

Title: Beach Landscape (Value)

Subject Area: Art/Life Science

Grade Level: 5th Grade

Materials:

large roll of paper (24" x60')  
pencils  
rulers  
paint brushes (various sizes)  
tempera paints  
palette  
water cans  
Elmer's glue  
beach sand

NYS Standards:

1. Students will create a landscape painting of a beach.
2. Students will learn to use and manipulate tempera paint.
3. Students will assess their artwork by completing an assessment ditto with various questions about the lesson.
4. Students will gain a further understanding in contrast of value as well as the composition of a landscape.

Motivation:

Begin by playing the sounds of waves crashing and having students close their eyes and recall their field trip to the beach. Ask the students what they see. Have them describe the kinds of colors they see (like warm or cool colors, light or dark colors, etc.,). Ask them to describe any value differences they may see (like in the sky, ocean, etc.,). Have students open their eyes and show them pictures of beach landscapes. Ask students to point out where they see value differences in the pictures. Then ask the students if they see anything in the art room that has value contrast, and have them point them out. Have the students write in their art journals the value contrasts that they saw in the art room and on the beach.

### Procedure:

1. Have students gather around one table.
2. Begin by going through the motivation for this lesson.
3. Introduce them to the vocabulary terms regarding value, and how it applies to lesson's motivation and project.
4. Explain to the students that they will create a beach landscape painting.
5. Show students the teacher sample of the finished project, as well as other beach landscape images, and painting with value contrasts.
6. Introduce and demonstrate to students how to mix paint to create various tints and shades of a color, and how to apply paint to create a textured feeling.
7. Demonstrate to students how to glue sand to the paper.
8. Ask students if they have any questions thus far or do not fully understand the assignment.
9. Have students begin project, using sketches from their journal as a starting point.
10. Once project is complete, have students fill out an assessment handout.
11. Review with students what contrast and value is, and how value is an element used in contrast.

### Evaluation:

Students will be evaluated by participation with all steps of the projects, the effort and creativity put into all aspects of the project, and the completion of the artwork and assessment handout.