



Wednesday 01/04/2023

Week 1

4th VA

Foreshortening and overlap**Arts Standards & Common Core Connections**

VA:Cr1 Generate and conceptualize artistic ideas and work.

VA:Re7.2.3a Determine messages communicated by an image.

VA:Cr2.2.3a Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

EU.Cc11.1 People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Students will use overlap to create distance in an artwork.
 Students will create an artwork that utilizes overlap to foreshorten a landscape.
 Students will use a New Mexico painting from Peter Hurd for inspiration.

Vocabulary

Foreshortening- an optical illusion that compresses/ squishes/ makes smaller objects that are further away and enlarges objects that are nearer the viewer.

Overlapping- in art is the placement of objects over one another in order to create the illusion of depth.

Essential Question

Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? (Cr2.2.3a)

Lesson / Instruction / Narrative

Hi students!

(2 min)

Review classroom expectations, hand signals, and materials.

(5 min)

I want you to open your sketchbook to the second page. Your sketchbook assignment is to "draw an animal taking a human for a walk." you have 4 minutes to complete this sketch the last minute of our sketch time we will .

I will pass out a sheet of white card-stock as well as blue and green color paper while students are working on their 5 minute sketches.

Today we are going to make artwork in the form of a landscape. We are going to use overlap to create the illusion of depth as one object will cover another so this will make objects feel like they have space between them. Our perception of distance and scale relies on our understanding of general sizes of objects and when an artwork does not follow that understanding we can get confusing results, fascinating results, or both to create something wonderful. I will display multiple slides to provide multiple examples of New Mexico landscapes. (10 min)

We will use the blue paper for the sky (Background), brown paper for distant hills (Middle ground), and dusty green paper for (Foreground).

Questions for formative assessments.

Was the student able to follow instructions?

Was the student able to create overlap to create depth?

Was the student able to create something unexpected using scale?

Formative Assessments

Direct Observation

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

Kinesthetic Practice

Rehearsal of concepts taught during lesson and imitated or self-initiated to create or improve upon for informal in class performance

**Kinesthetic Signals**

Movement to signal understanding. Hand signals such as Thumbs-Up, Thumbs-Down; Point and Identify

Visual Representations

Images and words to represent concepts and organize information through means such as Visual Journaling, Graphic Organizers, Mind Maps, or Infographics.

Instructional Strategies

- S** Check for Understanding
- S** Expectations
- S** Modeling
- S** Monitor Progress

Materials / Resources / Technology

- Card stock
- Color paper
- Glue stick
- Scissors
- Pencil
- Colors

Differentiation / Modifications

Written and visual representations of lessons.
visual representation of time (class schedule)
Use of loop scissors, foam grip, or ear muffs as needed.
Simplified instruction.
Increased proximity.