

Ranch Gate #2, 1982, Dennis Voss, Mixed Media on Paper, 61.5 x 84",
Gift of Theodore Waddell (1997.10)

Mixed Media Imagined Landscapes

Lesson Overview: Using simple, lightweight, found objects – String, buttons, paper clips, popsicle sticks, etc. – Students will create their own abstract landscape of a place that is important to them.

Grade Level: 4th Grade

Subject(s): Visual Arts

Duration: Two 45 minute sessions (includes 15 to 20 minutes for viewing the artwork)

Learning Objectives: Students will be able to -

- Explore different textures of at least 3 different mediums/materials to create a work of art.
- Create a sense of place that is important to them using various mediums.

Questions for Viewing: First, always take a few moments to really look at the artwork.

VTS Questions

- What do you think is going on in this picture?
- What do you see that makes you say that?
- What else do you see in this picture?

Additional Questions

- What is a horizon line? What do think it is?
- Even though there is a lot going on, when you look closely, do you see a horizon line?
- Is this artwork realistic or abstract? Can it be both?
- Describe the lines and shapes in this artwork. What do you think they mean?
 - What art materials did the artist use to create these things?
- How do you think the artist was feeling when he created this artwork?

Materials

- Heavy Paper or board 9" x 12"
- Found objects (string, wire, paper scraps, buttons, paper clips, popsicle sticks, colored puff balls, pipe cleaners, etc. Anything that you can find in your classroom that you have an excess of. It is also a good idea to ask the students to bring something in multiples to share with the class.)
- Elmer's glue
- Hot glue (works better when attaching heavier objects)
- Colored pencils or markers

Art Vocabulary

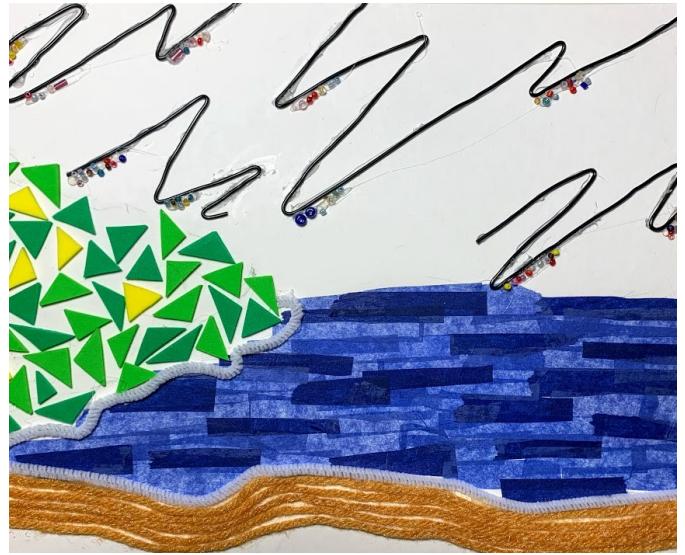
- **Abstract Art:** Art that does not attempt to represent external reality, but seeks to achieve its effect using shapes, forms, colors, and textures.
- **Horizon Line:** A physical/visual boundary where sky separates from land or water.

Setting up your classroom for mixed media: https://www.youtube.com/watch?v=CUXrwu89XdM&list=PLKPKDKB2xRuy3eglv4Nt_13d8PUGf0fT&index=13

- Mixed media generally involves a lot of different objects; it is nice to have a station where all of the materials can be kept and organized.
- Tupperware containers are great for keeping separate materials organized.
- Each student should have their own glue and their own board. Once they are ready for other materials, have them start out with just three different mediums. They can always go back for more.
- It is also nice to have a specific hot glue station with just 1 or 2 hot glue guns. This makes it easier to monitor students when they are using them.
- During clean up, students should always put their mixed media materials back with like material. It will help keep things organized.

Procedure

- Begin by taking a long moment to really look at the artwork, then discuss the viewing questions for Dennis Voss' artwork *Ranch Gate #2*.
- Have the students identify a place that is important to them that they would like to represent in an artwork.
 - It could be a place they have been, a place they want to go, it could be an imaginary place from a book, movie or game, etc.
 - The students should consider and include a horizon line in their artwork.
- Once they have decided on a place, they can start by drawing out their composition and then deciding on what materials they are going to use.
 - They can think about the color and textures that they want to represent in their artwork.
 - Pick 3 mediums to begin, they can always go back for more.
 - The students should pick a combination of textures in the mediums that they choose. (smooth, fluffy, hard, pointy, etc.)
 - Work back to front. They need to think in layers. What medium should go down first?
 - Thicker mediums such as foam sheets, pipe cleaners, wire, beads, etc. should be added on last.
- Once they have finished, be sure to have the students sign and title their work!



Example Artwork: *Seaside*, wire, beads, foam sheets, tissue paper, pipe cleaners, and yarn on board.

**Please note that this is just an example of the lesson. Students should always be encouraged to create and complete their own artwork.*

Other Resources:

- Mixed Media in Your Classroom: https://www.youtube.com/watch?v=CUXrwu89XdM&list=PLKPKDKB2xRuy3eglv4Nt_13d8PUGf0fT&index=13
- How Big is *Ranch Gate #2*? https://www.youtube.com/watch?v=e1qQfyH1D7c&list=PLKPKDKB2xRuy3eglv4Nt_13d8PUGf0fT&index=15

National Visual Arts Standards

- VA:Cr2.1.4a: Explore and invent art-making techniques and approaches.
- VA:Cr2.2.4a: When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
- VA:Re.7.2.4a: Analyze components in visual imagery that convey messages.
- VA:Cn11.1.4a: Through observation, infer information about time, place, and culture in which a work of art was created.

Montana Visual Arts Standards

- Anchor Standard #2: Organize and develop artistic ideas and work. Apply research to art-making for the purpose of communicating about constructed environments.
- Anchor Standard #8: Construct meaningful interpretations of artistic works. Analyze subject matter, form, and use of media in artwork
- Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.

Assessment

| | 1 | 2 | 3 | 4 |
|---|---|--|--|--|
| Use of media/materials | Explores only one medium/media in their artwork. | Explores two mediums/media in their artwork. | Explores three mediums/media in their artwork, but does not experiment with texture. | Explores three mediums/media in their artwork or more and does not experiments with different textures. |
| Creates a place of personal significance in their artwork | Creates a work of art that does not communicate about a place of personal significance | Creates a work of art that communicates about a place of personal significance but is not inspired by content, style, or technique of artworks observed and interpreted. | Creates a work of art that communicates about a place of personal significance and is inspired by content, style, or technique of artworks observed and interpreted. | Creates a work of art that communicates about a place of personal significance and is clearly inspired by content, style, and/or technique of artworks observed and interpreted. |
| Craftsmanship (all media are properly attached to their backing.) | Does not demonstrate quality craftsmanship through appropriate use of and care for materials. | Occasionally demonstrates quality craftsmanship through appropriate use of and care for materials. | Demonstrates quality craftsmanship through appropriate use of and care for materials. | Demonstrates exceptional craftsmanship through appropriate use of and care for materials |
| Expression | Does not create a work of art that demonstrates unique idea or style. | Creates a work of art is uniquely their own idea but which ineffectively uses technique of the medium. | Creates a work of art is uniquely their own idea and style. | Creates a work of art is uniquely their own idea and style which effectively uses technique of the medium. |

- Visual Art Model Cornerstone Assessment <https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/VA.%20MCA.%205th%20Grade.%20Arial.%205-9-14.pdf>