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## ***Landscapes for Learning***



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## Goals and Objectives



I teach World Geography. Curriculum goals include learning about our earth's landscape features, climates, natural vegetation and habitats. This project highlights the geographic information found in paintings by Picasso, Matisse, Van Gogh, Cezanne and Monet. Students identify geographic information using the reading booklets and complete the guided reading worksheet, which provides drawing techniques to assist them in their "painting." This reading application develops critical thinking and can be part of the reading strategies used in classrooms to improve FCAT Reading scores.

Next, students bring in a picture of their mother's favorite place in the world. They create their own landscape painting using the above famous painters' artworks as inspiration and guides. Finally students write a synopsis describing the geography in their "masterpiece." This writing component can affect communication skills and be part of the writing strategies used for the Florida Writes Test.

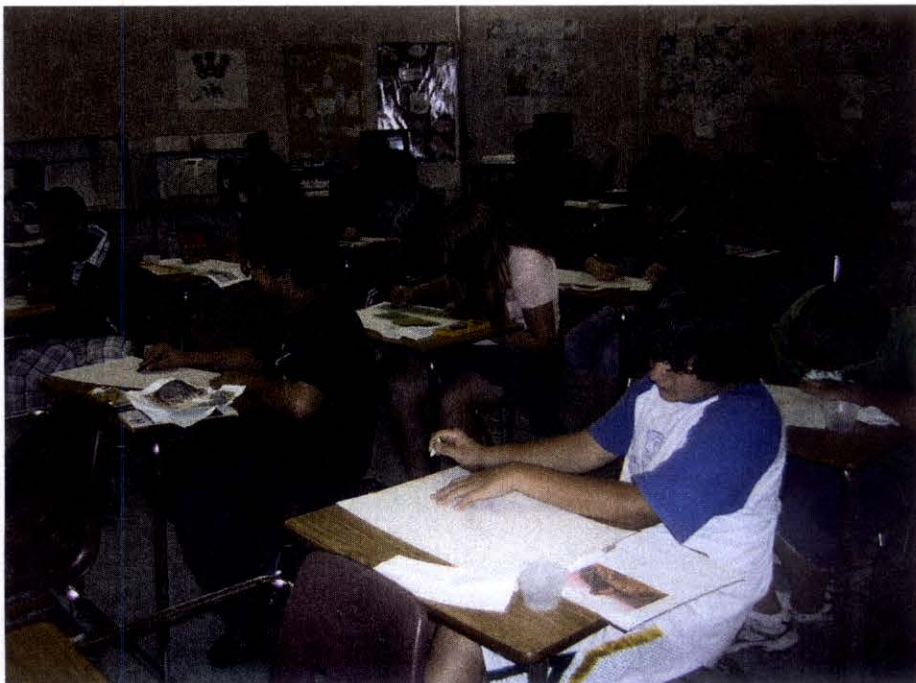
After the reading and writing components are complete, students are given a large piece of white construction paper to simulate a canvas. Using chalk and pastels, they draw their landscape using impressionist techniques. When completed, the painting is framed with a redi-cut mat. Students then sign their artwork with a black permanent marker and date it.

To wrap up the project, literally, the teacher provides wrapping materials to turn the project into a Mother's Day gift celebrating a student's effort to create a piece of

artwork that exemplifies their perception of the world. It captures a moment of a child's growth that mothers cherish forever as they, in turn, frame their child's art and hang in either their worksite or home.

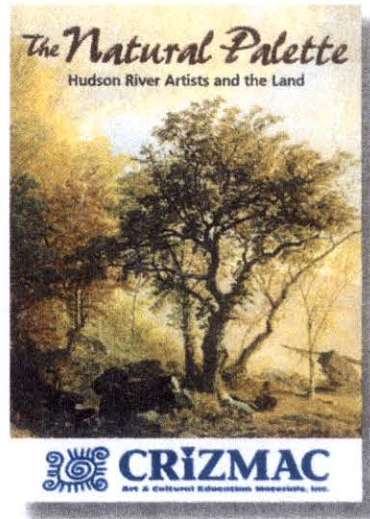
Students will:

- Read five art activity booklets that feature the work of Monet, Picasso, Cezanne, Van Gogh and Matisse and complete the guided reading worksheet that highlights the geography found in their paintings. In addition, the booklets illustrate painting techniques which guide students when they paint their own landscapes.
- Practice drawing a landscape – their mother's favorite place – and then write a synopsis of the geographic information in the painting, include facts about the artist that influenced their painting and conclude with details about their relationship with their own mother.
- "Paint" the landscape using chalk and pastels. Have students sign it, frame it with a redi-cut mat and wrap up to take home as a Mother's Day gift. Extension activity – attach writing sample to the back of the drawing to be read by family and friends.

