

Visual Arts Assessment Task

Fantasy Landscape

Grade 5

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Connecticut Common Arts Assessment Initiative

Connecticut State Department of Education

Contact

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Fantasy Landscapes: *A Giant Just Stepped into an Imaginary World*

Task Description:

Students will explore imaginary landscape imagery and its various interpretations through observation, discussion, collaborative analysis, and writing. Each student will then create a mixed media landscape that will convey a story from one's imagination. The story will incorporate a giant's shoe/footwear realistically drawn from life/observation stepping into a fantasy world. Each student will then reflect on, and evaluate his/her artwork.

Enduring Understandings:

1. Throughout history, artists have used fantasy/imaginary images to create expressive artwork.
2. Throughout time, artists have used a variety of design elements and principles, along with a variety of media, to combine realism with elements of fantasy in their artwork.

Essential Questions:

1. Why do artists create imaginary environments?
2. How do artists use various design elements and principles, and various mediums to combine realism with elements of fantasy in their artwork?

Content Standards - Connecticut Visual Arts Content and Performance Standards:

Standard #1: Students will understand, select and apply media, techniques and processes.

- (a). select media, techniques and processes to communicate ideas, reflect upon their choices and analyze what makes them effective.
- (c). use different media, techniques and processes (two-dimensional and three-dimensional, including media/technology) to communicate ideas, feelings, experiences and stories.

Standard #2: Students will understand and apply elements and organizational principles of art.

- (a). use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas
- (b). recognize and reflect on the effects of arranging visual characteristics in their own and other's work
- (c). select and use the elements of art and principles of design to improve communication of their ideas

Standard #3: Students will consider, select, and apply a range of subject matter, symbols, and ideas.

- (a). consider, select from and apply a variety of sources for art content to communicate intended meaning

Standard #5: Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

- (b). describe and analyze visual characteristics of works of art using visual art terminology
- (d). describe their own responses to, and interpretations of, specific works of art

- (e). reflect on and evaluate the quality and effectiveness of their own and other's work, using specific criteria (e.g., technique, formal and expressive qualities, content)
- (f). describe/analyze their own artistic growth over time in relation to specific criteria

Objectives:

1. Students will demonstrate knowledge and skill of observational drawing by accurately drawing a shoe/footwear from life that will be integrated into their fantasy landscape.
2. Students will use the elements of line, shape, color and spatial strategies (overlapping, placement and size change) to create a landscape demonstrating use of foreground, middle ground and background.
3. Students will demonstrate their understanding of focal point by applying the principles of emphasis and proportion, in their fantasy landscape.
4. Students will compare, contrast and reflect upon works of art, by identifying design elements and principles, as well as context.
5. Through written response, students will reflect upon and explain their use of the design elements and principles, selection of media, and strategies used to create a fantasy or imaginary landscape.

Materials:

- 12" x 18" white drawing paper
- Required Media (students will select at least two): markers, watercolor, crayons, oil pastels, colored pencils, pencils, and erasers
- *Optional Media:* tempera/acrylic

Resources:

- Salvador Dali's *Persistence of Memory*
Crystal Productions item #: PP1499 "20th Century Art Masterpieces"
Digital Image: http://www.moma.org/collection/object.php?object_id=79018
- Grant Wood's *Fall Plowing*
Crystal Productions item #33609403 "Interdis-Art/SS: Wood – Fall Plowing"

Handouts:

- A:** Fantasy Landscape Vocabulary
- B:** Spatial Strategies
- C:** Compare / Contrast Worksheet (Venn) and *Optional Scoring Rubric*
- D:** Fantasy Landscape Planning Sheets
- E:** Formative Rubric for Final Sketch
- F:** Student Checklist
- G:** Student Written Reflection
- H:** Summative Rubrics - Artwork and Reflection
- I:** Data Recording Form

Teacher References/Resources: (optional, use as needed)

- Writing and Imagination Prompts
- Media Selection
- 10 Color Schemes
- Inspirational Illustrations – Images of giants and shoes
AND other artistic examples of fantasy/imaginary landscapes, cityscapes, and seascapes (of your choice)

Recommended Prior Learning:

Students should understand and have developed skills/techniques in:

- Required media (see materials list)
- Observational drawing (still life)
- Line drawing suggesting three-dimensional form
- Spatial concepts: foreground, middle ground, background
- Description, analysis and interpretation of artwork using art vocabulary

Suggested Learning Sequence: (Suggested sequence is based on 40-45 minute classes. Unit progression will differ according to frequency/duration of classes as well as student readiness level. Teacher should review recommended prior learning before starting the unit.)

Day 1 - Daily Objectives:

- 1. Students will learn to identify elements of realism and fantasy in artists' work.**
- 2. Students will compare/contrast, identify, analyze and interpret two works of art using art vocabulary.**

- ◆ Teacher tells students they are beginning a unit during which they will review prior learned concepts and discover new concepts, strategies and techniques. Provide quick group brainstorming activity. Teacher can ask “what is fantasy, what does it look like, what is in it?” and have students discuss and share. Teacher can ask “what is a landscape?” and have students discuss and share. Teacher can ask “what would a fantasy landscape look like?” and have students discuss and share. Teacher should clarify the definition of “fantasy art” (art that focuses on make-believe or imaginary subjects).
- ◆ Teacher distributes Fantasy Landscape Vocabulary (Handout A), and have students think about how these terms can be used in creating a landscape
- ◆ Teacher presents Grant Wood’s *Fall Plowing* and Salvador Dali’s *Persistence of Memory*. Teacher may reference any biographical information known on the two artists. Teacher decides how to present further instruction on Compare / Contrast Worksheet (Venn) (Handout C).

