

orange

COUNTY
MUSEUM
OF ART

California Pop-up Landscape

50-MINUTE STUDIO ACTIVITY

Grades: Elementary (2-4)

Medium: Paper

Time Required: One 50-minute session



Featured Artist

William Wendt

Spring in the Canyon, 1929

www.ocma.net/collection on line/

Lesson Overview

Students will create a three-dimensional pop-up landscape. Each student will choose one of the four regions of California as their inspiration and they will recreate specific natural features found in each region within their landscape.

Learning Objectives

Students will be able to:

- Describe and identify foreground, middle ground and background in an artwork.
- Create a three-dimensional pop-up landscape with a foreground, middle ground and background that contains specific characteristics from a chosen California region.
- Use overlapping shapes and variety of size to depict distance in a landscape.

Materials

- Image of *Spring in the Canyon* by William Wendt
- Scissors
- Pencils
- Erasers
- Glue sticks
- Geometric shape pencils (optional, but very helpful)
- 8.5 x 11" sheets of white paper
- 9 x 12" sheets of sulphite free construction paper in a variety of colors
- 3 x 5" index cards

Preparation

- Set aside a small stack of 9 x 12" sheets in multiples of each color.
- Cut a small quantity of each color of the 9 x 12" sheets in half to create 4.5 x 6" sheets. Students should use these to cut out their elements for the landscape.
- Cut the 8.5 x 11" sheets of white paper into 4.25 x 5.5" sheets. Students will use these for their quick draw.
- Prepare a sample pop-up landscape.

Vocabulary

Foreground: The part of a scene or picture that is nearest to and in front of the viewer. Foreground is the bottom section of a painting. Objects in this area are more detailed, larger and seem closer to the viewer.

Middle ground: The area in the middle of a painting or the area between the foreground and the background. This is often where the main action takes place. Objects in this area look smaller than, and are often placed partially behind, foreground objects.

Background: The part of a scene or picture that appears to be in the distance. The background is the top section of the painting or the part of the image that seems to be the furthest from the viewer. Objects are smaller, not as detailed, and are often obscured by things in the fore and middle grounds, making them seem far in the distance.

Overlapping: The placement of shapes and materials in front or behind each other in order to create a sense of depth.

Depth: The illusion of retreating space

Lesson Steps

1. Begin the class by showing the image of the painting *Spring in the Canyon*. Ask the students to share their reactions to each work. Ask students to describe what they see in the painting.
2. Indicate foreground, middle ground and background. Ask students to identify specific elements in each area. For example, they will see trees in the foreground, hills in the middle ground, and sky in the background.
3. Show the pre-made example of pop-up landscape. Discuss foreground, middle ground and background and ask students to describe elements in each area.
4. Discuss how to create depth by overlapping elements and varying the size of elements.
5. Ask students to name the four regions of California. Write these regions on the board. Ask students to name natural elements found in each area and list under each region. Ask students what additional vegetation, things and animals can be found in all areas. This will help them to brainstorm their landscape and the elements they want to create in it.
6. Ask students to pick one of the four regions and make a quick draw of the region on a half sheet of white paper. Ask them to include the natural features found in their chosen region and encourage them to add other objects etc.
7. Demonstrate how to create pop-up landscape. Inform students that they must work from the background to the foreground. Ask students to choose their background color from the stacks of 9 x 12" sheets. Ask students to fold them in half, as if to create a card or book. (*Image 1*)
8. Ask students to cut out their objects for the background and glue them directly on to their folded sheet. (*Image 2*)

STEP 7



Image 1

STEP 8



Image 2

9. Demonstrate how to create the stairs in the background. The stairs are created by cutting into the folded side of the background sheet and popping up. Objects are then glued to the stairs in order to stand upright. (images 3 and 4)

10. Demonstrate how to create index card tabs in order to make objects pop-up in foreground and/or additional middle ground. To create tabs, use the index cards to cut small rectangles that fit behind the object to be placed in pop-up. Tabs should be smaller than the width of the object or they will show. Fold the tab in half and glue one side to the back of the object and the other side down to the floor of the pop-up. (images 5 and 6)

11. Once students are done creating their landscape ask them to choose another large sheet of paper and fold it in half in the same way they created their background. Direct students to use glue stick along the perimeter of the sheet and glue to the back of their pop-up landscape. This will help to reinforce their work and keep from closing. (images 7 and 8)

12. Exhibit student's work. Discuss which regions are represented, the elements that are in the foreground, middle ground and background of their work and how the students created a sense of depth through overlapping and size variation.

