

CREATING SPACE IN THE UNDERGROWTH

ART AND LANGUAGE ARTS
GRADES: 3-5

BASED ON



Vincent van Gogh (1853-1890), Dutch
Undergrowth with Two Figures, 1890
Oil on Canvas
Bequest of Mary E. Johnston, 1967.1430, F 773

OBJECTIVES

- Students will be introduced to the artist, Vincent van Gogh and the painting *Undergrowth with Two Figures*.
- Students will participate in discussion about the artwork through describing, analyzing, interpreting, and deciding.
- Students will create artwork inspired by *Undergrowth with Two Figures*.
- Student will build space incorporating at least two elements of art.

CONCEPT

We are learning to be comfortable talking about art, for the purpose of being better communicators both visually, verbally and in the written word. We are also learning to visually communicate an idea by demonstrating several ways to show space.

MATERIALS

Construction paper various colors and sizes
Oil pastels
Mod Podge (I prefer glossy)
Scissors and glue or glue stick

VOCABULARY

Describe- What do you see?
Analyze- How is the artwork organized?
Interpret- What is happening? How does it make you feel?
Decide- What do you think about the artwork?
Elements of Art- Line, color, shape, texture, space and value

Space- created by overlapping, scale/size, color, placement, and value

Value- light to dark can add the illusion of space

Horizon line- where the sky and the ground meet

Foreground- the space closest to the viewer

Middleground- the middle distance

Background- the farthest away from the viewer

PROCEDURE

1. Students will volunteer what they remember about Vincent van Gogh and will be reminded of his use of thick oil paints, bright colors and expressive lines.
2. Students will look at the painting "Undergrowth with Two Figures" and describe what they see. They may use a cheat sheet with prompts. (see hand-out)
3. After describing what they see, students will analyze the painting by looking for the elements of art and explaining where they see them in the painting. We will discuss as a group how the painting shows space using a horizon line, placement, size, overlapping and bright and dark colors.
4. Students will select a color of construction paper and using oil pastels they will divide the paper into the background and foreground by changing colors, textures and lines to create a horizon line. They are not to add any details at this time.
5. Once they have their construction paper divided into background and foreground, students will select a different colored paper to create their figures. They will look at the figures in the painting for details and will use a stick frame for their figures. They can change the number of figures to suit them.
6. When the students have the frames made they will add colors for clothes and thicken up the stick frame for muscles.
7. They will cut the figures out and look at where to place them in their work (foreground, middleground, background) Where do they belong? And then glue them in place.

Day Two

1. They will add the extras to their paper today. Where and what type of landscape did they make? Will they add trees for a forest or will it be boats in the water, etc.? And how will the size and placement of the extras change?
2. After they have made decisions and added the extras to their work they can add more oil pastels to the foreground to make it appear in front (overlap and/or brighter colors).
3. When the students finish the artwork they will coat the surface with Mod Podge to give the illusion of oil paintings.
4. Student will evaluate their artwork by writing a response to their work. (see hand-out)

ASSESSMENT

1. Student will write a response to one section of the four part critique.
2. Students will explain how they created space in their artwork.
3. Students will contrast their artwork with Vincent van Gogh's.

OHIO STANDARDS

Visual Art Standards

Enduring:

- Personal Choice and Vision- Construct and solve problems of personal relevance when expressing themselves through visual art ,
- Critical and Creative Thinking- Combine and apply artistic skills and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways
- Literacy- As consumers, critics and creators, students evaluate and understand artworks and other texts

Perceiving/ Knowing

- 5PE Focus attention on selected artworks to identify and pose questions about aesthetic qualities in the works.

Producing/ Performing

- 1PR Integrate observational and technical skills to strengthen art making

CLASS EXPERIENCE

- 4PR Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.
- 5PR During collaborative artmaking experiences, demonstrate respect and support for peer ideas and creativity

Responding/ Reflecting

- 1RE Apply reasoning skills to analyze and interpret the meaning in artworks
- 5RE Express what was learned and the challenges that remain when assessing their artworks
- Use criteria to assess works of art individually and collaboratively

CURRICULUM CONNECTIONS

Language Arts

Enduring Understanding

Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

Art imitates life, and life imitates art.

Students are creating a dialog about the artwork



Vincent van Gogh (1853–1890)
Undergrowth with Two Figures, June 1890
Oil on canvas
Bequest of Mary E. Johnston, 1967.1430, F 773