**Lesson Plan Title:** “Landscape in a Box”

**Grade:** 1st

**Time:** Five days (40 minute periods)

**Teacher:** Nicole Arencibia

**Theme Concept**

Security—every living being is trying to find an environment to live in order to best suit their needs. This applies to humans, as well as animals. Sometimes the desire to find security and survival impacts others around us. In the end, finding security becomes a series of self-interested choices or those for the better of a larger society.

**Non-Art Discipline Concept**

Environmental changes from global warming cause animals to lose their homes/native habitats or in other words, become displaced. Often times, humans become greedy, or afraid with their dwindling resources. Because of that, they need to further extend their reach into the worlds animals have created for themselves. When this happens, it negatively impacts their environment and balance of an ecosystem.

**Concepts in Art Disciplines**

**Art Production (Art Making):**

* **Element/Principle of Design:** Perspective—This element of art represents a volume of space or a 3-dimensional object on a flat surface.
* Foreground and background also deal with perspective; objects or figures closest to the viewer are largest; those that are farther away are smaller. Even though two-dimensional artwork is a physically flat object, foreground and background help allude that there is greater depth.

**Technique/Process:** Collaging—This term means that artwork is made from an assemblage of different forms, by creating an entirely new piece.

* ‘Blocking-in’—Putting down flat colors and/or shapes of an object. This helps the artist to better understand the general shape and make-up before they add in very specific details.

**Aesthetics:**

* Do the materials a person uses determine if an object will become a work of art?
* Can ‘trash’ become a work of art?

**Art Criticism**

* *Description*

1. What do you see in this image?
2. What shapes are used?
3. What colors are used?

* *Formal Analysis*

1. *Where is the most color used?*
2. *How is the space used?*
3. Where are the bigger shapes used?

* *Interpretation*

1. Why do you think the artist chose to make this painting?
2. What do you think the meaning is?

* *Judgment*

1. Would you hang this painting in your house? Why/not?
2. Do you think the artist should have done anything else to the painting? Why/not?

**Art History**

The modern artist, Josh Keyes, creates small, enclosed landscapes of animals that are displaced or endangered because of environmental changes. Even though his artwork is two-dimensional paintings, he makes them look like they are three-dimensional. Artists can use certain techniques to alter reality or to better depict it; artists create illusions.

**Learning Objectives**

**Art Disciplines:**

* Students will create a 3-dimensional habitat landscape sculpture from recycled boxes.
* Students will use the collaging technique by layering several types of materials, such as construction paper, tissue paper, and patterned papers.

**Adaptations/Modifications for Students with Disabilities**

Carefully select my language and word choices to make points clearer. Remind students of behavioral expectations. Change the format for written responses (students may type, draw, or use other assistive technology). Provide students with graphic organizers to form their thoughts. Students may wear gloves if they have tactile sensitivity to the glue being used.

**Non-Art Discipline:**

* Students will discuss what their animal habitat is that they were given. They will think about what that environment is composed of, what the climate is like, and what other creatures may live there.

**Democratic Skills:**

1. Students will use respectful and attentive listening skills while the teacher and their peers are talking, and expressing their opinions.

2. Students will share and respect all of the materials they are using by putting them away in the correct locations in the classroom, and politely asking their peers for supplies.

3. Students will make a conscious effort to reflect on their on-task or off-task behavior by using a self-monitoring log (they will set goals for themselves each class and mark what time it was completed).

4. Students will only use positive and constructive feedback on other students’ artwork or assignments.

**Sequence of Classroom Activities:**

Day 1

Teacher will discuss the artwork of Josh Keyes with students on PowerPoint.

Teacher will explain what a habitat is.

Teacher will show students examples of different kinds of habitats.

Students will review what a landscape is.

Students will start to rip/cut out construction paper to create the inside of their landscape boxes.

Day 2:

Students will review what a landscape is.

Students will review background/foreground.

Students will continue to cut/tear construction paper, as well as tissue paper (to layer colors).

Day 3:

Students will finish cutting/tearing tissue and construction paper.

Students will cover the outside of their landscape boxes.

Students will use strips of patterned paper to create a frame for their boxes.

Day 4:

Students will finish drawing/adding detail with their markers.

Students will draw two other animals or objects onto the papers they have placed inside, with markers.

Day 5:

Students will have a “Ketchup Day” to finish their landscapes in a box.

Students will mod podge on top of everything they have created.

Students will glue their animals into their boxes.

**Materials & Equipment**

* Recycled boxes
* Glue sticks
* Mod podge
* Scissors
* Tissue paper
* Construction paper
* Colored markers
* Plastic animals
* “Extra decorations” (i.e. sequins, feathers, buttons, etc.)
* Patterned decorative papers
* Pencils

**Resources**

* Josh Keyes. <http://www.joshkeyes.net>
* Habitat Tracker for students and teachers. <http://tracker.cci.fsu.edu/teacher/>
* Animals and their habitats. <http://kids.nationalgeographic.com/animals/>

**List of Artworks**

Josh Keyes, “The Exchange II”, acrylic on birch panel, 30” x 40”

Josh Keyes, “Lifted II”, acrylic on birch panel

Josh Keyes, “Escape Into Life”, acrylic on birch panel

**Supporting Materials**

* PowerPoint presentation

**NJCCS:**

* **One Visual Arts Standard and Indicator:** Visual and Performing Arts. 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. Indicator 1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.
* **One *Science Standard****:* 5.4 Earth Systems Science: All students will understand that Earth operates as a set of complex, dynamic, and interconnected systems, and is a part of the all-encompassing system of the universe. F. Climate and Weather: Earth’s weather and climate systems are the result of complex interactions between land, ocean, ice, and atmosphere. Indicator: 5.4.P.F.1: Observe and record weather.

**Summative Assessment:**

|  |  |
| --- | --- |
| **Landscape in a Box** | |
|  | Rubric |
| 4 | I will use line, shape, color, and pattern to create a habitat landscape for my animal. |
| 3 | I will create a habitat landscape for my animal. |
| 2 | I will create a habitat landscape. |
| 1 | I will create a landscape. |