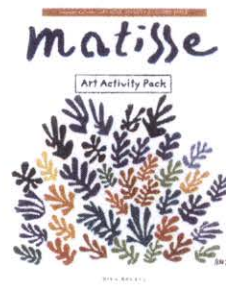
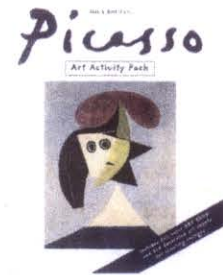
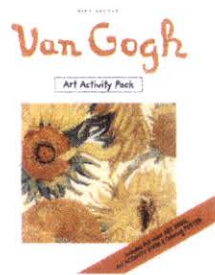
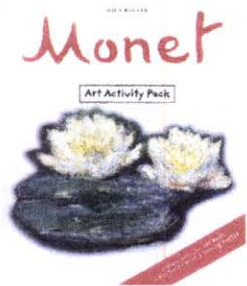


## Course Outline

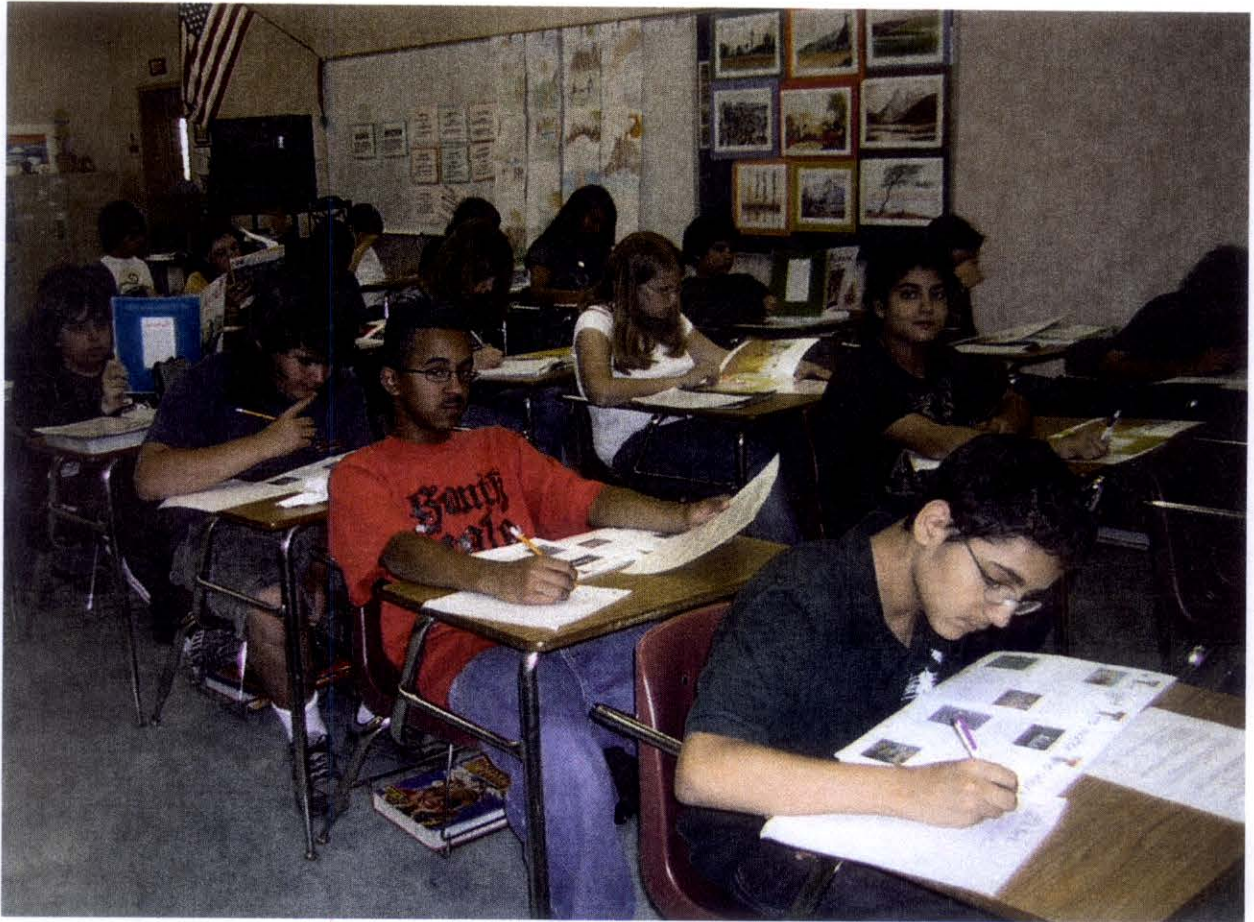
Day One – View the DVD titled *The Natural Palette*. Discuss content.



