

Lesson Summary

Title of Lesson	Mixed Media Country Scene						
Grade Level	4-6						
Standard	Knows that art tells about times and places Understands and applies media, techniques, and processes related to the visual arts						
Pre-test of understanding	Ask children: What is a neighborhood or community? Brainstorm ideas for what would be seen in most neighborhoods or communities (e.g., houses, trees, flowers, fences, or people).						
Enduring Idea	We all have some sort of social bonding.						
Essential Question	How can artwork show ideas of social bonding?						
Measurable Objective(s)	After students have explored the idea of community, each student will create an effective mixed media landscape that includes ideas about country life.						
Resources and Materials	<i>Dropping in on Grandma Moses</i> video or book 18 x 24-in green construction paper (one per child) 18 x 24-in blue construction paper (one per child) Glue Sketchbooks or copy paper Pencils Multiple colors of construction paper (smaller sheets) or scraps Tag board Construction paper crayons Markers (Thin and broad tip) Tempera paints Brushes Water containers Scissors Cotton swabs						
Motivation	Show <i>Dropping in on Grandma Moses</i> or read the book. Ask how Grandma Moses' artwork shows ideas of country life. How are the places in the artwork of Grandma Moses' the same or different than the communities in which the students live or go to school? Tell students that they will be creating a mixed media landscape that shows ideas about living in the country. Explain that mixed media means that a variety of art mediums such as paper, paint, and crayons will be used together to make a work of art.						
Vocabulary	<table style="width: 100%; border: none;"> <tr> <td style="width: 30%; border: none;">Background</td> <td style="border: none;">The part of an artwork that appears to be the greatest distance from the viewer</td> </tr> <tr> <td style="border: none;">Foreground</td> <td style="border: none;">The part of an artwork that appears to be the closest to the viewer</td> </tr> <tr> <td style="border: none;">Landscape</td> <td style="border: none;">An artwork that shows ideas mainly about the outdoors</td> </tr> </table>	Background	The part of an artwork that appears to be the greatest distance from the viewer	Foreground	The part of an artwork that appears to be the closest to the viewer	Landscape	An artwork that shows ideas mainly about the outdoors
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	Mixed media An artwork created with more than one medium
Activity	<ol style="list-style-type: none">1. Distribute the blue paper. Explain that this will be the background (sky).2. Distribute the green paper. Explain that this will be the foreground (grass).3. Tell students to decide if they wish to make a horizontal or vertical landscape.4. Place the blue paper in the desired format.5. Instruct students to carefully tear the green paper from one edge to the other. (NOTE: If students select a horizontal format, they will tear the green paper along the longest edge. For vertical formats, the green paper will be torn along the shorter edge.) Since this will create a natural horizon, students should consider making the tear somewhat uneven.6. Place a light bead of glue around the edges of the green paper.7. Glue the green paper to blue, making sure that all the straight edges align.8. While the glue is drying, distribute the sketchbooks and pencils. Ask students to make sketches of objects (e.g., house, barn, windmill, farm animals) that might be found in the country and events that might be happening (e.g., a picnic, harvesting, planting). Brainstorm ideas if these concepts prove problematic.9. Provide additional sheets of construction paper. Instruct students to draw and cut out the largest objects for their landscapes (e.g., house, barn). Glue these to the landscape.10. Remind students that Grandma Moses often made paper doll-like cutouts of people, plants, and animals. On the tag board, students should be encouraged to draw the shapes of animals, people, and plants.11. After making drawings on the tag board, cut out the objects, and trace them onto construction paper. Each tag board pattern can be used more than once.12. Cut out the construction paper objects and place them on the landscape. When the arrangement is as the student wants, glue the construction paper objects to the landscape. Remind students that objects placed close to the bottom of the page will appear to be closer to the viewer while those placed near the horizon will appear to be in the distance.13. Use cotton swabs and paint, crayons, and markers to add details to the scene.

Differentiated Instruction

	Challenged	Target	Above
Content (Readiness)	One concept	All concepts	In-depth study
Process (Interest)	Direct instruction for each step of the process	Model what is expected	Minimal instruction; independent work
Product (Evaluation)	Group product	Group product and contribute to oral discussion	Group product and lead discussion

Assessment Rubric

	Below	On Target	Above
Landscape	Blue and green papers ineffectively used to create a horizon.	Blue and green papers create a horizon.	Blue and green papers create a realistic horizon.
Objects	Houses, trees, and other objects created in a haphazard way; not enough objects created	Houses, trees, and other objects lack some craftiness	Houses, trees, and other objects well crafted
Materials, tools, and media	The use of all or most materials, tools, and media show generally below age-appropriate skill. The student produced an artwork; however, most skills are lacking (e.g., poor cutting or use of paint or glue) or the student rushed to complete the piece.	The use of all materials, tools, and media show age-appropriate skill. The student produced a generally well-made artwork; however, some skills might be lacking (e.g., poor cutting or use of paint or glue).	The use of all materials, tools, and media show exceptional skill (above what is expected for the age level). The student worked deliberately to produce a well-made artwork.
Processes and techniques	All or most processes (drawing, painting, cutting, gluing) show lack of skill; Technique lacks refinement (e.g., jumbled arrangement on page)	All processes (drawing, painting, cutting, gluing) show age-appropriate skill; Technique is refined (e.g., use of color)	All processes (drawing, painting, cutting, gluing) show great skill ((above what is expected for the age level); Technique is refined and has a unique quality (e.g., arrangement on page, use of color)

Student Check List

	Yes	No
I have created a blue background.		
I have created a green foreground.		
I used tools such as scissors with great care.		
I planned where each object is placed.		
I used tiny drops of glue.		
My finished mixed media artwork shows a country landscape.		

Student Reflection

(Discussion or written work)

1 Describe who the people in the artwork are.

2 The event showed in my artwork is

This is how I showed the event.
