



Longwood Center for the Visual Arts
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Professional Development Teacher Workshop
Integrating Art Therapy into the Classroom
February 14th, 2014

Lesson: *Self As Scape*

Grade Level: Intermediate Art

This lesson can be adapted for multiple grade levels.

This project is a great way to find out how students think about their environment or desired environment. The teacher can lead the students through a guided tour in their minds by asking questions like: are there oceans, mountains, or streams? Are people swimming in lakes or walking on city sidewalks? Are you a landscape or cityscape? Is there wildlife or dark depths and shallows? Where will the streams take you? To a lake?

Some students will find that their landscape is completely clear and well defined but others are not or are less distinct. This project can help students gain a better understanding of who they are and understand themselves in relation to their environments.

Goals	Virginia Standards of Learning
The students will think of themselves as a type of landscape or cityscape as inspiration to create their painting.	AII.4 The student will use traditional and nontraditional media and concepts as inspiration to create works of art.
Through designing their “scape” students will show what beliefs about their environment they value.	AII.6 The student will express personal beliefs and values in works of art.
Through creating their “scape” painting, students will use the elements of art and principles of design to create a personal work of art.	AII.8 The student will employ elements of art, principles of design, and a variety of media to express meaning in works of art and design.
Students will use perspective in their “scapes” to create the illusions of space within their paintings.	AII.9 The student will use a variety of perspective techniques (e.g., linear, atmospheric, and/or multi-point perspective) to create the illusion of space

		in works of art.
The students will use their sketchbook and collect thoughts and make preliminary drawings of how they want their finished painting to look.	AII.10	The student will use drawing media and processes to plan for and create works of art.
The students will design their “scape” so that others can look upon it and understand important values and beliefs about the artist.	AII.19	The student will evaluate the effectiveness of the communication of ideas in personal works of art and design.

Supplies and Materials:

- Sketchbooks
- Pencils/drawing media
- Paint
- Paint palettes
- Brushes
- Water cups
- Paper towels
- Paper for painting on or stretched canvases

TEACHER AND STUDENT PROCEDURE

TIME	TEACHER PROCEDURE	STUDENT PROCEDURE
MIN		
5 Minutes	The teacher will show and discuss examples of landscapes and cityscapes.	Students will see and discuss examples of landscapes and cityscapes.
10 Minutes	The teacher will explain that students are going to create a “scape” that is influence by themselves. The “scape” that they make should represent them and their values and beliefs. The teacher will show examples.	Students will understand that they are going to create a painting of a “scape” that represents themselves. The students will see examples.
10 Minutes	The teacher will give a painting demonstration if needed.	The students will see a painting demonstration.

Remainder of Class	The teacher will facilitate classroom work time for sketching.	The students will create sketches and plan out their self as “scape”.
Next Classes	In each following class until the projects are finished the teacher will facilitate classroom work time.	The students will create their “scapes”.
Last Class	Once the projects are finished, the teacher will lead a positive classroom critique. The teacher will lead the discussion so that students are given the opportunities to express how they feel about their own “scapes” and those of their peers.	During a positive critique students will have the opportunities to express how they feel about their own “scapes” and those of their peers.

References:

Darley, Suzanne, and Wende Heath. *The Expressive Arts Activity Book: A Resource for Professionals*. London: Jessica Kingsley, 2008. Print.