Justin Hayward: The Art of Landscape
Lesson Plan

Grades: K-8 (with modifications)
Subjects: Visual Arts, Science, Language Arts, Math, Social Studies (Geography)
Time frame: 2 hours

Lesson Overview:
Students will be introduced to the techniques the artists use to create an illusion of depth in landscape paintings. Students will learn to identify horizon lines, as well as three basic components of a landscape through a hands-on project combined with discussion. Through discussion of these elements, students will learn about perspective and also how to better “read” a landscape painting. Students will observe and discuss contemporary landscape art of Wyoming artists showcased at the NIC and gain knowledge about Wyoming geographical landmarks.

Learning Objectives:
Students will:
• compare and contrast foreground, middle ground and background in landscape painting
• observe and discuss types of horizon lines as an important element in landscape painting
• apply the elements of landscape to a watercolor painting
• explore art techniques such as scale and overlapping
• expand art vocabulary and visual literacy
• observe and discuss aesthetic qualities of selected landscape art works
• create personal art work guided by their imagination and based on received knowledge

Materials:
• 2 examples of landscape scenes, such as mountains or beaches, showing background, middle ground and foreground (Suggested works: Conrad Schwiering’s Untitled (Cabin in the Fall), and High Tide, Justin Hayward’s Teton Range, Teton National Park, Canyon Road and Outside Casper.
• 1 piece of 10” x 14” watercolor paper (sheet 1)
• 1 piece of 11” x 14” watercolor paper (sheet 2)
• Watercolor paint - palette or tube
• Brushes, cups of water
• Pencils
• Scissors
• Glue or glue sticks
• Paper towels, aprons
• Acrylic paint (for K-2) or watercolor paint/ table salt

Vocabulary:
• **Landscape**: a view of an outdoor scene  
• **Background**: the most distant elements of a scene  
• **Foreground**: the closest elements of a scene  
• **Middle ground**: the area between the foreground and background  
• **Horizon line**: the line where earth and sky meet  
• **Perspective**: the technique artists use to project an illusion of the three-dimensional world onto a two-dimensional surface

**National Standards for Visual Arts Education**

Content Standard #1 Understanding and applying media, techniques and process to communicate ideas, experiences, and stories

Content Standard #2 Using knowledge of structures and functions: students learn the differences among visual characteristics and purposes of art in order to convey ideas

**Wyoming Education Standards:**

Content Standard:

**Fine Arts**  
1. Creative Expression through Production  
   All Benchmarks, K-8  
2. Aesthetic Perception  
   All Benchmarks, K-8  
3. Historical & Cultural Context  
   Benchmark 1, K-8

**Language Arts**

3. Speaking and Listening  
   Benchmark 1, Grades K-4  
   Benchmark 3, Grades K-2, 5 & 6  
   Benchmark 4, Grade 5  
   Benchmark 6, Grades 5 & 6

**Science**

1. Concepts and Processes (Grades K-4)  
   LIFE SYSTEMS: benchmarks (4):  
   SC4.1.3 Organisms and Their Environments: Students show connections between living things, their basic needs, and the environments.  
   EARTH AND SPACE SYSTEMS: benchmarks (4):  
   SC4.1.6 Changes in Earth and Sky: Students describe observable changes in earth and sky, including rapid and gradual changes to the earth's surface, and daily and seasonal changes in the weather.

**NCSD Essential Curriculum:**

**K:**  
Language Arts
Unit 1-4: Speaking and Listening

Art
Q2-Unit 1: Curved, Straight, Angled Line and Texture: Students will practice and demonstrate the use of texture in creating artwork
Q3-Unit 3: Art Etiquette: Students will learn appropriate behavior for viewing art.
Q3-Unit 4: Art exhibit

Math
Q3: Measurement and Data
Geometry Q4: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid") (using real objects)

Science
7. Develop a growing curiosity and interest in the living world around them.
Standards/Benchmarks:
SC4.1.1 SC4.1.2 SC4.1.3 SC4.2.1 SC4.2.2 SC4.2.3 SC4.2.4 SC4.2.5 SC4.3.1

1st grade:
Language Arts
Unit 1-4: Speaking and Listening
Unit 4: Writing-Opinion

Art
Q1-Unit 1: Qualities of Line, Vertical, Horizontal, Diagonal Lines, and Actual/Visual Texture
Q2-Unit 1: Primary/Secondary Color and Geometric/Organic Shapes
Q3-Unit 1: Symmetrical and Asymmetrical Balance Procedural: Students will demonstrate and practice the use of balance (symmetry and asymmetry) in creating artwork
Q3-Unit 3: Art Etiquette: Students will learn appropriate behavior for viewing art.
Q3-Unit 4: Art exhibit.
Q4-Unit 2: Modern Art History: Students will learn about Modern Art by viewing and discussing contemporary art exhibit. Students express personal preferences about the artwork. Students describe the artwork.

