



# Textured Landscapes with Grant Wood

**GRADE: 2 TIME: 1 or 2 sessions**

Developed by Barbara Short, John Lentine, Art Specialists



<p><b>KIT INCLUDES:</b></p> <ul style="list-style-type: none"> <li>•lesson plan</li> <li>•<u>Getting to know the World's Great Artists</u> book</li> <li>•historical photo board</li> <li>•reproductions (2)             <ul style="list-style-type: none"> <li>--<i>Stone City, Iowa</i></li> <li>--<i>Fall Plowing</i></li> </ul> </li> <li>•lesson sample board</li> <li>•vocabulary board</li> </ul>	<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>•construction paper:             <ul style="list-style-type: none"> <li>9 X 12" white</li> <li>12 X 18" assorted colors</li> </ul> </li> <li>•black markers</li> <li>•white glue</li> <li>•oil pastels</li> <li>•pencil</li> </ul>
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**LESSON DESCRIPTION:**

Students study Grant Wood and look at his unique paintings of Iowa. They then draw a landscape, texture and pattern it and add color sparingly to complete their art.

<p><b>VOCABULARY</b></p> <p>landscape line texture perspective</p>	<p><b>ART ELEMENTS:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Line</li> <li><input checked="" type="checkbox"/> Shape/Form</li> <li><input checked="" type="checkbox"/> Color</li> <li><input type="checkbox"/> Value</li> <li><input checked="" type="checkbox"/> Texture</li> <li><input checked="" type="checkbox"/> Space/Perspective</li> </ul>	<p><b>ART PRINCIPLES:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Pattern</li> <li><input type="checkbox"/> Rhythm/movement</li> <li><input type="checkbox"/> Proportion/Scale</li> <li><input type="checkbox"/> Balance</li> <li><input type="checkbox"/> Unity</li> <li><input type="checkbox"/> Emphasis</li> </ul>	<p><b>CONTENT CONNECTIONS:</b></p> <p>Math--pattern</p> <p><b>THEMES:</b></p> <p>Love of home</p>
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**OBJECTIVES AND ASSESSMENT CRITERIA:** Students will:

1. Students will learn about Grant Wood and his art and be able to discuss with others.
2. Students will learn about using pattern as texture and use at least 5 different examples in their art.
3. Students will learn how artists work alone in their studios and will successfully work in their 'desk studio' concentrating on their own work.

**PREPARE:**

Cut 12 X 18" assortment of colored construction paper down to 12 X 14" for mounting when finished.

Familiarize self with lesson, project and book. Teacher please note that this lesson could be called patterned landscape because it is actually patterns that are added to make the landscape look like it has texture.

## ENGAGE AND EXPLORE:

Gather students together in reading circle. Show them *American Gothic* and ask them questions such as:

- have they seen this painting before?
- was it the same or similar? (there are many 'take-offs' on American Gothic they might have seen)
- what do they see in this painting?

Tell them that the painting was made by artist Grant Wood and that we will now hear a story about him.

Read the book Getting to Know the World's Greatest Artists, Grant Wood by Mike Venezia.

Ask students what they learned about Grant Wood and discuss the many things they recall. Prompt them with a few questions such as:

- When he was young what did he use to draw?
- Why were students at the city school first not very nice to him?
- What did he paint when he was in the army?
- Where did he go to study other artists?
- Was his art similar to other artists' or different and unique?

Remind them of the following two very important facts about his life.

1. He always loved Iowa, the farm and farming way of life.
2. He always loved art. He started drawing when he was very young and did not stop until his death.

Although he left Iowa to study art in Europe, he eventually returned because he missed home and because he wanted to paint his home. When he came home to paint he painted landscapes in his own style. Show students the reproductions and find and discuss:

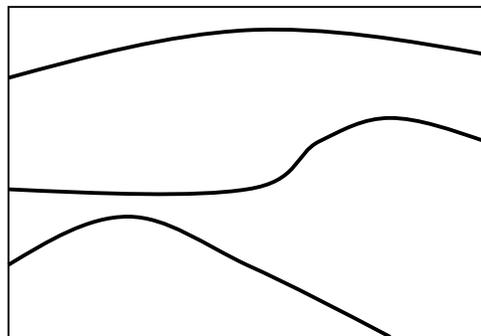
1. the subjects he painted
2. the mood/feeling of the work
3. the land and the lines that divide the land--trace lines with finger
4. the patterns and textures that Grant Wood used in his work
5. the illusion of distance--perspective.

## CREATE:

Note on teaching perspective: near is at bottom, far is at top; near overlaps far; less detail is visible the further away.

