

Silhouette Tree Landscapes

Topic: Silhouette and landscape

Process: Drawing and painting

Grade: Five

Materials: paper, pencils, tempera paint, paint brushes, images of trees and landscapes

Vocabulary: silhouette, landscape, mood, atmosphere,

Learning Outcomes: Students will

- Demonstrate various techniques of mixing paint and colors
- Gain an understanding of landscapes and perspective
- Draw and paint various trees, focusing on shape and composition
- Be reminded of the beauty of nature that surrounds us.

The Lesson

Introduction/motivation:

- 1) Take students on a walking field trip of the surrounding area of the school so that they can sketch the different kinds of trees they see.
- 2) Discuss with students the different kinds of trees and their characteristics ie: taller, heavier, more delicate, crooked, texture etc.

Development:

- 1) Inside the classroom display photos featuring trees to give more inspiration to the students.
- 2) Then discuss with students what the word silhouette (just the outline, or shape of a figure) means and tell them that they are going to paint three different tree shapes using black paint to create silhouettes.
- 3) Demonstrate how the students should start painting their tree silhouettes. First paint the base of the tree and then move to the trunk and build out from there, making it straight, twisted, tall, short with foliage etc.
- 4) The next art day, after the students have completed their three practice tree silhouettes, have students paint a landscape for their trees in full color.
5. Before students start to paint their landscape, discuss with the class seasons, weather, time of day and how each of these elements can change the way your landscape and tree appear. For example: if it is a winter scene then most likely your tree will have bare branches, and if it is night time than the sky will be a very different color than if it were day.
6. Have the students then paint their landscapes.
7. When the background is completely the dry the tree is then added using black paint.
8. Have the students ask themselves if the tree would look best in the middle or on the side, should there be one tree or more etc. Have students discuss these questions with a friend.
9. Have students paint their silhouette trees.
10. Have students name their work.

Conclusion:

- Have students take part in a gallery walk around the classroom so they can see what their peers have done.
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Assessment/evaluation:

Check for completion and ask the students to write down on a piece of paper with their name on it a definition of the word silhouette and to answer the question “Name three possible ways to change the way a landscape painting looks?” (weather, time of day, season)

Enrichment/extensions:

- write a poem describing your painting
- research a type of tree

Source:

Cox Farris, Cynthia (1991,December). Trees...The Moods of Nature. *Arts & Activities*, 110(4), 32-33.