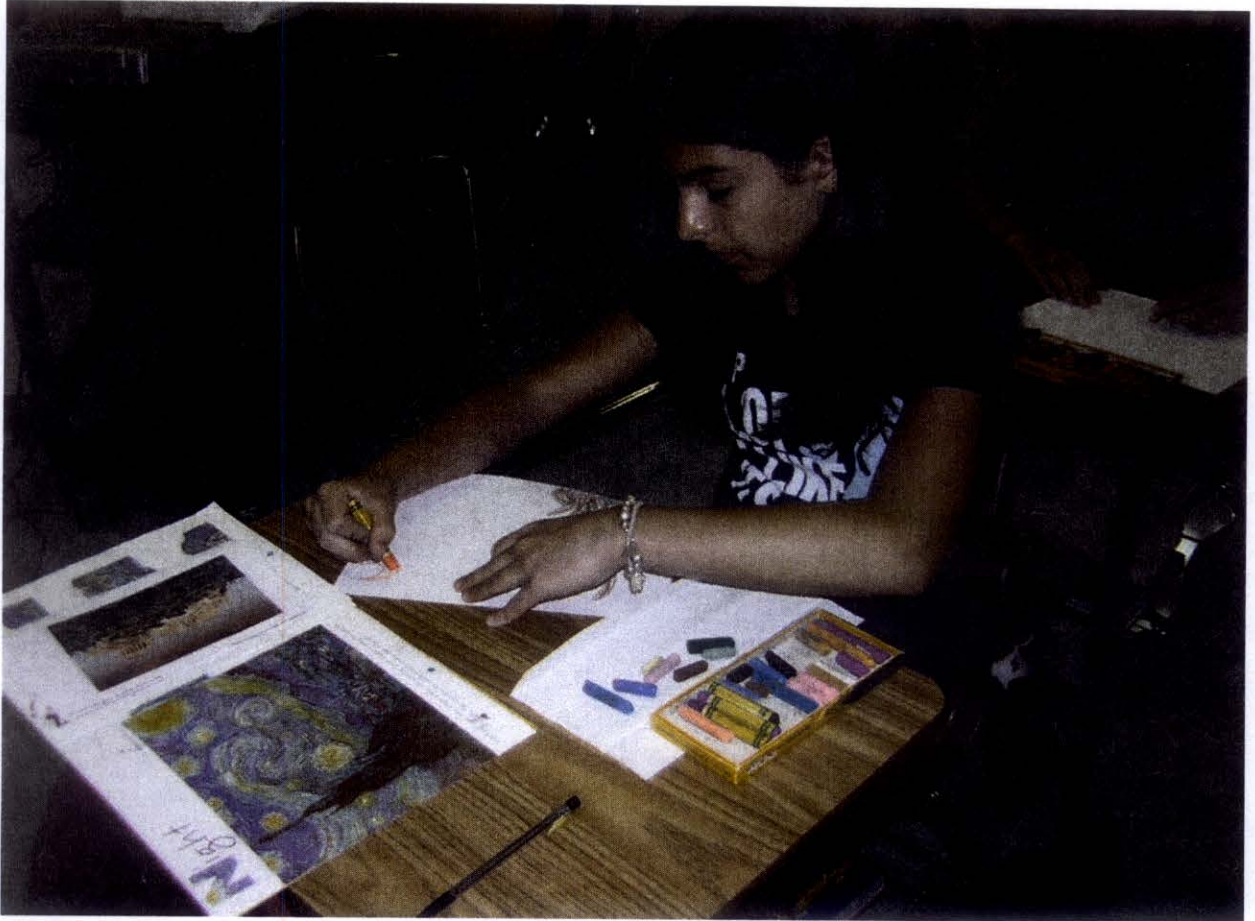
Day Two – Begin to read booklets and complete guided reading worksheets.