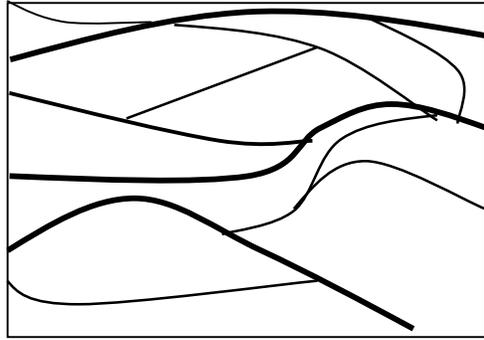
Tell students they will make a Grant Wood like landscape. Lesson instructions follow :

1. Drawing the landscape.
  - a. With a marker draw **3 lines** that touch 2 sides of the paper. Students should think about varying their lines so they are not all the same... (Remind students their art is different than others.)



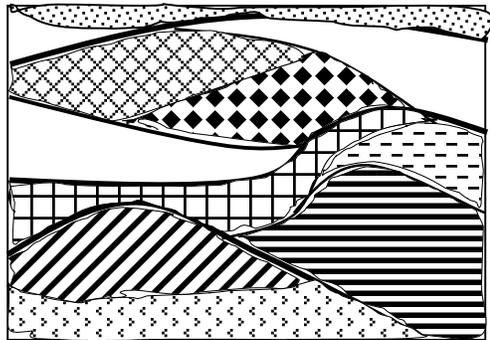
- b. Now make a few lines within the spaces dividing them further into what could be fields, roads or rivers. Lines should touch another line or the edge of paper...advise students to not leave an end floating.

Note: This example had 8 more lines added. Too many lines will make landscape too complex and not as visually strong.



- c. Add patterns *carefully* to your landscape to create the illusion of texture by using your marker and:

- creating different patterns that are used to fill one space. Students can use *texture idea sheet*.
- leave at least 2 or 3 spaces white for contrast



- d. Using oil pastels, add a little color for interest and to brighten picture.

### Mounting/preparing for presentation:

Note: Always help students understand the importance of applying themselves to their work throughout the project. Many wonderful pieces of student art have been damaged by careless handling or mounting at the end.

Each student should select a colored background. (Often a color that is represented lightly in the artwork makes a good background, but it is student's choice.) Students then apply a *thin line* of white glue around the edge about a small finger width away from edge so glue doesn't leak out.

Holding the drawing above the colored paper, students slowly lower it, trying to make an even space around the edge. Teacher can demonstrate without glue and place drawing crooked a couple of times until students see the difference.

Each student will now glue the lesson explanation on the back of picture and write their name on it.

If they want to put their name on the front, remind them artists names should be small and neat and the viewer should have to look for it. The name shouldn't interfere with the art.

# CLOSE

## V. ASSESSMENT:

Class presentations: Have a “show and tell” time when students get to show their work to others. See if they can use the words *landscape, texture and perspective* when they talk about their art.

DN	OK	UP	Lesson _____ Teacher _____ Grade _____ Date _____ Number of Students _____
			<i>Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement</i>
			1. Are you able to tell your neighbor about Grant Wood? (K)
			2. Did you successfully show perspective in your art? (K)
			3. Were you able to draw the landscape lines so that it looks real? (S)
			4. Were you able to neatly texture within your landscape shapes? (S)
			5. Do you feel you were able to add your own creative touch to your art?(C)
			6. Did you actively listen and follow directions?(A)
			7. Did you do your best during this lesson?(E)

Teacher self-critique

8. My teaching of this lesson:

1      2      3      4      5      6      7      8      9      10  
 needed improvement was highly successful

9. What would I do differently next time?

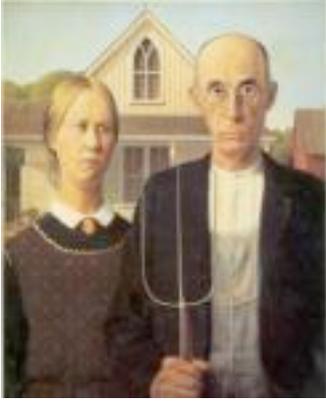
## ALIGNMENT:

**Alignment of Standards:**  
 Art: A1,3,4; B4,5,6; C2a,b,5; D1.  
 History: A. English: C2.  
 Math: B4.  
 Science: D  
 Geography: B.

## CREDITS:

Project ARTiculate is supported by the Fairbanks North Star Borough School District, the Alaska Arts Education Consortium, and a U.S. Department of Education Development and Dissemination Grant



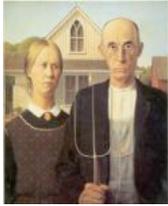


# Textured Landscapes

Students study Grant Wood, the artist that painted the famous picture American Gothic. They learn that he also painted landscapes of the land and farms near his home in Iowa. They learned that he loved art and he loved home.

Students then drew a landscape in the style of Grant Wood, texturing it with patterns. They added color sparingly. They learned important words including landscape, texture, pattern, and perspective.

Grant Wood would love these landscapes!



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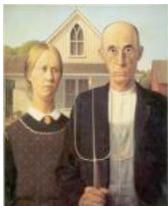
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