



Trees and Beyond

GRADE: 2

TIME: one session

Developed by Linda Pfisterer, Art Specialist



KIT INCLUDES:

- lesson plan
- Van Gogh by W. Uhde
- perspective board
- teaching boards on how to draw trees (2 two-panel)
- tree placement board
- Van Gogh reproductions (6):
 - “Fir-woods at Sunset”
 - “Road with Cypress and a Star”
 - “Daubigny’s Garden”
 - “View of Arles with Orchards”
 - “The Artist on the Road to Tarascon”
 - “Pollard Willows and a Shephard”
- color/mood procedure board (3-panel)
- vocabulary board

MATERIALS:

- one ruler
- Class set of:**
 - black markers
 - oil pastels
 - construction paper:
 - light and dark:
 - blue
 - light and dark purple
 - pink and red
 - gray
 - yellow

LESSON DESCRIPTION:

Students examine Van Gogh paintings of landscapes paying particular attention to near and far. They learn that size and placement of trees are important to show perspective. After learning to draw basic tree forms, students create a landscape that shows perspective using markers and oil pastels.

VOCABULARY:

landscape
perspective:
 near and far
 foreground
 middle ground
 background

ART ELEMENTS:

- ☒ Line
- ☒ Shape/Form
- ☒ Color
- ☐ Value
- ☐ Texture
- ☒ Space/Perspective

ART PRINCIPLES:

- ☐ Pattern
- ☐ Rhythm/movement
- ☒ Proportion/Scale
- ☐ Balance
- ☐ Unity
- ☐ Emphasis

CONTENT CONNECTIONS:

Science:
The study of trees

THEMES:
Nature

OBJECTIVES AND ASSESSMENT CRITERIA

1. Students will use the paintings of Van Gogh as motivation for an oil pastel drawing.
2. Students will make a line drawing of the spruce tree and the birch tree with a black marker.
3. Students will show near and far with page placement and size of trees.
4. Students will use oil pastels and blending techniques to create new colors and enrich their drawings.

PREPARE:

1. Teacher should try this activity before teaching the lesson. Students do best when observing a strong and practiced demonstration.
2. Gather the materials and lay out the paper colors for students to choose.

ENGAGE AND EXPLORE:

Set up the six paintings by Vincent Van Gogh. Ask students to make some observations about what they see and then discuss the following questions. (Have a ruler at hand for #2.)

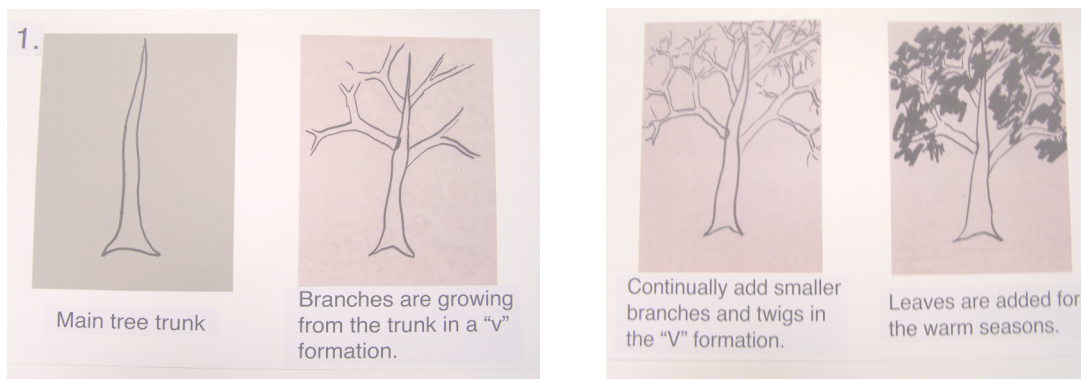
1. **Which two paintings show trees very close to you?** What did the artist do to make these trees appear so close? (The trees go off the top and bottom of the painting.) Are the trees that are far away located near the bottom or top of the painting? Compare a far tree with a near tree by measuring the height of each of them. What did you find? Also measure how close to the bottom of the painting the near trees are located compared to the far trees.
2. One of Van Gogh's pictures is a black ink drawing. **Can you find trees that are near, far and also some in the middle?** Would all these trees be about the same size if we stood beside each one and measured? (usually yes, very close) Measure and compare a near tree, a far tree, and one in the middle. Also measure how far from the bottom the near tree is located. Now compare this to how far from the bottom the middle tree and the far trees are located. So, **size and page placement** of trees are important to show near and far.
3. **Land appears to be layered in paintings.** Some land is near and we call that the foreground. Some land is far away and we call that the background. Land that is in the middle of the painting will be called the middle ground. Choose the painting, *the Artist on the Road to Tarascon* to find the foreground, middle ground, and background. Notice the color of the far background compared to the color in the foreground. (much lighter)

CREATE:

Use the teaching boards to demonstrate the drawing of trees and their placement, near and far. Let students practice drawing as you demonstrate, using "practice paper." All species of trees are just a bit different from each other. If possible look at these boards and at real trees before drawing.