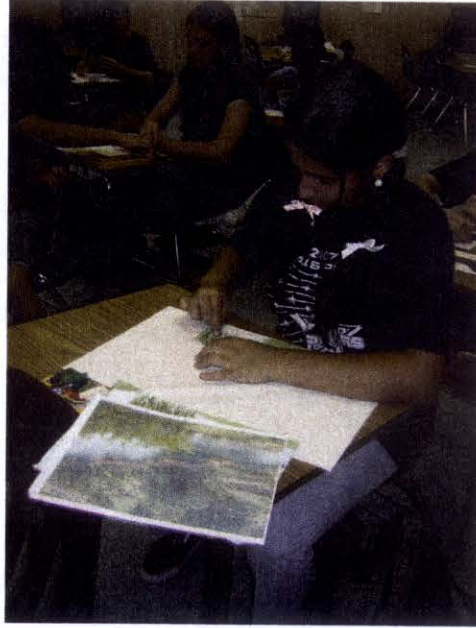
Day Three – Write the synopsis



Day Four – Practice painting using picture of parent’s favorite place



Day Five – Create your “masterpiece”





Day Six – Frame the artwork, student signs, tape writing on the back, wrap up to take home



## Lesson Plans / Sample Worksheets



### *Landscapes for Learning*

Subject Areas: World Geography, Social Studies, Reading, Fine Arts

Duration: Five 45-minute classes

Setting: Classroom

Skills: Gathering information, analyzing, evaluating

Vocabulary: landscape, impressionism, conservation

*Essential Question – How have landscape paintings been used to conserve/protect the wilderness areas in our nation?*



Summary – Using a geographic point of view, students read, write and analyze landscape paintings to discover the beauty in Mother Nature. Next students create their own masterpieces, wrap them up and take them home as a Mother’s Day Gift – acknowledging mothers who nurture and protect children as they grow up into responsible “Go Green” citizens who become the stewards in global conservation efforts to protect Mother Earth.

## OBJECTIVES

Students will:

- Read five art activity booklets that feature the work of Monet, Picasso, Cezanne, Van Gogh and Matisse and complete the guided reading worksheet that highlights the geography found in their paintings. In addition, the booklets illustrate painting techniques which guide students when they paint their own landscapes.
- Practice drawing a landscape – their mother’s favorite place – and then write a synopsis of the geographic information in the painting, include facts about the artist that influenced their painting and conclude with details about their relationship with their own mother.
- “Paint” the landscape using chalk and pastels. Have students sign it, frame it with a redi-cut mat and wrap up to take home as a Mother’s Day gift. Extension activity – attach writing sample to the back of the drawing to be read by family and friends.

## Materials

- DVD – *The Natural Palette* produced by CRIZMAC and the Albany Institute of History and Art
- Art Activity Booklets – Monet, Picasso, Cezanne, Van Gogh, Matisse
- Copier paper (students need one sheet on which to practice their impressionist techniques to prepare for the simulated painting day)
- 12” by 18” white construction paper
- 16” by 22” redi-cut framing mats
- Chalk and / or pastels
- Wrapping bags or paper
- Can of hairspray – spray on completed artwork to keep chalk from rubbing off
- Tape