Math
Q3: Measurement and Data

Science
Q1: Air and Weather
1. Observe and describe weather conditions that occur during each season
Standards/Benchmarks:
SC4.1.5 SC4.1.6 SC4.1.7 SC4.1.8 SC4.1.9 SC4.2.1 SC4.2.2 SC4.2.3 SC4.2.4 SC4.3.1 SC4.3.2
Strategic Thinking 20. Raise questions about the world around them and be willing to seek answers about some of them through observation and trying things out.
Standards/Benchmarks:
SC4.1.5 SC4.1.6 SC4.1.7 SC4.1.8 SC4.1.9 SC4.2.1 SC4.2.2 SC4.2.3 SC4.2.4 SC4.3.1 SC4.3.2
30. Draw pictures that correctly show at least some features of the thing being observed or described.
Standards/Benchmarks:
SC4.1.5 SC4.1.6 SC4.1.7 SC4.1.8 SC4.1.9 SC4.2.1 SC4.2.2 SC4.2.3 SC4.2.4 SC4.3.1 SC4.3.2
9. Organize and communicate observations through drawing and writing.
Standards/Benchmarks:
SC4.1.1 SC4.1.2 SC4.1.3 SC4.2.1 SC4.2.2 SC4.2.3 SC4.2.4
11. Draw pictures that portray features of plants
2nd grade:
Language Arts
Unit 1-4: Speaking and Listening
Unit 4: Writing
Art
Q1-Unit 1: Complex Geometric Shape and Warm, Cool, Neutral Color:
Students demonstrate proficiency when working in watercolor/tempera paints, crayons/markers, cutting and gluing, oil pastels, and basic competency in colored pencils, soft pastels, drawing, and 3D materials.
Q2-Unit 1: Form: Students will be introduced to and practice the use of the concepts of actual and visual form when creating artwork. Students will learn and use terminology relevant to the art elements and principles.
Q3-Unit 3: Art Etiquette: Students will learn appropriate behavior for viewing art
Q4-Unit 4: Art exhibit
Math
Q3: Measurement and Data
Social Studies:
Unit 1: Geographical Location Skills
Unit 4: Mapping your Neighborhood

3rd grade:
Language Arts
Unit 1-4: Speaking and Listening
Unit 4: Writing-Opinion
Art
Q3-Unit 1: Actual Form: Students will demonstrate and practice the use of form (actual 3-dimensional) in the creation of artwork. Students demonstrate proficiency when working in watercolor/tempera paints, crayons/markers, cutting and gluing, oil pastels, and basic competency in colored pencils, soft pastels, drawing, and 3D materials.
Q3-Unit 3: Art Etiquette: Students will learn appropriate behavior for viewing art
Q4-Unit 4: Art exhibit
Math
Q3: Measurement and Data
Social Studies:
Unit 1: Geographical Location Skills
Unit 4: Mapping your Neighborhood

4th grade:
Language Arts
Unit 1-4: Speaking and Listening
Unit 1: Writing-Opinion
Art
Q2-Unit 1: Visual Form: Students will demonstrate and practice the use of visual form when creating artwork. Students will learn and use terminology relevant to the art elements and principles. Students will learn and describe art techniques and processes.

Q3-Unit 3: Art Etiquette: Students will learn appropriate behavior for viewing art.

Q3-Unit 4: Art exhibit

Q4-Unit 2: Modern Art History: Students will learn about Modern Art by viewing and discussing contemporary art exhibit showcasing at the NIC. Students express personal preferences about the artwork. Students describe the artwork.

Q4-Unit 3: Student Collaboration: Students will discuss and peer review their artwork with other classmates.

Math

Geometry Q3: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Include formal symbolic notation for points, lines, line segments, rays and angles.

Science

Q1: Earth Materials

24. Waves, wind, water and ice shape and reshape the Earth's land surface by eroding rock and soil in some areas and depositing them in other areas, sometimes in seasonal layers.

Standards/Benchmarks:

SC4.1.4, SC4.1.5, SC4.1.6, SC4.2.1, SC4.2.2, SC4.2.3, SC4.2.4, SC4.3.1, SC4.3.2

Big Ideas: Scientific knowledge advances when scientists observe objects and events, think about them relate to what is known, test their ideas in logical ways, and generate explanations that integrate new information into the established order. Details about the world that would otherwise be difficult to observe can be revealed using specific tools and techniques.

