**CLASS EXPERIENCE** 

WACKY LANDSCAPES

ART AND MATH GRADES: 9-12



Zygmunt S. Gierlach *Abstract,* ca. 1966 Gelatin silver print

## OBJECTIVES

- Students will participate in a google search and discussion on the elements of art (shape, color and line) found in kaleidoscope and mandala imagery.
- Students will learn how double exposures are created both digitally and during the picture taking process.
- Students will photograph a series of landscape or cityscape photos in their neighborhood, etc.
- Students will manipulate the photos with a double exposure effect in PixIr or Photoshop, while also using multiple layers and color adjustments to make the image stand out, creating 2 original wacky landscapes.

### CONCEPT

This lesson is designed to given a basic introduction to Pixlr or Photoshop digital editing with photos that students have taken themselves. Students will use the editing software to manipulate the photos by making double exposures as well as color and value adjustments in their landscapes. The purpose of this lesson is to expose students to the digital arts, and teach them how they can manipulate photos to emphasis shape, line and color.

### MATERIALS

Computers/Laptops Internet Adobe Photoshop OR Pixlr.com/editor Printer Black paper- to mount work

Glue/ acid free tape

#### VOCABULARY

Landscape/Cityscape- a picture that shows a natural scene of land, countryside or the city. Horizon Line- The horizontal line that distinguishes the sky from the earth, or the ground from the wall. The eye-level of the artists view. Also, where the vanishing point lies in a perspective drawing.

Series- group of 3 or more photos that relate to each other.

Double exposure-

In Photoshop/PixIr: when two images are blended together digitally or while they are taken

When taking the photo: the repeated exposure of a photographic film to light, often producing ghost images.

#### PROCEDURE

- 1. Students took a series of landscape/cityscape photos from their surroundings.
- 2. Insert each photo into Pixlr (free alternative to Photoshop) and manipulate it using tools, filters and color adjustments.
  - a. There should be:
    - i. 2 landscapes collaged
      - 1. Landscapes are full page or 8"x10"
      - 2. 2 photos in each landscape—double exposure
      - 3. Multiple filters and/or color adjustments are used
- 3. After manipulating the photos, students must double check to make sure the integration of circles and other shapes are visible.
- 4. Students submit the work via flash drive or through Schoology.

### ASSESSMENT

<u> Photography- Wacky Landscape 50 pts. each</u>										
Name		•	Bell	Grade	_/50					
Effort: Used time wisely, remained on task, worked to achieve excellence,										
completed work on time.										
0	5	10	15	20	25					
<u>Photograph edited:</u> Student had photographs on time, and took their time										
editing their photos in Pixlr.										
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Comments:

### NATIONAL STANDARDS

#### National Visual Arts Standards:

HS Proficient VA:Cr2.1.la

Engage in making a work of art or design without having a preconceived plan.

#### National Common Core State Standards for Mathematics: HS Geometry

#### CCSS.MATH.CONTENT.HSG.MG.A.3

Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

### CURRICULUM CONNECTIONS

Students will look at various images of kaleidoscopes on google and research/explore various options in Pixlr on how to make their image look like a kaleidoscope. After looking at various images made by kaleidoscopes on the web, students engage in a discussion on how artists make modern day "kaleidoscopes" with Mandalas. As a class we discuss further how geometric shapes and design play an integral part in constructing a mandala especially how geometric shapes can guide an artwork with line, color and form and shape.

## RESOURCES

Pixlr www.pixlr.com/editor

Wacky Landscape HO—given to you

Create a artistic double exposure using Pixlr <u>https://youtu.be/t7Q1hjZJzfo</u>



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