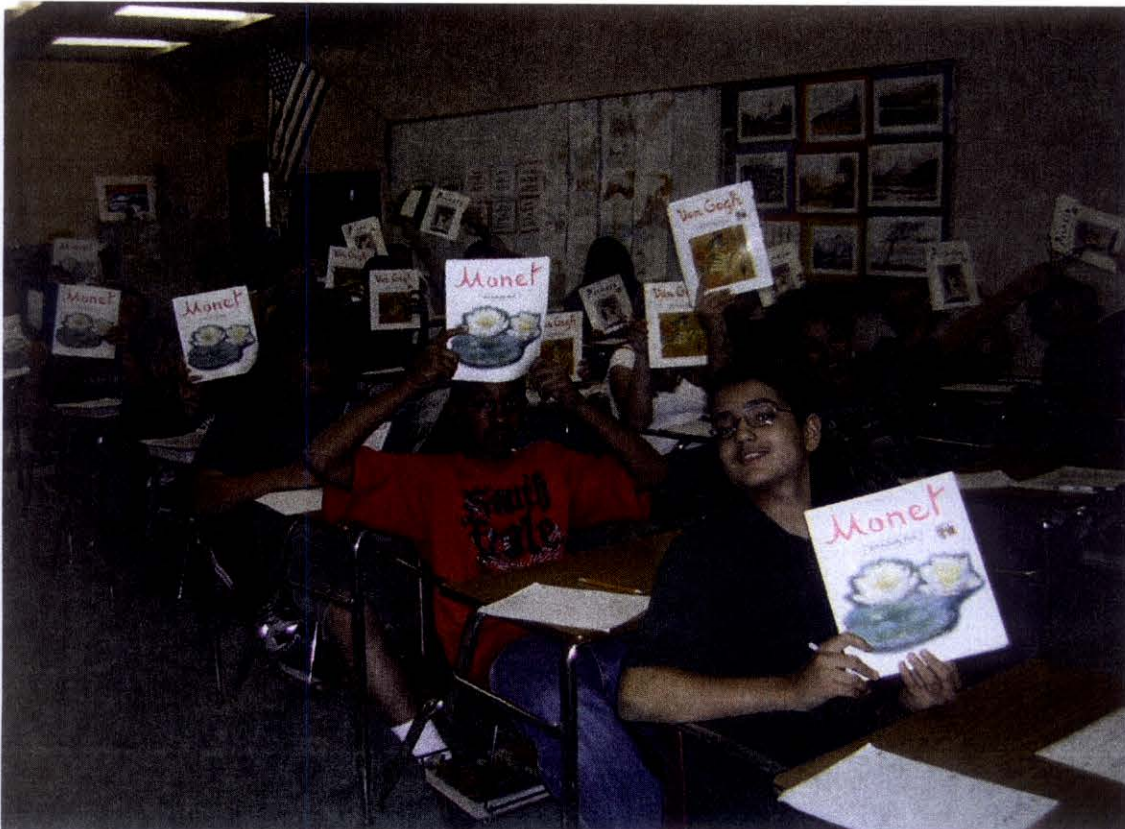
## Procedures

### Warm Up

Watch the 25 minute DVD *The Natural Palette*. Discuss the importance of the remarkable landscapes of the Hudson River painters and early American writers. This video will help students understand relevant connections between the forces of the majestic American landscapes, science, philosophy, literature, and ecology that shaped our country's history.

### Activities

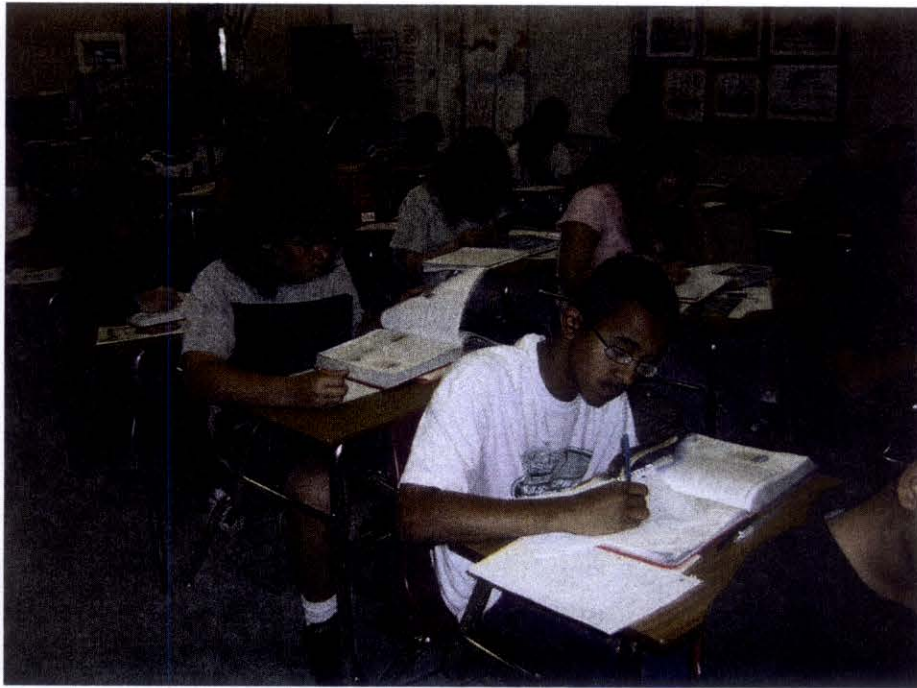
Pass out the reading booklets and guided reading worksheets. Use a variety of reading strategies to complete all five books. For example, the first book the teacher can read orally and review with the guided reading worksheet. Next, have students work in small groups. Third, students silently read and complete questions on worksheet. Depending on the reading abilities of the students, adapt strategies to maximize comprehension.



