

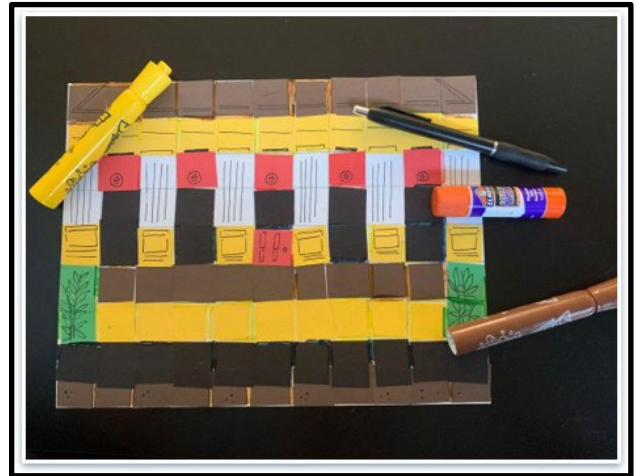
Lesson Plan 2 - Bisected Landscapes

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THEME: In this lesson, students will create a landscape from a creative perspective and consider the cross-sections of things in their daily lives.

GRADE LEVEL: HS Special Education Class

GOAL/ACTIVITY: Students will create a mixed-media landscape with construction paper and drawn elements.



Teacher Exemplar

DEVELOPMENTAL RATIONALE/PRIOR LEARNING: Last session, we experimented with collage while making name tags. These were abstract collages using shape, and in this lesson students will use collage to create something representational. Placement of cut paper will be considered and students can also add drawn elements of their liking to enhance their pieces.

HISTORY/BACKGROUND: Landscapes are a fundamental part of Art History. They emerged as their own, independent art form in the West during the Late Renaissance (16th Century) and have existed for much longer in Asian cultures.

In video games, landscapes are often used as the background, but by bringing the landscape into the focus for this assignment, students will be asked to look more closely at the media they consume. Because of the technological inhibitions of early gaming systems, many games were created in a 2D “side-scroller” format. This format meant that a character would walk along a flat surface while the screen follows them (scrolling), and world elements would generate around them. Because the character is on the same plane as every other element on the 2D plane, certain objects would be “in front” of the character

and block their movement, while others would be “behind” the character and allow them to pass in front of them. This was essential to creating things like structures - doors could be passed through, but walls could not. Because players would need to be able to see what is inside of the structure they’re inside, the structure would need to be bisected and visibly open to the screen. Houses and castles would be entirely visible to the player, even though they would still need to follow the architectural details of the structure to navigate it.

Even though technology has advanced far beyond the primitive gaming systems that only allowed for this kind of rendition, the style has become a staple in gaming culture. It is revisited in modern games such as Terraria, and referenced in the world generation of games like Minecraft.

STANDARDS: Cr1.1.x, Cr2.1.x, Cr2.3.x, Re.7.1.x, Cn10.1.

OBJECTIVES: Cognitive-Head: SWBAT consider what environments in their life are important to them and what exists inside of them in order to depict them accurately in a creative manner. **Psychomotor-Hands:** SWBAT place cut paper in a grid mindfully in order to build a fully considered image. **Affective-Heart:** SWBAT depict a place in their life in order to identify what makes that place important to them.



Vincent van Gogh

Matthias Toedt

Starbound, Chucklefish Ltd.

SUPPLIES: Pre-cut paper squares, glue sticks, printed graph paper, dry drawing materials (pens, markers, colored pencils, crayons, etc.), accessibility-related supplies (grips, scissors, etc.)

RESOURCES: Created PPT, Created handout, teacher exemplars

TEACHER PREPARATION: Create materials (exemplars, PPT, handout, graph paper), cut paper squares, load Trish's car!

PRIOR KNOWLEDGE: Students worked in collage during our last session and are aware of the process. While not required knowledge, many students in the class have prior experience with video games (especially Minecraft) that are inspired by this visual technique and will be able to recognize it.

VOCABULARY: Landscape (n.) A picture depicting scenery on land. Collage (n.) A piece of art made by combining various different materials onto a backing. Shape (n.) A two-dimensional (or flat) element. Balance (n.) A comparison of elements to create stability.

ASSESSMENT: N/A

ACCOMMODATIONS/MODIFICATIONS/ADAPTATIONS: This lesson is intended to be open to any student interpretation- students will be allowed mostly free reign over their finished product and are not going to be assessed on "technical" skill. In physical terms, students will be provided with accessible supplies (as listed above) in order to aid their artmaking experience. This assignment is not graded or assessed in any way.