Standards/Benchmarks:

SC4.1.7, SC4.1.9, SC4.2.1, SC4.2.2, SC4.2.3, SC4.2.4, SC4.3.1, SC4.3.2

5th grade:

Language Arts

Unit 1-4: Speaking and Listening

Unit 4: Writing-Research

Art

Q1-Unit 1: Complimentary, Analogous, and Monochromatic Colors (Tints and Shades): Students demonstrate advanced proficiency and independence in working with a wide variety of art materials and resources to explore the arts.

Q3-Unit 3: Art Etiquette: Students will learn appropriate behavior for viewing art.

Q3-Unit 4: Art exhibit

Q4-Unit 1: Use the Art Elements and Principles to create artwork: Students will learn and describe art techniques and processes. Students will learn and use terminology relevant to the art elements and principles.

6th grade:

Language Arts

Unit 1-4: Speaking and Listening

Q1-4, 7, 11, 15: Vocabulary Acquisition

7th grade:

Language Arts
Science
Q1: Unit 1 - Earth's Processes
9. Analyze how bodies of water affect your community by the water cycle, the ground water, and the valley systems.
6. Distinguish and explain among types of stress and isostatic adjustment involved in mountain formations (folded, faulted, dome and plateau) and analyze how several types of mountains and the forces that create them by manipulating different colors of materials (clay, paper, candy bars) to model the various types of faults in the Earth’s crust

8th grade:
Language Arts
Unit 1: Speaking and Listening to be a Productive Learner.
Q1- Unit 4: Vocabulary Acquisition.

Grade 6th, 7th and 8th – have no art units available at this time

Lesson Steps:

1. Observe and Inquiry.
Have students observe two paintings illustrating different landscape scenery.
Ask students what they see in the paintings?
Be sure to include a variety of horizon lines as well: high, low, flat, jagged. Discuss what kinds of landscapes these horizon lines tend to represent (i.e., a jagged line is usually a mountainous area; a straight line is often a beach or prairie)
Point out that there are a greater number of natural objects in the painting than man-made objects.
Ask what term we use to refer to a picture of natural scenery. Introduce or review the term landscape.

2. Inform and Illustrate.
Landscape art captures the moods of nature. You can learn more about the nature around you by studying landscape paintings and by painting a landscape of your own. Artists can paint landscapes so skillfully that we seem to feel the heat of the sun, the crisp cold air of the mountains and the rush of the wind. Sometimes landscape painting seems so realistic you might feel that you can walk right into the painting. It is not an easy job to capture the three-dimensional world around us on a flat surface of a canvas. Artists use tricks to make us believe that the flat painting looks real and has the sense of depth or space.
Here some "space tricks" that artists use when they paint landscape. Illustrate these “tricks” with the landscape examples or demonstrate them. (Optional - students can try out these techniques in a group exercise taking turns drawing on a smart board or individually using pencils, crayons and paper. Note: modify for grades K-2 by introducing 3 techniques out of five)

a) A winding path.
A path (road or river) that winds through the landscape from foreground to background can make us believe that the picture describes a deep space.

b) Changes in size.
An object (i.e. tree) that is close to us appears much larger than an object of the same size that is far away.

c) Overlap.
An object (i.e. rock) that is close to us overlaps and partially hides a much larger object behind it.
d) Changes in clarity.
A distant object (i.e. mountain range) appears hazier and less distinct than an object (i.e. mountain) that is closer. This technique is called relative size or scale.
e) Diagonal composition.
Land that moves away from us on the diagonal appears to move back into space.

3. **Immerse.**
a) Ask students to imagine that they are landscape artists. Have students name a place in Wyoming that they would like to paint? (Possible answers: Devils Tower, Yellowstone Park, Tetons, etc.)
Show students contemporary landscape by Justin Hayward Teton Range or Grand Teton National Park. Share brief information about Grand Teton Park. (see Appendix 1)

b) Have students find and describe at least one “space trick” used by the artist in his other painting (Outside Casper or Grand Teton National Park).

c) Explain that artists also use another technique to create the illusion of depth. They divide landscapes into three sections to show the things that are closer to you in the painting from things that are farther away. Inform students that the three parts are called the foreground, middle ground, and background of the painting. Have students find the foreground, middle ground, and background in Outside Casper or Grand Teton National Park.

