

NEH Hudson River Workshop Lesson Plan 2013

Teacher: Valerie Harris

Subject: Art

Grade Level: 5th-8th Grade

Summary:

Students will be able to identify beauty and romanticism in art by looking at some Hudson River School paintings. Students will learn that art is about decision-making and will be provided the opportunity to create their own piece of art inspired by the scenery at a local park.

Valerie Harris

NEH Hudson River in the 19th Century and the Modernization of America

July 14-19

Basic Art Lesson

*At the school where I am presently teaching, there is not an art teacher to educate the students on basic art skills and methods. The general education teacher is responsible for a craft or art project on Fridays, if there is time.

What is beauty?

Objective: The students will be able to identify qualities that make an artwork beautiful and will establish that art is based around decision-making.

Vocabulary: Beauty and Romanticism

Lesson: As a class, we will brainstorm what makes a piece of artwork “beautiful”. After brainstorming, we will discuss that a “beautiful” picture creates feelings of satisfaction or delight, and that no purpose is necessary. We will also discuss that creating art, literature, and music for the purpose of enjoyment and to connect with your emotions started in the 18th century. This will lead to discussion about the term “Romanticism” – or the connection with nature. The students will then compare and contrast the term “Romantic” in art with the societal term. (Social Studies)

We will then move on to the statement that “art” is all about decision making. Students should ask questions such as: “What should I include or add to this picture?”, “What is not needed in this view?”, “Should I change or enhance color?”, ect. To express this point, I will show Thomas Cole’s “Falls of Kaaterskill” preparatory sketch and final painting, and will have students point out differences in the pictures.



Next, the class will travel to a nearby park, where they will be allowed the opportunity to sketch their own masterpiece, using the park as their model and making changes where they see fit.

Finally, the students will write a paragraph about the changes they made from the original view of the park and why they made these changes. Upon completion, we will set up a gallery walk so the students can see their peers' work.