Topic:
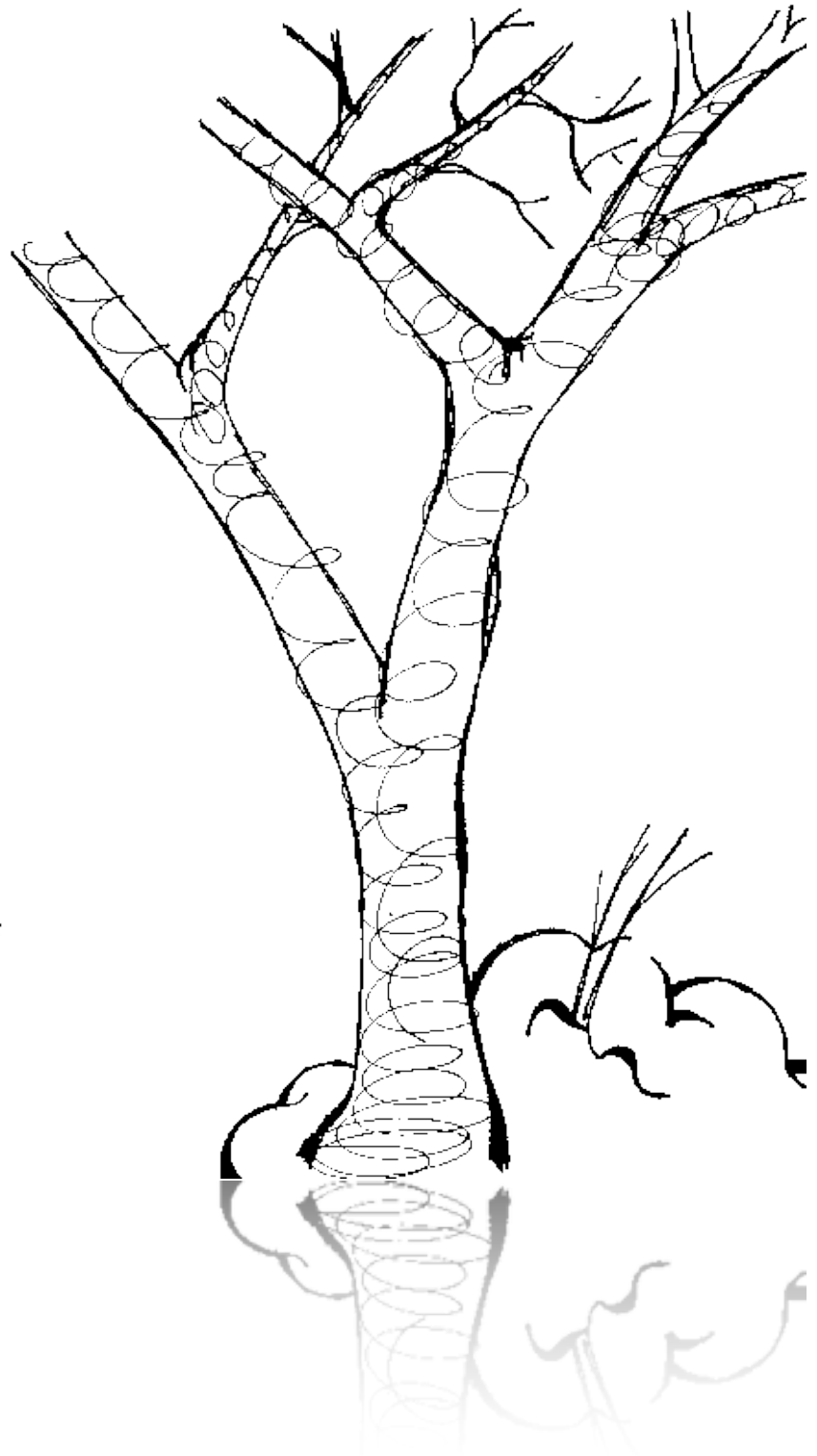
landscapes and tree have been the subject for many artists like Van Gogh, Alan Ingham, and Patrick Nasmyth. In this lesson we will learn how to draw a tree. This process can be used on simple leafless trees or trees with foliage.

Rationale:

The goal behind this lesson is to teach pre-k through 5th grade how to draw a tree. We will be learning how to take simple shapes and build upon them to create graphic representation of a tree. We will be learning about shape, form, and depth. 3rd - 5th will also be learning about lighting as well. How and were to place a light source.

PRINCIPLES AND ELEMENTS OF DESIGN:

In this lesson we will learn about shapes, forms, depth, patterns, light/dark, fore ground, middle ground and back ground.

Essential Questions:

- How do we draw a tree?
- What shapes are in a tree?
- How do we add depth to our drawing?
- Where is the light coming from and where would highlights fall on the tree?

