**Romanticism Landscapes 1780-1850**

**(Monochromatic Color)**

**Grade 5-8 Art, Lesson 3-4**

Name: Miss Susanna Nolt

Grade level and subject: Grade 5-8 Art

Time: 2:10 – 2:55 PM

Date: Thursday, September 14 and 21, 2017

**Instructional Objectives:**

The student will be able to pencil in landscape for a minimum of 6 layers of color, including several layers of hills and mountains and a minimum of one layer of architecture.

**Materials Needed:**

* White Construction Paper
* Pencils
* Erasers
* Paint
* Brushes
* Rags
* Water

**Vocabulary:**

1. Romanticism **(an idealized view of reality.)**
2. Color
3. Monochromatic
4. Tint (Add white)
5. Shade (Add black)

**Scope and Sequence of Lesson**

**Review / Drill:**

Art History:

1. Cave art
2. Egyptian art
3. Greek and Roman art
4. Renaissance art
5. Romanticism (NEW)

Categories of SHAPE:

1. Organic (In Nature)
2. Geometric (Shapes we have names for)

**Hook / Anticipatory Set:**

* Present slideshow on Romanticism Art.
* Explain that we often think of “Romantic” as meaning a special feeling between a husband and wife or a boyfriend and girlfriend. But there is another meaning for romantic. **Show slide 1-2.** Explain Romantic Period.

**Introduction:**

* **Slide 3:** Romantic art focused on emotions, feelings, and moods of all kinds including spirituality, imagination, mystery, and fervor. The subject matter varied widely including **landscapes**, religion, revolution, and **peaceful beauty**. The brushwork for romantic art became looser and less precise. The great Romantic artist Caspar David Friedrich summed up Romanticism saying "the artist's feeling is his law".
* **Slide 4:** Romantic art focused on emotions, feelings, and moods of all kinds including spirituality, imagination, mystery, and fervor. The subject matter varied widely including **landscapes**, religion, revolution, and **peaceful beauty**. The brushwork for romantic art became looser and less precise. The great Romantic artist Caspar David Friedrich summed up Romanticism saying "the artist's feeling is his law".
* **Slide 5-6:** In this picture a man stands at the peak of a rocky precipice, his back to the viewer as he looks out over the clouds and the world. The viewer experiences the awe of nature and at the same time feels the insignificance of man. The painting does an excellent job of conveying the emotion of a moment and the drama of nature.
* **Slide 7-8:** The Third of May 1808 shows a different side of the Romantic artist, the side of revolution. In this painting Francisco Goya is commemorating the Spanish resistance to France and the armies of Napoleon. This painting has movement, drama, and emotion typical of the Romantic Era. It is also one of the first paintings used to protest the horrors of war.
* **Slide 9-10:** In this painting you can see the sense of the fantastic. The Titans were from Greek Mythology. They were giants who ruled before the Greek gods like Zeus. The sheer size of the goblet gives you an idea as to how enormous the Titan's must have been. Details in the painting, such as the boats sailing inside the goblet and the buildings on the rim of the goblet, add to the feeling of grandeur.
* **Slide 11:** Our focus in this art project is going to be color, specifically monochromatic colors. **I will explain that more next week when we are doing part 2 of this lesson.**
* For now, let’s go on, and I will show you the romanticism landscapes that we want to do. **Show slides 12-17.\*** Talk about them:

1. Count layers in each picture.
2. Start thinking about what color you are going to make yours.

* Show my landscape pencil drawing.

1. Explain layers. (14!)
2. Mention idealism (dreaminess) of Europe being so close you could see it from America.

**Direct Instruction / Modeling:**

1. You will choose one color to use in the next art period.
2. Today we will do the pencil work, so we are ready for painting next week.
3. (Handout white paper.) Your paper of course is much smaller so we will not be doing 14 layers. I want each person to have at least 6 layers, and you may have up to 10 if you would like.
4. Each of your paintings will need to show several layers of hills or mountains, and at least one layer of architecture**. (Write on board.)**

**Discussion questions:**

* Any questions so far?

**Guided practice:**

* Show on board how to vary layers. Some do not go the whole way across.

**Assignment:**

* **First week:** Draw landscape layers.
* **Second week:** Paint layers. I insisted that they start with white and at the top, of course, because lighter/hazier colors show depth/space. When they start with white, each color in consecutive order is a notch darker. That way if your lighter color crossed the pencil line a bit, it was not a problem because the next color easily covered it. Usually by the time they finished one color the next one was dry and did not mix with the previous one.
* Either watercolors or acrylics work well.

**Closure:**

* Name on paper and lay it on shelf.
* Have a color decided by next Thursday.
* Which Period of art are we practicing right now? (Romanticism)

**Self Evaluation**

*Rating: 1 – inadequate, 4 – needs improvement, 6 – satisfactory, 8 – very good, 10 – excellent*

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| --- | --- | --- |
| **Area** | **Rating** | **Comments** |
| Success in reaching objectives |  |  |
| Student interest and motivation |  |  |
| Variety of student interaction |  |  |
| Classroom management |  |  |
| Differentiated instruction |  |  |

\*These examples were removed from the power point presentation because of copy-right issues. A variety of colors and styles of monochromatic landscape pictures can be found by searching online for “monochromatic landscape painting”