or, features can be made darker by layering the

same color on top of itself (the more layers, the darker). What colors or shades can be created by overlapping different colors? (~10-15 minutes)

3. Next, ask students to create the middle ground. Discuss what features are in this section and how they would make them look closer than the background. (~10-15 minutes)
4. Last, ask students to complete their foreground. Discuss what features are here and how they can make them appear to be the closest. (~10-15 minutes)

***If students finish their landscape early, encourage them to add in details.**

CLASSROOM CONNECTIONS:

(this section highlights the relevance of the tour and workshop referenced above and the Nevada Academic State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects). Please reference the complete Common Core State Standards at:

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Speaking and Listening Standards

- **Comprehension and Collaboration**
 - Students will have the opportunity to engage in a collaborative discussion during and after the exhibition tour, building on others' ideas and expressing their own clearly around specific topics
- **Presentation of Knowledge and Ideas**
 - Through show and tell of their workshop projects, students will report on a topic, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

Language Standards

- **Conventions of Standard English**
 - Students will have the opportunity to demonstrate command of the conventions of standard English grammar and usage when speaking

Literacy in History/Social Studies

- **Key Ideas and Details**
 - Students will have the opportunity to identify key steps in a text's description of a process related to history/social studies
- **Integration of Knowledge and Ideas**
 - Through creating an artwork of their own by integrating visual information with other information in print and digital texts