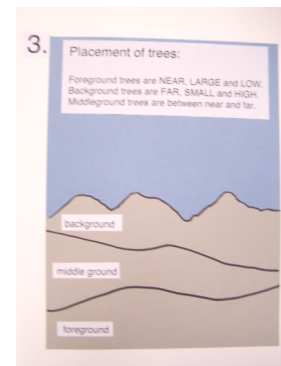
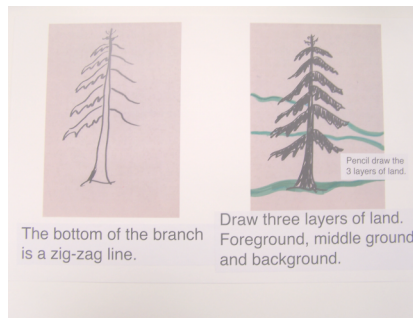
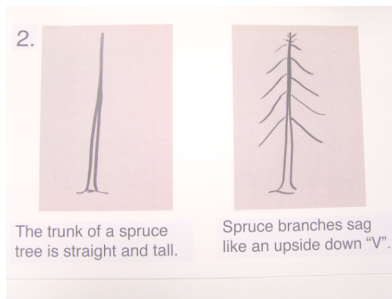
Board 1: Birch-style (deciduous) trees. These are trees with leaves.

The first tree to draw will be a basic tree that forms Vs as the branches grow out.



Board 2: Spruce-style (evergreen) trees. Again, there are many types of **spruce trees**, so look closely at a real one before beginning the drawing.

- Draw the spruce tree trunk straight and tall using a black marker.
- Draw sagging branches with a line like an upside down "v".
- Draw in the bottom of the branch with a zig-zag line.
- Pencil draw the three layers of land. Foreground, middle ground, and background.

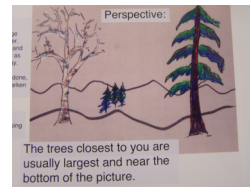
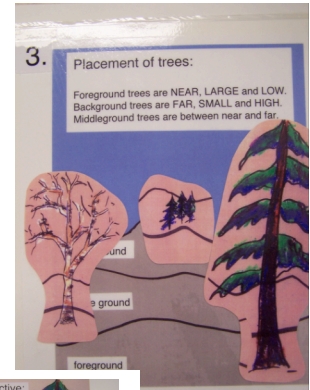


Board 3: Placement of trees: Show students the three layers of land. In order to demonstrate perspective, use the tree pieces in the pocket to place on the landscape in their correct positions.

- Foreground trees are NEAR, so they would appear large and low in the picture.
- Background trees are FAR, so they would appear very small and high in the picture.
- Middle ground trees are between near and far.

Board 4: Choose a background paper to indicate the time of day.

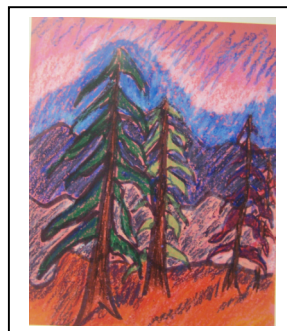
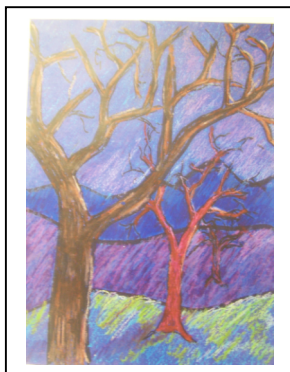
- Peach paper gives a glow of twilight.
 - Yellow looks like a bright midday.
 - Dark blue gives the feeling of evening.
- Use this board of examples as a reference when students begin drawing.



Board 5: Drawing the land and trees, and the layering of the oil pastels. Review the Van Gogh paintings to see how he layered colors.

- Begin drawing the three layers of land with pencil on the chosen colored paper.
- Using a pencil, draw trees large and small on the three layers of land.
- Use a black marker and draw over only the pencil lines you want to keep.
- Color in the trees. Layer with different colors, and blend them with white or other light colors. Add a little black if you want one side of the tree shaded darker.
- Color in the layers of land. The far background is often a blue-gray. Layer the colors.
- Fill in the sky by coloring in one direction. Add white to lighten and blend the colors.
- Names should be signed in the lower right hand corner,

Mount oil pastel drawings on dark paper and display.



CLOSE:

ASSESSMENT:

Use the drawing as a place setting in a story. Try to use the art vocabulary, time of day, and other descriptive words in your writing.

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____
			Grade_____ Date_____ Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)
			1. Did you the paintings of Van Gogh to plan a drawing? (K)
			2. Did you make a line drawing of both a spruce and birch style tree? (S,E)
			3. Did you use page placement and size of trees to express near and far? (K,S,E)
			4. Did you blend at least two oil pastel colors to create a new color? (K,S,C,E)
			5. Did you add your own imaginative touch to your art? (C)
			6. Did you actively listen and follow directions? (A)
			7. Did you do your best during this lesson? (E)

Teacher self-critique

8. My teaching of this lesson:

1	2	3	4	5	6	7	8	9	10
needed improvement							was highly successful		

9. What would I do differently next time?

ALIGNMENT:

Alignment of Standards:	Alignment of GLE's:
Art: A1,2,3,4; B5; C4 English: C Math: E Science: A,D	Reading: R1.6, R1.7 Math: M2.1.1, M3.1.1, M5.1.7 Science: A1.SA3

CREDITS:

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