**Grade level/Class: 6th grade**

**Planning Team Members: Mrs. Gaut**

|  |
| --- |
| **Unit Overview** |

|  |  |
| --- | --- |
| **lesson Name** | Emily Carr Trees/Nature Scenes |
| **lesson Description** | The student will learn about Canadian artist Emily Carr. The student will learn how to observe and draw trees. The student will learn to use white crayon to create a resist. The student will learn to create a watercolor tree landscape inspired by Emily Carr. |
| **Lesson Topic** | Art History, drawing and painting techniques |
| **Lesson Essential Questions** | How will you create series of 2D drawings and paintings of trees and nature inspired by Emily Carr’s artwork but put your own unique style or twist to it using the elements of art and principles of design? |

|  |
| --- |
| **Student Learning Goals****What concepts or skills should students be able to demonstrate as an outcome of participation?** |

|  |  |
| --- | --- |
| **Standards** | VA6PR3 Incorporates and understanding of the language of art to develop and organize own ideas, resolve specific visual arts problems, and create works of art VA6MC.4 Engages in dialogue about his or her artwork and the artwork of others. 1. Provides personal response (e.g., spoken, written, or visual) to a work of art using the language of art.

VA6PR.1 Understands and applies media, techniques, and processes. a. Produces original two-dimensional artworks using a variety of media (e.g., pencils, markers, pastels, water-based paint, printmaking materials, collage material, photographic materials, and electronic media). b. Develops a variety of drawing skills (e.g., observational, illusion of form, tonal rendering, perspective) to convey meaning and idea. VA6PR4 Keeps a visual/ verbal sketchbook journal to collect and preserve ideas in order to produce and develop works of artVA6MC3 Interprets how artist communicate meaning in their workVA6AR1 Develops and maintains an individual portfolio of artworks |
| **Student Assessments*****How will students indicate their learning and understanding of the concepts in the unit? How will you assess learning? (Give names of assessments with descriptions)*** |

|  |
| --- |
| Emily Carr RubricObservationPeer critique  |

|  |
| --- |
| **Instructional Procedures** |

|  |  |
| --- | --- |
| **Lessons and warm-ups** | **Day ONE**Activator: Show students the power point on Emily Carr. The power point highlights her life and shows some of her work. Instruction: We look at examples of her artwork. I then discuss common mistakes people make when drawing a tree. I tell students that trees grow out of the ground and are not sitting on top of the ground. We discuss how to draw the bottom of the tree and curve it gently out of the ground. We then discuss that it is best not to place limbs directly across from each other like arms, but to stagger them. We discuss how to make the limbs and how they get smaller as they go out. We discuss that the tree trunk gets slightly smaller as it goes up. We look at ways of adding texture by cross hatching or using wavy wood grain lines. Students then practice drawing their own trees either from their imagination or from a picture. (Preliminary sketches)Summarizer: Put sketch books away**DAY TWO AND THREE**Activator: Review Emily Carr as an artist and individualInstruction: What is OBSERVATIONAL DRAWING?? Students will take their sketchbooks outside and draw nature from observation. Students must include at least one tree in their drawing plus the objects around it. (tire swing, phone poles, school, bushes, leaves, fence, vehicles, bus, hill, wooded area, peers, birds etc.)Closure: Answer the exit ticket questions in your sketchbook**DAY FOUR**Activator: Write at least 3 Facts you know about Emily Carr in your sketchbookInstruction: Demonstration on using white crayon as a resist and how to paint with watercolor to create value and new colors as well as texture. Student will draw an odd number of trees onto their paper. They will add hills or other natural details they observe around them. Students will need to show perspective and use the space of their canvas. They will outline the entire drawing with a black sharpie marker. Students will be working outside with their materials.Closure: Make sure your artwork has your name, class, and date in the bottom right hand corner**DAY FIVE**Activator: Take out your drawing and one person at each table get painting materials out for your group (cup of water, brushes, paint, paper towels). \*White crayons will already be at the tables. Instruction: Students will then they take a white crayon and add swirls and lines anywhere they choose. Finally begin to add watercolor in the background first. Students are encouraged to be creative and use fantastical colors because these are whimsical paintings. Students are required to add value as it has been taught in previous lessons. We will be outside creating our work! What better way to draw and paint nature than to be surrounded by it!Closure: Clean-up and place your artwork on the drying rack. |
| **Total number of days for this lesson** | 5 |

|  |
| --- |
| **Materials and Resources Required for Unit** |

|  |  |
| --- | --- |
| **Resources** | Visuals of Emily Carr’s Tree paintings and Power Point, Visuals of trees from calendars, actual trees, reproduction of Gustav Klimt’s work as a coloring sheet for AU class |
| **Miscellaneous Supplies** | * Sketchbooks and watercolor paint
* Brushes and water cups
* Pencils, sharpies, white crayons
* Examples of trees either from life or pictures
* Large tree drawing for AU students
* Printed circles for AU class
 |
| **Technology** | * Power Point on Emily Carr and her artwork
 |
| **Vocabulary** | Perspective, Scale, Texture, Landscape, Observational Drawing, Space, Canvas, crayon resist, Emily Carr |
| **Hook** | Take students outside to look at and observe the trees before getting started, if weather permits, bring students outside with clipboards to do painting outdoors each day. |

|  |
| --- |
| **Specialized Instruction** |

|  |  |
| --- | --- |
| **Gifted Students** | * Add more details, texture, show a light source, and produce a more complex composition (add leaves with veins, create a season with your landscape, show perspective, draw multiple trees in piece, add people) Draw off the edges of your canvas, Reward system (PBIS points)
 |
| **Special Needs** | * Trees may already be drawn with dotted lines
* landscape might be drawn completely and just needs to be painted
* larger tools for motor skills
* Draw one tree instead of 3,5,7. Etc.
* Peer, teacher, paraprofessional support more frequently
* tape paper down
* Allow for standing to complete assignments instead of sitting
* Redirection
* Review expectations at the beginning of each class and again half way through class
* Positive Reinforcement:  Reward good behavior with compliments
* Proximity control
* Reward system (PBIS points)
* highlighted images for students to trace
* Picture/visual cues.
* Gustav Klimt Tree of Life coloring sheet
* Create a tree of life with circles
* More time to answer questions or complete assignment

\* All depends on the student’s individual needs.  |

I will tell students that what is interesting about this artist, is that during the late 1800's, women did not generally pursue careers or gain recognition. She went to London and studied art, then came back to Canada and taught a ladies painting group. After that she went to Paris and studied art. She painted in a semi-abstract way that the people in Canada did not appreciate at the time. She became discouraged and quit painting. When she was in her fifties, she met a group of painters and became interested in art again. She finally gained recognition as an artist. She liked to paint nature and lots of trees. She was also an author and had published books when she was not producing art.

Carr's works show a lot of rhythm and her trees appear to be in motion. She shows value of color and texture in her pieces. Her work looks almost impressionistic with the attention to brushstrokes and color.

  