4. **Imagine.**
**3-8 grades:** Create 3-piece landscape painting

a) Give each student 10” x 14” watercolor paper (sheet #1). Have students lay the paper horizontally.
   - Have students draw the background in the upper part of sheet #1. Draw large features, such as mountains, sky and clouds in the background.
   - Paint with watercolors, using faded colors. Set the finished background aside to dry.

b) Distribute the 11” x 14 paper (sheet #2). This sheet should also be used in horizontal orientation.
   - Cut two pieces lengthwise. Each piece should remain 14 inches long but the heights should be unequal. (For example the two pieces could be 8” x 14” and 3” x 4”.) The smaller piece will be used to make the middle ground and larger piece will be the foreground.

c) Use the smaller piece to draw all the details you want to include in the middle ground: hills, buildings, trees, etc.
Paint middle ground with watercolors, using more details and brighter colors than the background. Set aside to dry.

Cut around the features following the outline.

f) Allow the separate pieces to dry.
   - Have students glue the middle ground to sheet #1. The middle ground should partially overlap the background.
   - Glue the last part, the foreground, so it overlaps the middle ground.

**K-2 grades: Create Layered Landscape painting**

a) Have students position a piece of paper horizontally and use a pencil to draw three lines that tilt a little to each side. These sections will represent foreground, middle ground and background in the picture.

b) Draw at least three shapes (trees, plants, hills, or mountains) one extending up from each line. Make sure that the objects in the foreground are larger than in the middle ground and background respectively.

c) Have students erase ground lines within each object. (For example, an object extended from the first line-foreground would be crossed by second and third lines-erase them, an object extended from the
The students may trace all the remaining pencil lines with a black sharpie or crayon if they wish.

d) Have students paint the hills, trees and sky with acrylic paint or water color. If using watercolor-add interesting affects by sprinkling table salt on the painting in few spots. For example, sprinkle the trees or the grass.

**Extensions:**

**Math:** Relative size or scale technique can be used with math curriculum: Measurements and Data (K-2).
Discuss the following with the students:
What is the largest thing you see in the painting? Where is this object located in the painting (the foreground, middle ground, or background)?
What are the smallest things you see in the painting? Where are these objects located in the painting (the foreground, middle ground, or background)?
Have students measure and compare the lengths and widths of objects in the painting (copy).

**Language Art:** have students choose one of the landscape paintings (artists' work or their own creation) and write few sentences describing the season or the objects in the work using personification.

**Science:** Environments - Foss Kit (5th grade). Have students research different biomes and use their knowledge when depicting Wyoming landscape. Have students research and discuss how human activity has a beneficial or harmful effect on other organisms such as deforestation and pollution. Have students create landscape before and after deforestation.

**Appendix 1. Grand Teton National Park**

Grand Teton National Park is in the Rocky Mountains of Northwest Wyoming. It is named after the majestic Grand Teton Mountain peak 13,770 feet high. There are eight other high and jagged peaks making up the park's skyline. You can see alpine mountains reflected in clear water on a calm day. Glaciers are vital to this landscape, supplying water to the land's rivers, lakes, and ponds. Diverse wildlife inhabits this area of striking contrasts.

Forstsurround wildflower meadows, granite valleys, sagebrush and canyons. Pine, fir and spruce trees are up in the alpine zone and valley floor. Aspens, willows, alders, and cottonwood trees are along lakes and rivers in the park. Many animals live in these forests, including squirrels and black bears. Elk and moose can also be seen in the forest shade or grazing in open sagebrush meadows. Rabbits and bison are commonly seen traveling through the area.

**Appendix 2. Justin Hayward**

Originally from Traverse City, Mich., Justin Hayward (b. 1980) now lives in Casper, where he is a full-time professor of drawing and painting at Casper College. Many of Hayward’s paintings and drawings have unbelievable photographic quality. That comes from the artist’s love of the great masters of the past, hours of studying their techniques and hours of perfecting his own skill. Armed with the knowledge of the past and flawless techniques, Hayward creates art that has been inspired by the work of other artists, as well as by his own life experience. His portfolio includes landscapes, still life paintings and portraits.

Justin Hayward’s art will be showcased at the NIC, September 28, 2012- January 6, 2013.
Appendix 3. Sample Landscapes.

Conrad Schwiering, *Untitled (Cabin in the Fall)*, oil on Masonite, 1980, on display in the Schwiering Studio at the NIC, 09/15/12-01/05/13

Conrad Schwiering, *High Tide*, oil on Masonite, 1987, showcased in Schwiering Studio at the NIC, 09/15/12-01/06/13

Justin Hayward, *Grand Teton National Park*, Oil on canvas

Justin Hayward, *Canyon Road*, oil on canvas

Justin Hayward, *Teton Range*, Oil on canvas, showcased at the NIC, 09/28/12-01/03/13

Justin Hayward, *Outside Casper*, Oil on canvas, showcased at the NIC, 09/28/12-01/03/13