Guiding Questions:

- What will we learn from this lesson.
- Does pattern and repetition play a part in my design.
- How will a light source effect my overall art?

Steps:

1.) Draw circles that overlap each other to make up the trunk of the tree. *(TIP: Make your circles different sizes to make it feel more life like.)*
2.) Just as you made your tree trunk, you will do the same for your branches. Draw overlapping circles at different sizes to make your branches.
3.) To add depth to you tree just trace along the edges of the circles that you made for the trunk and branches. Outlining the whole tree. *(TIP: Vary your line thickness for a better look.)*
4.) This is the best and yet simplest part of making a tree. Simply draw an free flowing shape for the leaves. It doesn't have to be perfect. It just has to cover the areas where you want leaves to be.

Materials & Resources:

- Paper
- Pencil
- Eraser
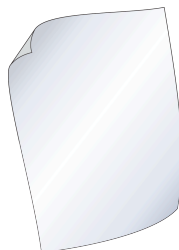
Technology Utilization:
- Promethean board and Activespire flip charts
- Promethean Pen

Key Terms List:
Some common terms use in renaissance art. I have broken the term in to three tiers.

- **Tier I** words are very common and used anywhere.

- **Tier II** words are used by mature language users, and can be use in multiple contexts.

- **Tier III** words are specific to the particular discipline of study.

Tier II

Shape

Definition: The external form or appearance characteristic of someone or something; the outline of an area or figure.

Context: What *shapes* make up a face?

Form

Definition: 1.) The organization, placement, or relationship of basic elements, as lines and colors in a painting or volumes and voids in a sculpture, so as to produce a coherent image; the formal structure of a work of art. 2.) Three-dimensional quality or volume, as of a represented object or anatomical part. 3.) An object, person, or part of the human body or the appearance of any of these, especially as seen in nature: His work is characterized by the radical distortion of the human form.

Context: Most objects, either three-diminutional or two-dimensional have some type of *form* or volume.

Pattern

Definition: a repeated decorative design.
Context: a neat blue herringbone *pattern*.

Depth

Definition: A dimension taken through an object or body of material, usually downward from an upper surface, horizontally inward from an outer surface, or from top to bottom of something regarded as one of several layers.

Context: In order to add *depth* to the drawing. The artist will play with line variation and different tonal effects.

Line Variation
Definition: Instead of a mechanical looking line, a line with variation will go from thin to wide, and/or light to dark, and is usually more organic looking.

Context: In order to add depth to the drawing. The artist will play with *line variation* and different tonal effects.

Light Source
Definition: Is where the light is coming from in any art work. Your light source will determine how your shadows fall in your art.

Context: In this piece of art the *light source* is coming from the top right corner of the page. Casting a shadow on the left side of the subject.

Foreground
Definition: The part of a view that is nearest to the observer, esp. in a picture or photograph.

Context: The images show vegetation in the *foreground*.

Middle Ground
Definition: Middle ground is the space located between the background and the foreground in a painting or drawing.

Context: In this drawing what is in the *middle ground*?

Background
Definition: The part of a picture or design that serves as a setting to the main figures or objects, or that appears furthest from the viewer.

Context:The *background* shows a landscape of domes and minarets.

Tier III

Chiaroscuro
Definition: 1.) The distribution of light and shade in a picture. 2.) Painting. the use of deep variations in and subtle gradations of light and shade, especially to enhance the delineation of character and for general dramatic effect: Rembrandt is a master of chiaroscuro. 3.) A woodcut print in which the colors are produced by the use of different blocks with different colors. 4.) A sketch in light and shade.

Context: Chiaroscuro woodcuts on contemporary tonal woodblock printing.

NYS Standards/Performance Indicators:

Standard 1. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

1. **A. Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking,video, and computer graphics), based on a range of individual and collective experiences.**
2. **B. Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.**

Standard 2. Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Standard 3. Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Standard 4. Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time.

1. **A. Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures.**

Students Name:_____   Date: __/__/____
Grade Level: _____
_____

Grading Scale: 1   2   3   4   5

Craftsmanship:
Neatness
Presentation
Technique mastery

Pursuit:
Development over time
Evidence of revision

Design:
Creativity
Originality
Elements and principles
Experimenting

Expression:
Sad
Moving
WoW!

Writing Assignment:
Informative
Entertaining
Inspirational
Spelling errors

A+ 5 = Peak Performance	C	2 = Basic competency
A 4 = Mastered Assignment	D	1 = Novice or Apprentice
B 3 = Proficient		

REFLECTION:

Looking at this lesson it is a great starting point for all grades. It takes basic shapes and organizes them into form and a substance. This lesson can be done in a variety of medias as well. (crayon, pencil, paint, or markers) It will teach the young artist how to look at objects and break them down into there most basic components. And from there we can either make a stylized or detailed illustration.