

National Standards

ENGLISH LANGUAGE ARTS AND SCIENCE

NL -ENG .K-12.4: Students adjust their use of spoken, written, and visual (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NL -ENG .K-12.5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

NL -ENG .K-12.12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

NSS-G.K-12.5: Understand how human actions modify the physical environment.

Georgia Visual Arts Quality Core Curriculum

Grades 9 – 12

Standard 2: Develops skills in using elements and principles to produce aesthetically pleasing compositions and to communicate expressive content

Standard 3: Develops ideas, plans, and produces artworks that serve specific functions (e.g. expressive, social, and utilitarian)

Standard 5: Demonstrates proper care and safe use of tools

National Visual Arts Standards

Grades K – 12

Standard 1: Understanding and applying media, techniques, and processes

Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Standard 6: Making connections between visual arts and other disciplines

(insert M2f Logo here)

Idea contributed by Darby Jones

Georgia Performance Standard Explanation of Coding

Sample: ELA1R4

English Language Arts, Grade Level 1, Reading Standard #4

Sample: ELA12W2

English Language Arts, Grade Level 12, Writing Standard #2

(R = Reading, W = Writing, LSV = Listening/Speaking/Viewing, C = Conventions of Language)

Curriculum guides provide differentiated ideas and activities for educators that are aligned to a sampling of standards. The guides do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

Systems • Conservation • Advocacy • “Going Green”
Landscape Painting



Paint your way to advocacy for your environmental surroundings!

Keep Scenic...Scenic!

Derive inspiration from Hudson River School painters and their dramatic American landscapes to explore acrylic painting techniques that celebrate the preservation of the natural elements and a greener earth. **Message to the Future Foundation** encourages students to take action and begin a grass-roots campaign of their own to restore and protect the beauty of our rural areas abetting urban sprawl. Go to their website for the information and resources available to assist in this effort, www.mt2f.org.



Essential Question:
How can environmental
advocacy create real
change?

Process and Assessment

1. Begin by viewing images from Hudson River School painters such as Thomas Cole and Albert Bierstadt. Examples of their work can be found at http://www.artcyclopedia.com/artists/bierstadt_albert.html and <http://www.thomascole.org/>. (Two exemplary focus pieces are Bierstadt's masterwork *Looking Down the Yosemite Valley, California* and Cole's *Sunrise in the Clove*.) As students discuss the works of art, challenge them to describe what they see, emphasizing the techniques these artists use to create dramatic moods and atmospheric effects above and below the horizon line.
2. Use this as a springboard to identify and discuss the surrounding natural areas around your school including the scenic landscape that runs adjacent to Route 15. As students identify these areas, brainstorm locations that might be ideal for on-site observational painting.
3. Review basic color-theory, color mixing, and brushwork before conducting an initial site visit to create a series of thumb-nail sketches. Explore differing positions of the horizon line and vanishing point to create options for students. This can be seen and referenced in the aforementioned images from the Hudson River School.
4. Conduct several additional site visits to allow students to complete the observational paintings at approximately the same time of day to create a consistency in the light and shadows observable.
5. Allow students to present these paintings in a gallery format and encourage critical analysis to give descriptive feedback to students.
6. Allow students to generate written descriptions of their paintings punctuated with persuasive arguments advocating for the preservation of their subject matter.



Materials

- Computer access
- Images from Hudson River School painters
- 9" x 12" sheets of canvas board (or larger)
- Acrylic paint sets
- Assorted brushes
- Water cups
- Pencils and erasers

Vocabulary

Hudson River School

Mid-19th century American art movement by a group of landscape painters, whose aesthetic vision was influenced by Romanticism. Their paintings depict the Hudson River Valley and the surrounding area, as well as the Catskill Mountains, Adirondack Mountains, and White Mountains of New Hampshire

Horizon Line

The line that separates the ground from the sky

Vanishing Point

The point, in linear perspective, where all objects disappear

Overlapping

To extend over or cover a portion of something else

Scale

A certain relative or proportionate size

Mood

A state or quality of feeling at a particular time.

Proportion

Comparative relation between things or magnitudes as to size, quantity, number

Contrast

Juxtaposition of dissimilar elements in a work of art

Extensions

- **Send a message to landowners/land trusts** to encourage urban planning that takes conservation of the natural landscape into account surrounding highways and local roads in immediate surroundings.
- **Send a letter to the mayor** to appeal for byway status of roads in order to receive federal funding for beautification and preservation of the natural landscape.
- **Organize an art show** to promote the message, "Keep Scenic...Scenic" and gain local backing through media coverage and local newspaper participation.
- **Organize a marketing campaign** to promote advocacy of the environment through distribution of bumper stickers and student generated poster design.
- **Design your own school wide "Scenic Highway Appreciation Day"** that includes tee-shirt design and school-wide theatrical presentations to promote this worthy cause to "go green" and preserve the natural landscape.

Georgia Performance Standards

ENVIRONMENTAL SCIENCE

Grades 9-12

SEV1: Students will investigate the flow of energy and cycling of matter within an ecosystem and relate these phenomena to human society.

SEV2: Students will demonstrate an understanding that the Earth is one interconnected system.

SEV4: Students will understand and describe availability, allocation and conservation of energy and other resources.

SEV5: Students will recognize that human beings are part of the global ecosystem and will evaluate the effects of human activities and technology on ecosystems.

ENGLISH LANGUAGE ARTS

Grade 9

ELA 9W1: The student produces writing that establishes and appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA 9C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar both in written and spoken formats.

ELA 9LS V1: The student participates in student-to-teacher, student-to-student and group verbal interactions.

Grade 10

ELA 10W1: The student produces writing that establishes and appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA 10C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar both in written and spoken formats.

ELA 10LS V1: The student participates in student-to-teacher, student-to-student and group verbal interactions.



Grade 11

ELA 11W1: The student produces writing that establishes and appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA 11C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar both in written and spoken formats.

ELA 11LS V1: The student participates in student to teacher, student-to-student and group verbal interactions.

Grade 12

ELA 12W1: The student produces writing that establishes and appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA 12C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar both in written and spoken formats.

ELA 12LS V1: The student participates in student to teacher, student-to-student and group verbal interactions.