

# THE ART OF THE LAND: LANDSCAPES AND LANDFORMS IN 2 DIFFERENT WAYS

BY MELINDA VAN DE GRAAFF

A LESSON TO ACCOMPANY THE SENSE OF BEAUTY: AN EXHIBITION AT THE BYU MOA

**Grades:** 2-5

**Subjects:** Visual Art, Science, and Social Studies

## Lesson Overview:

Using landscape paintings as seen in the collection: *The Sense of Beauty Six Centuries of Painting from Museo de Arte de Ponce* as inspiration, students will create their own landscape art demonstrating their understanding of the parts of a landscape and the formation of earth's physical geography.

**Materials Needed:** Slide presentation (with art images)

<b>Project 1:</b>	<b>Project 2:</b>
1 piece white cardstock	Small sandpaper square
Oil pastels	Half sheet of water color paper
Texture board (opt.)	Watercolors and brush
Scissors	Colored scrap paper
Glue	
Colored scrap paper	

## Learning Objectives:

- Identify the three parts of a landscape painting.
- Be able to explain how landforms are created.
- Define weathering, erosion, and distinguish the difference between the two.
- Create my own landscape artwork with a landforms and use it to explain how landforms are created.

## SEED Standards:

- 2<sup>nd</sup> Grade Standard 2.1.1 Develop and use models illustrating the patterns of landforms and water on Earth. Examples of models could include valleys, canyons, or floodplains
- 5<sup>th</sup> Grade Standard 5.1.3 Ask questions to plan and carry out investigations that provide evidence for the effects of weathering and the rate of erosion on the geosphere.
- 5th Grade Standard 5.1.4 Develop a model to describe interactions between Earth's systems including the geosphere, biosphere, hydrosphere, and/or atmosphere.
- 3rd Grade SEED Strand 3.1: WEATHER AND CLIMATE PATTERNS (Weathering and erosion)

## Social Studies Standards:

- 4th Grade Standard 4.1.1 Use a variety of geographic tools to identify Utah and its surrounding states: latitude, longitude, hemisphere, climate, natural resources, landforms, and regions

## **Lesson, Activity and Assessment:**

- Review the significance of landscape art and the featured paintings from BYU's MOA Exhibit: The Sense of Beauty (as seen in slides 1-4). Discuss with students the beauty of nature and have students identify a natural scene they personally find beautiful.
- Introduce the parts of a landscape (foreground, middle ground, and background). Use slides 4-7 to assess student understanding.
- Introduce the definition of a landform and the role of weathering and erosion in the development of a landform (see slides 7-14). Have students practice landforms and recite how they are formed through the process of weathering and erosion as they shape each of the landform examples using their arms as seen in slide 15.
- Further discuss how some formations take a long time to form while others can form quickly. See slides 16-18.
- Revisit additional artwork examples from the exhibit in slide 19 and discuss how water, weathering, and erosion have helped shape the land in the paintings.
  
- Students will demonstrate their understanding of the 3 parts of a landscape, the formation of landforms from weathering and erosion, and the role water plays in shaping the earth's surface as they create their own landscape art.

### **Landscape Art #1:**

Provide each student with a pre-folded piece of cardstock (folded into thirds - slide 20), oil pastels and a texture board (optional). Have students draw a generally diagonal line across the paper (see image) then cut along the line (saving their scraps). Students then color each section of the paper a different color using oil pastel.

Allow students to use their scrap paper to create and color paper models of their choice of landforms from the discussion. Point out that objects become smaller the further away they are in the image. Have students review the role of weathering and erosion in the formation of their landform before gluing them to their landscape.

Assess student understanding through observation of their completed project and by having the students write a response to the prompts on slide 24.

### **Landscape Art #2**

Provide each student with watercolors, watercolor paper, scissors, glue, and a small square of sandpaper. Have students paint their half sheet of watercolor paper with colors of their choice (see slide 26). While the paper is still wet, discuss the role of wind and water in the weathering process. Invite students to "weather and erode" a portion of their paper, starting from the top of the paper, by rubbing the sandpaper back and forth quickly. Small pieces of water color paper will be removed (see slide 27).

Invite student to stop when they begin to see white paper. They will then cut along the "eroded" line to reveal their unique landform.

Provide students with additional colored paper to cut and glue paper, along with their watercolored landform, to another paper ensuring they have a foreground, middle ground, and background.

Assess student understanding through observation of their completed project and by having the students write a response to the prompts on slide 28.