Students bring in a picture of their mother's favorite place. Give them white computer paper to practice drawing it using their favorite artist's style.

Students write a synopsis on what they are going to "paint" as a gift for their mother. Possible outline:

- Paragraph One – Name of location, vegetation and landscape features, explain why this is your mother's favorite place.
- Paragraph Two – Write about the artist that influenced your painting. List the geographic information that you found in their work.
- Paragraph Three – Explain and describe your relationship with your mother and wish her a happy Mother's Day.



Students are given the 11" by 18" size construction paper to simulate a canvas and chalk. They create their "masterpiece." When complete, spray with hairspray to set the chalk.

#### Wrap Up

Pass out the mats and frame the painting. Wrap up and take home for a Mother's Day gift. Writing sample can be attached to the back or folded to create a card.

## Reading Activity

This is an activity packet that will introduce you to famous landscape artists. You will read about Monet, Van Gogh, Picasso, Cezanne and Matisse. Complete the questions as you read each book. The purpose of this introductory activity is to teach you how artists use and feature geography in their paintings. Notice the type of vegetation and climate found in each great work. Most of the paintings are located in a special place.

Monet



1. What did chemists invent to allow Claude Monet to paint outdoors?
2. What element of geography amazed Monet when he painted outdoors?
3. Monet studied nature and tried to capture the \_\_\_\_\_ they made upon him.
4. Monet is especially known for his ability to paint moving \_\_\_\_\_.
5. Monet painted quickly using large \_\_\_\_\_ strokes.
6. Why is each Giverny painting different?
7. Monet used simple \_\_\_\_\_ of color, which seem to create an image like a \_\_\_\_\_ picture seen from afar, or perhaps in a \_\_\_\_\_.
8. Claude Monet was born in \_\_\_\_\_ in \_\_\_\_\_.
9. What age did Monet decide to become a painter? \_\_\_\_\_ When did he die? \_\_\_\_\_
10. Of the paintings in this book which one do you like the best? \_\_\_\_\_  
Why? \_\_\_\_\_

## Van Gogh



1. Van Gogh used deep, \_\_\_\_\_ colors and \_\_\_\_\_ brush strokes to bring his subjects to life. His canvases are so filled with \_\_\_\_\_ and they seem \_\_\_\_\_.
2. How does Van Gogh use color to paint his room? List three examples.
3. In the painting *The Church of Auvers-sur-Oise*, all the painted lines are \_\_\_\_\_.
4. The direction of a wide brush \_\_\_\_\_ and color Van Gogh brought his Self-Portrait to life.
5. Van Gogh was born in \_\_\_\_\_ in \_\_\_\_\_.
6. He dreamed of what?
7. What relative encouraged him to paint?
8. What did Van Gogh discover in Paris?
9. When and how did Van Gogh die?
10. Of the paintings in this book, which one did you like the best? Why?

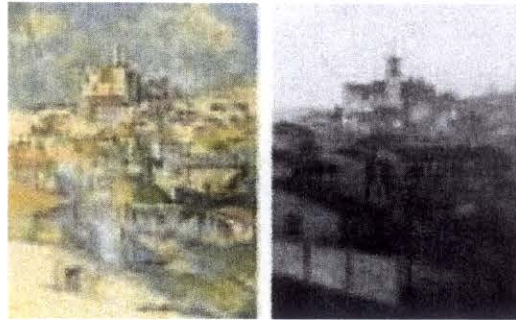
## Picasso



1. As a boy, did Picasso like school?
2. Why did Picasso paint harlequins?
3. List three types of materials Picasso used to create his paintings.
  
