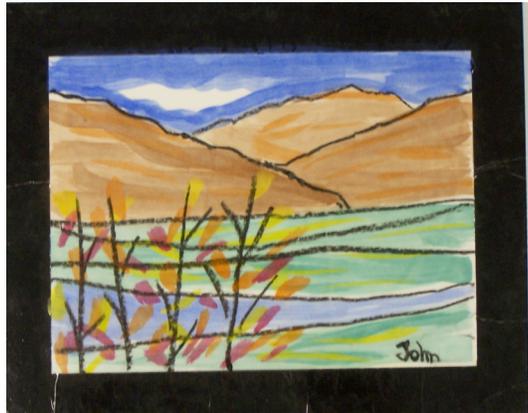




Landscapes with David Mollett

GRADE: K **TIME:** Two sessions is best

Developed by John Lentine, Art Specialist



<p>KIT INCLUDES:</p> <ul style="list-style-type: none"> • lesson plan • Mollett landscapes (2) • process board • vocabulary board • David Mollett board • line and color boards 	<p>MATERIALS:</p> <ul style="list-style-type: none"> • tempera cake paints • 9 x 12" white paper • 12 x 18" black paper • water bowls • brushes • black crayons • glue • paper towels
--	--

LESSON DESCRIPTION:
Students examine landscapes by Fairbanks artist David Mollett looking at fore, middle and backgrounds. They then paint a landscape demonstrating what they learned.

<p>VOCABULARY: landscape foreground middle ground background space</p>	<p>ART ELEMENTS:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Line <input checked="" type="checkbox"/> Shape/Form <input checked="" type="checkbox"/> Color <input type="checkbox"/> Value <input type="checkbox"/> Texture <input checked="" type="checkbox"/> Space/Perspective 	<p>ART PRINCIPLES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pattern <input type="checkbox"/> Rhythm/movement <input type="checkbox"/> Proportion/Scale <input checked="" type="checkbox"/> Balance <input type="checkbox"/> Unity <input type="checkbox"/> Emphasis 	<p>CONTENT CONNECTIONS: Science: Land forms THEMES: Nature: Landscape</p>
---	--	---	---

OBJECTIVES AND ASSESSMENT CRITERIA:

1. Students will learn about Fairbanks artist David Mollett.
2. Students will examine land forms including fore, middle and background.
3. Students will learn that things close up show more detail and far away shows none.
4. Students will draw lines to create a landscape with fore, middle and background.
5. Students will use art materials appropriately.

PREPARE:

Glue the white paper on the black paper so that there is a nice even black margin.

Prepare sets of tempera cake paints with primary and secondary colors by placing them on a tray or cardboard box lid. Two students can share a set.

Collect flat easel brushes, either one half or 1 inch wide. Set one out for each student. A table of four uses 2 water bowls. Have paper towels for students to dab brushes.

ENGAGE AND EXPLORE:

Gather the children and introduce them to the landscape work of David Mollett. Look at the panel of two landscapes. Ask the children to describe what they see. David Mollett is an artist and a professor of art at the University of Alaska Fairbanks. Since the fifth grade, David has lived in Fairbanks and has wanted to be an artist ever since about age ten. David tries many different types of art, but he has spent a lot of time painting landscapes or pictures of the land. He says the most important thing is to practice.

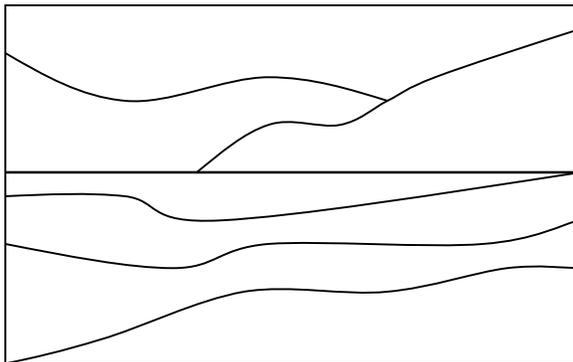
A landscape shows an area that has space. To show space a landscape has three parts: the foreground, the background and the middle ground. The foreground is the closest to the bottom of the page and the closest to the viewer. The middle ground is in the middle of the page and the background is near the top of the page. Find these areas in Mollett's paintings, tracing ground lines with fingers.

When things are close you can see them more clearly. When they are far away you cannot see the little things—the details. Look at David's work and discuss this idea.

CREATE:

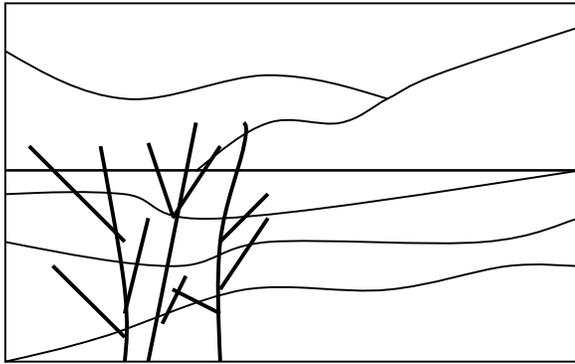
Session 1: Create Lines

1. Foreground: With a black crayon make a line that is curvy or bumpy across the page near the bottom. Be sure to touch both edges of the paper with all lines.
2. Middle ground: Near the middle of the page make a line that is horizontal and fairly straight.
3. Background: Above the middle line draw a line or two to represent hills or mountains. Don't go too high—be sure to leave some sky!
4. Now go back into the area below the middle ground and add a couple of more interesting lines that will help break up space and give students areas in which to paint.
5. Brainstorm with student different kinds of lines they could use in their landscape and remind them to vary their own lines because it adds interest to the painting. (What would it look like if all the lines were straight? If they were all curved? Etc.)



Note: As teacher is making lines, have students hold crayons and move hands in the air to practice different kinds of lines.

6. Recalling that things closer have a lot of detail, add some trees or bushes to the foreground.



Session 2: Review Color and Paint

1. Pull out the color wheel and review the basics of color. Show students that when they mix lots of colors together they will get brown. Show them Mollett's work and remind them that we want other colors and maybe a little brown in the pictures. Also tell them that they can be imaginative in their choice of colors.

2. Review painting techniques: (if these are reviewed whenever you paint they will slowly learn all of them!)

- hold brush like pencil (practice in the air)
- holding closer to the brush provides more control, but sometimes you want a freer stroke and then holding higher works fine; remind students to work gently with brush
- show how to 'pet the paint' and not 'scrub' it (if using liquid tempera this does not make sense, so just remind to dip the brush without picking up too much paint for the job)
- demonstrate wetting the brush and pulling water from it with the edge of the water cup; remind that we do not want a swimming pool
- demonstrate painting using more than 2 colors in an area
- suggest they start with yellow and other light colors first and work toward dark colors

3. Let students paint their landscapes! Teacher should watch for when it's time to stop since kindergartners would be happy to paint brown all day!