STEP 9

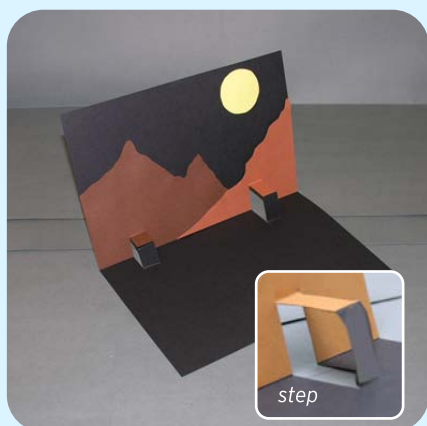


Image 3

STEP 10

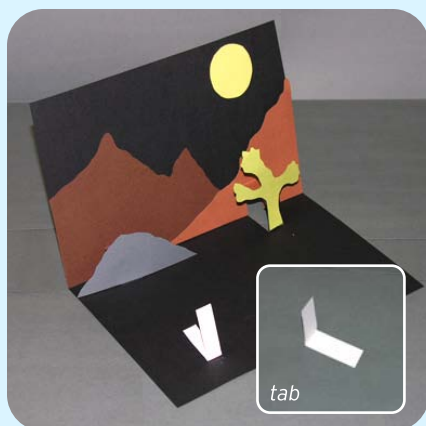


Image 5

STEP 11

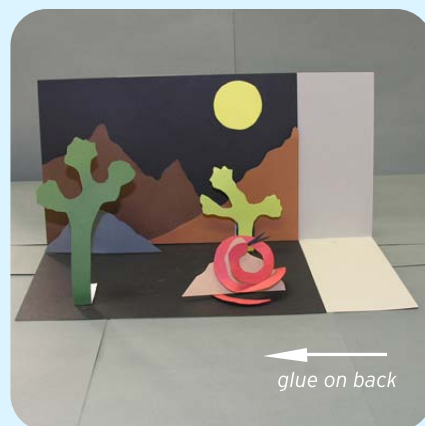


Image 7



Image 4



Image 6



Image 8

Assessment

- Do students understand the concepts of foreground, middle ground and background and were they able to apply them in creating their pop-up landscape?
- Did students use overlapping elements and a variety of sizes to create a sense of depth?

Visual Arts Content Standards

Artistic Perception

Processing, analyzing, and responding to sensory information through the language and skills unique to the visual arts

3.1.3 Identify and describe how foreground, middle ground and background are used to create the illusion of space.

Creative Expression

Creating, performing and participating in the visual arts

2.2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage and stencils.

2.2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.

3.2.3 Paint or draw a landscape, seascape, or cityscape that show the illusion of depth.

4.2.3 Use additive and subtractive processes in making simple sculptural forms.

Elements and Principals of Art

Elements of art

1. **Line** - a continuous mark made on a surface.
2. **Shape** - an enclosed two-dimensional area.
 - Geometric - circle, square, rectangle, triangle, etc.
 - Organic - natural form.
3. **Color** - created by light reflecting off objects. The primary colors are red, blue and yellow.
4. **Value** - lightness or darkness of an area.
5. **Texture** - the surface quality or feel of an object.
6. **Space** - the area between, around, above, below or within things.

Principles of art

1. **Rhythm and Movement** - the visual flow through a work of art, incorporating repetition (the occurrence of elements at regular intervals).
2. **Balance** - combining elements to create a sense of unity or stability.
 - Symmetry - the balancing elements are alike and will appear to mirror one another.
 - Asymmetry - a balance achieved through use of unequal parts or elements.
3. **Harmony** - combining similar elements to accent their similarities.
4. **Proportion** - the relationship of certain elements to the whole and each other, such as large next to small.
5. **Variety** - combining elements to create intricate and complicated relationships.
6. **Emphasis or contrast** - combining elements to stress the differences. - used to make something stand out, like dark next to light.
7. **Gradation** - combining elements by using a series of gradual changes in those elements.