

# Landscapes

## 1. Question & Research Task

A landscape artist creates artistic images showing large views of land. Landscapes can be created using many kinds of art media, including painting, drawing, collage, or even sculpture. Landscapes can also be created in different artistic styles, such as abstraction, romanticism, or realism.

Landscape artists can use their art as a way to express their personal views about the world around them.



Image Source: [Smithsonian American Art Museum](#)

**In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:**

How do artists use the landscape to communicate their observations about ecology and the interaction of man-made materials with the natural environment?

## 2. Information Sources

Here are some examples of landscape artists and art work. You will use these resources to analyze how these artists use the landscape to express their personal views about the world around them.

- Ansel Adams
- Claude Monet
- The Hudson River School
- Joel Sternfeld
- Vincent Van Gogh
- Landscape Painting in Chinese Art



**Hockney, David**, Garrowby Hill, 1998 *oil on canvas, 60x76 in.*

Image Source: <https://collections.mfa.org/objects/51520>

### 3. Student Activity

Explore the resources on slide 2. Then, select two of the images and complete the [attached graphic organizer](#) to answer the following questions:

- How is the interaction of man-made materials with the natural environment depicted in the artwork?
- What is the mood depicted in the artwork? Does the artwork suggest a positive or negative mood? How do you know?
- What message is the artist trying to convey about the environment?



**The Destruction of Lower Manhattan: Photographs by Danny Lyon**

*Danny Lyon, "327, 328, and 331 Washington Street, between Jay and Harrison Streets"*

Image Source: Museum of the City of New York



## 4. Assessment Activity

How do artists use the landscape to communicate their observations about ecology and the interaction of man-made materials with the natural environment?

Choose one landscape artist from the resources provided on slide 2. Make notes in your art journal as you critique and analyze:

- Art medium used (oil, watercolor, photography, collage...)
- Style (abstract, realistic, surreal...)
- What the environmental message is that the artist conveys in his/her artwork
- How the artist uses medium and style to convey the overall message about the environment

Create a visual or multimedia analysis of the artist and their work. For example, you could create a [poster](#) or a [Discovery Ed Board \(multimedia poster\)](#).

Present your poster in a class/virtual gallery walk.



**Bearden, Romare, *Winter (Time of the Hawk)*, 1985**  
collage of various papers with paint, ink, and graphite on fiberboard  
Private collection, Charlotte, North Carolina.  
Image Source: [National Gallery of Art](#)

## 5. Enrichment Activities

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### Levee Farms

1998 **Wayne Thiebaud** Born: Mesa, Arizona  
1920 oil on canvas 48 x 48 in. (121.9 x 121.9 cm) Smithsonian American Art Museum

Image Source: [Smithsonian American Art Gallery](#)

Extend your learning about landscapes, art styles, and art elements and principles by viewing additional artists and artwork:

- [Courbet and the Modern Landscape](#)
- [JMW Turner](#)
- [Bernd and Hilla Becher, Photography](#)
- [Romare Bearden Foundation](#)
- [Henri Rousseau](#)
- [Art Styles and Periods](#)
- [MOMA Glossary of Art Terms](#)
- Select the image to the left to view an info-graphic about Wayne Thiebaud

Then, create a still landscape image that reflects your school or school community. Use a teacher-approved method to present your artwork to the rest of your class.

# 6. Teacher Resources

## Learning Standards Alignment

### BCPS/Maryland State Curriculum

**Standard 1: Perceiving and Responding: Aesthetic Education:** Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

**Standard 2: Historical, Cultural, and Social Context:** Students will demonstrate an understanding of visual art as an essential aspect of history and human experience.

**Standard 3: Creative Expression and Production:** Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

**Standard 4: Aesthetics and Criticism:** Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.

**Standard 5: Habits of Mind:** Students will demonstrate positive attitudes and ethical behaviors that demonstrate respect for the expression, ideas, abilities, and needs of others. Students will demonstrate and apply productive artistic behaviors in order to make contributions to society

### [Common Core State Standards for English Language Arts & Literacy](#)

**Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**[AASL Standards Framework for Learners](#)** Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

### **[P21 Framework: 21<sup>st</sup> Century Student Outcomes](#)**

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

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## Middle School Art 6-8

### Objective:

### Time Frame: 20-30 mins

### Differentiation strategies for this lesson:

- Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#) included in this lesson. Refer to [Digital Content Snapshots & Support resources](#) for as needed.

### Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Enduring Understanding: Artists draw inspiration from and make artwork in response to their natural surroundings.
- [Google Art Project](#)
- [NGA Kids](#)

Last updated: July 2022. [Report broken links](#) to BCPS Library Media Programs & Digital Resources.

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