4. Picasso wanted to use colors, forms, composition and perspective in a way that no one else ever had, especially focusing on \_\_\_\_\_.
5. Picasso's pieces expressed fantasy and what the French call \_\_\_\_\_ (enjoyment of life.)
6. He later experimented in his paintings with sharp \_\_\_\_\_, cubical \_\_\_\_\_, elongated or \_\_\_\_\_ figures.
7. Who is Claude?
8. Pablo Ruiz Blasco Picasso was born in \_\_\_\_\_ in \_\_\_\_\_.
9. List the five forms of art that Picasso used to express his ideas.
  
10. Of the paintings in this book, which one is your favorite? Why?



## Cezanne



1. Why is Cezanne famous for painting fruit?
2. Define a still life painting.
3. Perspective is a technique that creates \_\_\_\_\_ on a flat surface.
4. Perspective also makes you believe that objects are \_\_\_\_\_ - dimensional and creates a sense of volume.
5. Cezanne felt that everything could be simplified to familiar \_\_\_\_\_ shapes.
6. How many self-portraits did he paint?
7. Paul Cezanne was born in \_\_\_\_\_ in \_\_\_\_\_.
8. Did Cezanne need to worry about money or getting job?
9. Why didn't Cezanne sign his paintings?
10. Of the paintings in this book, which one is your favorite? Why?

## Matisse



1. Did Matisse draw a shape before cutting it out of paper?
2. How did Matisse get the exact color of paper he wanted?
3. Matisse worked more like a \_\_\_\_\_ than a painter; cutting away his materials rather than \_\_\_\_\_ to them.
4. Use three words to describe the Creole Dancer.
5. Henri Matisse was born in \_\_\_\_\_ in \_\_\_\_\_.
6. Matisse abandoned his \_\_\_\_\_ studies and entered \_\_\_\_\_ school.
7. In 1904, Matisse joined the group “fauves” which means \_\_\_\_\_.
8. Matisse had begun his quest to simplify art into its purest \_\_\_\_\_ and \_\_\_\_\_.
9. As Matisse grew older, he decided to paint the \_\_\_\_\_ side of life.
10. In this book, which painting is your favorite? Why?

## Evaluation and Student Achievement

Both teachers and students have been bombarded with standardized tests and reading materials that only support multiple choice answers. *Landscapes for Learning* uses materials that highlight masterpieces of artwork motivating students to read. The guided reading worksheet can be used for comprehension of the material and engages the students to think about what they read developing critical thinking.

The hands-on application project allows students to express themselves artistically giving everyone involved moments of delight, happiness and appreciation of life itself.

The writing component synthesizes a child's geographic knowledge about the world around him/her. I feel that it develops global awareness and citizenship. Even children can do simple "green" things that protect our environment if asked to protect our endangered earth.

*Landscape for Learning* incorporates all learning modalities, and with the purchase of supplies given to each student, 100 % of the class can take home a gift - created entirely in class. This will delight parents/guardians for years to come.

Rubric Option:

Guided Reading Worksheet	50 points
Three Paragraph Essay	30 points
Art Work	20 points
Total	100 points

## Resource List / Materials

### Resources:

Information on landscape painters and their artwork can be found in the media center, public library, classroom literature books, and on the Internet.

### Materials:

<i>The Natural Palette</i> DVD	\$ 24.95
Art Activity Pack Books	\$100.00
White construction paper	\$ 29.82
Redi-mat borders	\$202.47
Chalk	\$ 19.97
Pastels	\$ 33.97
Wrapping Bags	\$188.00
Total for 120 Students	\$599.18

DVD can be ordered from [www.crizmac.com](http://www.crizmac.com)

Materials can be purchased from Sax Arts & Crafts at [www.saxarts.com](http://www.saxarts.com)

Art Activity Pack Books by Mila Boutan at [www.chroniclebooks.com](http://www.chroniclebooks.com)

Wrapping Bags can be found at local Dollar Stores

## **Bibliography**

The Natural Palette. DVD. Crizmac Art & Cultural Education Materials, Inc, 1997

Boutan, Mila. Art Activity Pack Books. San Francisco: Chronicle Books, 1996

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