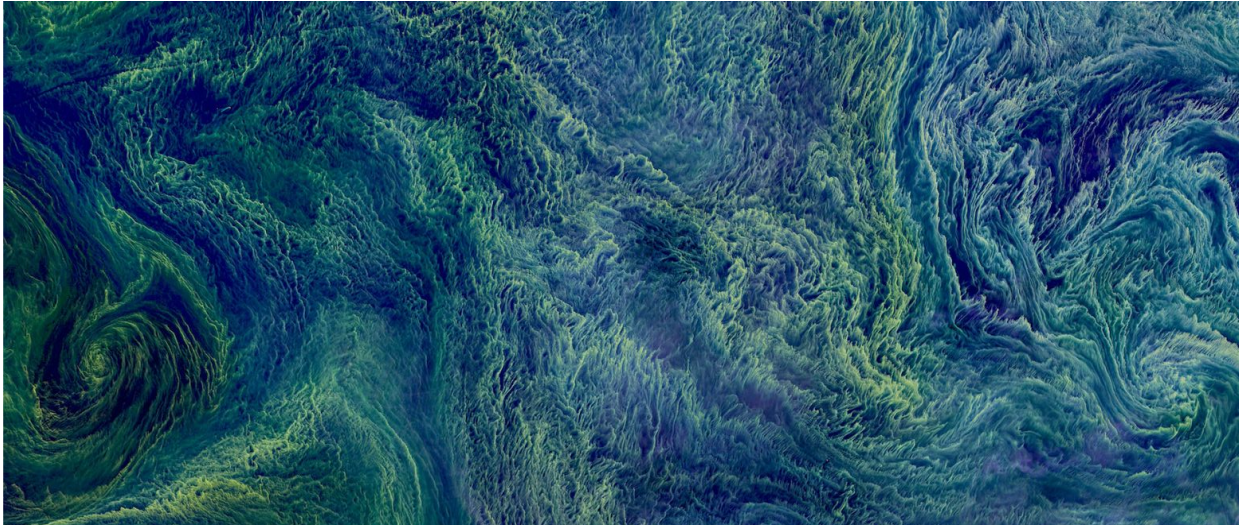


OVERVIEW EFFECT

Mixed Media Landscapes
Grade 5



Daily Overview, 2017; Amy Genser, 2016.

Hannah Brady
April 2017

INTRODUCTORY INFORMATION

Grade: 5

Class Size: 28 students

Length of Class Period: 50 minutes / 10-12 classes

Lesson Topic / Description: After studying the work of Daily Overview and artist Amy Genser, students will create multi-media aerial landscapes using paint, collage, and paper quilling. These landscapes will be home to their pinch pot hand puppets.

Presentation:

https://docs.google.com/presentation/d/1bCgNbEmgApYV-vEBfo7Mx0v6OtX4GhyZpzdGdCXRT_g/edit?usp=sharing

Big Idea: bird's eye landscapes

Skills: painting, collage, paper quilling

STAGE 1: DESIRED RESULTS

A. ENDURING UNDERSTANDINGS:

- Our perspectives change depending on how we look at something.
- Designers draw on ideas from personal experiences, their imaginations, and the world around them.
- Humans impact the landscapes that surround us.

B. ESSENTIAL QUESTIONS:

- What makes a place unique and different?
- What is a landscape?
- How does a landscape reflect who lives there?

C. MASSACHUSETTS VISUAL ARTS STANDARDS:

- 1. Methods, Materials, and Techniques: Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.
- 3. Observation, Abstraction, Invention, and Expression: Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.
- 6. Purposes of the Arts: Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

D. ACQUISITION/ LEARNING OBJECTIVES:

- The students will know...
 - how to develop an original character through landscape and setting.
 - how to define the terms: collage, bird's eye view, and overview effect.
 - that humans impact the landscapes that surround us.
- The students will be skilled at...
 - paper quilling.
 - collaging using a variety of papers.
 - painting canvas to create a landscape.

STAGE 2: ASSESSMENT EVIDENCE

A. PERFORMANCE TASK OR FINAL PRODUCT:

- A successful example of the multi-media collage will include paper quilling, collage and painting techniques to illustrate a landscape for their pinch pot puppet. The landscape will continue to develop their puppet character.

Hannah Brady, *Student samples and teacher benchmark*, 2017.

