

# Landscape

**Unit #:** APSDO-00065387  
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**Grade(s):** 2  
**Subject(s):** Visual Arts  
**Course(s):** GR. 2 - ART

## Unit Focus

In this unit, students will learn how to create a landscape using size and foreground, middle ground, and background. Students will apply their learning by creating a landscape that shows depth using these techniques. Primary instructional tools and materials include items such as markers, pencils, paint, collage materials, scissors, and brushes.

## Stage 1: Desired Results

Established Goals	Transfer		
<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Connecticut Goals and Standards               <ul style="list-style-type: none"> <li>◦ Visual Arts: PK-12                   <ul style="list-style-type: none"> <li>▪ CREATING                       <ul style="list-style-type: none"> <li>▪ Generate and conceptualize artistic ideas and work. (ART.CREA.01 PK-12)</li> <li>▪ Organize and develop artistic ideas and work. (ART.CREA.02 PK-12)</li> <li>▪ Refine and complete artistic work. (ART.CREA.03 PK-12)</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p> <p>T1 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.</p> <p>T2 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.</p>		
	Meaning		
	Understanding(s)	Essential Question(s)	
	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U100) Artists plan, problem solve, and revise ideas throughout the creative process.</p> <p>U2 (U104) Artists improve through exploration and experimentation with materials, tools, techniques, and concepts.</p> <p>U3 (U101) Artists effectively communicate by using the elements and principles of design.</p>		<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q100) Where do I find inspiration to create art? How do I choose an idea?</p> <p>Q2 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas?</p> <p>Q3 (Q102) How and when do I step back/evaluate my work to figure out what I need to do next?</p>
	Acquisition		
	Knowledge	Skill(s)	
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 That there are three areas of ground in a landscape that can be used to show depth</p>		<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Creating a landscape showing depth through size in relation to foreground, middleground, and background</p>	