Worksheet may be completed with entire class, small groups or individually.

- ◆ Teacher explains task with a bit more detail, going over **what** students will be creating, **how** they will be creating, and **why** it is important for them to learn. Teacher presents the project, giving an overview of the unit objectives. Teacher explains that each student's fantasy landscape will convey a story of his/her choice. Their story will begin with a giant's shoe/footwear (realistically drawn) stepping into an imaginary world.
- ◆ After class - Teacher can review Venn Diagrams to check for learning and understanding. (Rubric for scoring is optional.)
- ◆ Optional - To deepen the writing component of the task, the teacher may choose to use one of the more extended prompts in Writing & Imagination Prompts (Teacher References/Resources).

Day 2 – 3 Daily Objectives:

- 1. Students will reflect upon works of art that combine realism with elements of fantasy.**
- 2. Students will brainstorm ideas to plan their compositions.**
- 3. Students will begin to plan, revise and refine their story/sketches.**
- 4. Students will review assessment criteria of the task to clarify the objectives of the assignment.**

- ◆ Review “realism vs. fantasy” – show Wood and Dali images. Teacher reviews project with class. Teacher emphasizes that the giant's shoe/footwear should be the *focal point* in the student's fantasy landscape. The landscape/setting will clearly demonstrate a *foreground, middle ground and background* through the student's use of *spatial strategies* (i.e., overlapping, size changes, and proportion). Review the Spatial Strategies Worksheet (Handout B) with the class.
- ◆ Teacher introduces the Fantasy Landscape Planning Sheets (Handout D) and leads students through each of the planning steps, developing ideas and sketches and answering questions.
 - Teacher may lead an additional brainstorming session to canvas ideas, creating a master list of students' suggestions for possible settings/landscapes in which to place their giant's foot wearing a shoe or other footwear.
 - Teacher may lead a group discussion on the possible fantasy strategies students may use when creating their landscape (i.e., unrealistic color or scale, use of unexpected, unusual or imaginary objects, animals and/or people).

Optional: Teacher may introduce additional Inspirational Images – giants/shoe, referring to the Inspirational Images Handout (Teacher References/Resources)

- Students review the assessment criteria for the planning process while looking at the Student Checklist (Handout F).
- ◆ Students create a short (three-to-five sentence) story about what happens when a giant steps into their fantasy landscape. Students explain how the environment and the shoe interact.
- ◆ Students create two different sketches of their fantasy landscape incorporating their giant's shoe/footwear as described in their story. Drawings should be from actual shoes/footwear which should be provided by the teacher and/or students. Teacher monitors students as they work on their thumbnail sketches for their landscape.

Optional: Teacher may encourage students to experiment drawing their shoe at different angles for additional compositional interest.

- ◆ Students complete pair-share (partner or peer critique) activity to provide and receive feedback on their sketches.
- ◆ Students make adjustments to their thumbnail sketches based on feedback from the teacher and/or peer.
- ◆ Students select one thumbnail to be the basis of their final artwork, adding color to that sketch.

Optional: Teacher may lead review of possible color schemes, referring to the Color Schemes Worksheet (Teacher References/Resources)

- ◆ Optional: Students then discuss and apply the Self-Checklist to at least two examples of benchmarked student artwork.

Days 4 – 6 Daily Objectives:

- 1. Students will revise and refine their work.**
- 2. Students will enlarge and transfer their sketches for their final drawings.**
- 3. After reviewing media options, students will select and apply chosen media to their landscape.**

- ◆ Students finish editing and adding color to their final chosen sketch.
- ◆ Students complete top section of Student Checklist (Handout F) to assure that all of the criteria have been met for their planning process. Students will

review lower section of Student Checklist (this section will be completed when the final artwork is finished.)

- ◆ Teacher collects students' Landscape Planning Sheets and scores them using the Formative Rubric for Final Sketch (Handout E).
- ◆ Students enlarge their chosen sketch to fit a 12"x18" piece of drawing paper.
- ◆ *Optional* - Teacher may lead review of media options, referring to the Media Selection Worksheet (Teacher References/Resources) reminding students of the specific qualities of each medium and discussing how they can best be used. (i.e., watercolor for large areas, colored pencil for small details, etc.).
- ◆ Students select their media and continue to work on their final project.
- ◆ Students complete the lower portion of the Student Self-Checklist (Handout F) and hand in when their artwork is finished.

Day 7 – Daily Objectives:

1. Through written evaluation, students will reflect on and respond to their work.

- ◆ Students reflect on and respond to questions describing choices made for creating their fantasy landscapes. Teacher posts artist exemplars (i.e., Wood and Dali works) while students complete Student Written Reflection (Handout G). Students may refer to Art Vocabulary (Handout A) as they complete their reflections.

Conclusion of Unit:

- ◆ Teacher collects and scores student work using Summative Rubrics –Artwork and Reflection (Handout H).
- ◆ Teacher records scores on Data Recording Form (Handout I)