B. CONTINUUM OF ASSESSMENTS:

- Completion of worksheet
- Self-assessment rubric
- Observation notes
- Setting description / artist statement.

Name: _____ Class Code: _____

OVERVIEW EFFECT

<p>LOCATION</p> <p>Where does your character live? Massachusetts? Earth? Another planet? Where do they hang out the most? Indoors or outdoors? What is the space like?</p>	<p>TIME</p> <p>Are there seasons where your character lives? Do the seasons change? Is it winter, spring, summer, fall? What season is it? Describe it.</p>	<p>ATMOSPHERE</p> <p>Is it bright and sunny or dark and gloomy? What does your character hear? Is it quiet or loud? What does your character smell?</p>
<p>CLIMATE</p> <p>What is the weather like? Is it hot or cold? Does it rain? Snow? Always sunny?</p>	<p>GEOGRAPHY</p> <p>What does the landscape look like? Flat plains? Mountains? Desert? Bodies of water? Is the landscape natural or man-made?</p>	<p>POPULATION</p> <p>Is it crowded or open? Who else lives near your character? What is the community like? What is the neighborhood like?</p>

Sketch your landscape from above at each of the following scales.

<p>10^1 - room / building</p>	<p>10^{10} - neighborhood</p>
<p>10^{100} - region</p>	<p>10^{1000} - planet / universe</p>

Hannah Brady, *Overview Effect Worksheet*, 2017.

STAGE 3: LEARNING PLAN

A. MATERIALS AND EQUIPMENT:

- Painting: Canvases, paint, paintbrushes, water cups, palettes
- Collaging: variety of papers, bubble wrap, cardboard, tissue paper, glue, acrylic medium, brushes
- Paper quilling: pre-cut strips of a variety of colored paper, toothpicks, glue, palettes
- Equipment: computer, projector

B. RESOURCES: VISUALS, TEXT, MEDIA AND WEB

- Amy Genser, 2017. <http://www.amygenser.com/>
- Daily Overview, 2017. <http://www.dailyoverview.com/fiftyeight>
- Google Maps, 2017. <https://www.google.com/maps>

C. VOCABULARY WITH DEFINITIONS:

- collage: layering of paper including techniques such as cut, tear, mosaic, and layer
- overview effect: the feeling astronauts get when they look down at Earth
- bird's eye view perspective: how a bird sees the world
- mixed media: variety of media in a work of art

D. TEACHER INSTRUCTION:

The teacher will...

- Overview Effect Intro / Worksheet
 - Introduce new lesson with See / Think / Wonder exercise with Daily Overview and Amy Genser.
 - Distribute brainstorming worksheet.
- Painting
 - Demo painting canvas.
 - Circulate through room.
- Collaging
 - Show a variety of collage techniques including cut, tear, mosaic, and layer.
 - Demo techniques in sketchbook.
 - Circulate through room.
- Paper Quilling
 - Show video demo to students.
 - Quick follow up live demo with teacher benchmark.
 - Circulate through room.
- Artist Statement / Self-Assessment
 - Share sample artist statement / setting description.
 - Distribute self-assessment rubrics for students to complete individually.
 - Collect rubrics.

E. QUESTIONS TO GENERATE DISCUSSION:

- How can we think about an environment or landscape from a new perspective?
- How do we impact our environment?
- Where does your puppet live?
- (*See Overview Effect worksheet prompts*)

F. LEARNING ACTIVITY:

The students will...

- Overview Effect Intro / Worksheet
 - Participate in See / Think / Wonder exercise with Daily Overview and Amy Genser.
 - Complete brainstorming worksheet considering character development and creation of landscape for puppet. .
- Painting

- a. Watch demo on how to paint canvas to create landscape.
 - b. Paint canvas.
- C. Collaging
 - a. Practice collage techniques including cut, tear, mosaic, and layer in sketchbook.
 - b. Collage on canvas.
- D. Paper Quilling
 - a. Watch paper quilling video demo.
 - b. Watch follow up live demo with teacher benchmark.
 - c. Paper quill.
- E. Artist Statement / Self-Assessment
 - a. Write artist statement / setting description for puppet.
 - b. Fill out self-assessment rubrics individually.



Hannah Brady, Student work, 2017.

G. DIFFERENTIATION:

- Assign partners for collaboration
- Step by step visual instructions posted in classroom
- Recorded video demos for easy access / replaying
- Allow for a variety of materials
- Additional time