



**Juneau School District Elementary Art Program
Art Activity Kit**

Landscapes of the
Iditarod

**GRADE: 4 TIME: 1hour, 15 min.
Developed by JSD Art Specialists**



KIT INCLUDES:

- Lesson plan
- student value scale master
- vocabulary board
- step by step
- value/perspective board
- painting tips board
- Book: The Great Serum Race by Debbie Miller
- Iditarod poster by Jon Van Zyle
- sample product
- student foreground idea cards

MATERIALS NEEDED:

Each student needs:

- 2 portion cups
- small and large paintbrush
- white drawing paper, 8x11"
- blue construction paper, 9x12"
- pencil

Two students share:

- water cup
- blue tempera "biggies" cake
- glue sticks

Four students share:

- white and blue liquid tempera paint (pint sized)

LESSON DESCRIPTION:

Students look at artwork by Iditarod "official artist" Jon Van Zyle. Students paint a landscape that could be seen along the Iditarod trail. They use foreground, middle ground and background, as well as dark and light values, to show perspective.

VOCABULARY:

Landscape
Perspective
Foreground
Middle ground
Background
Value

| | |
|---|--|
| ART ELEMENTS: | ART PRINCIPLES: |
| <input type="checkbox"/> Line | <input type="checkbox"/> Pattern |
| <input type="checkbox"/> Shape/Form | <input type="checkbox"/> Rhythm/movement |
| <input checked="" type="checkbox"/> Color | <input checked="" type="checkbox"/> Proportion/Scale |
| <input checked="" type="checkbox"/> Value | <input type="checkbox"/> Balance |
| <input type="checkbox"/> Texture | <input type="checkbox"/> Unity |
| <input checked="" type="checkbox"/> Space/Perspective | <input type="checkbox"/> Emphasis |

CONTENT CONNECTIONS:

**Alaska Geography
History
Language arts**

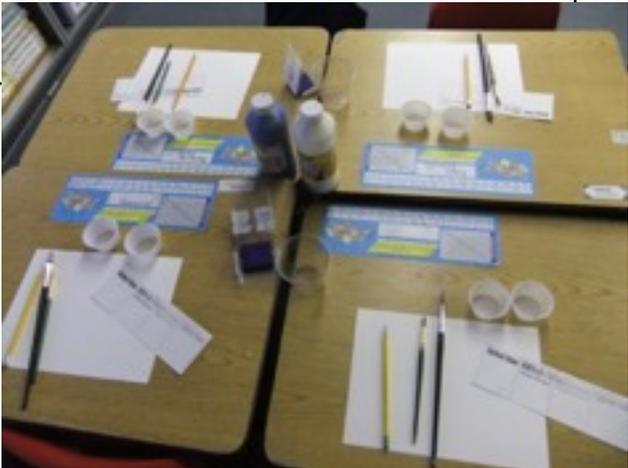
Themes: Iditarod

OBJECTIVES: Students will:

- Identify foreground, middle ground, background and use these in artwork
- Mix different values of color and use these in artwork
- Paint a landscape

PREPARE:

- Practice and prepare for lesson introduction and demonstration.
- Copy student value scapes on cardstock or heavy paper.
- Copy lesson labels.
- Trim white paper to 8x11".
- Set up student work areas. →



ENCOUNTER: Students view the iditarod-themed landscapes of Jon Van Zyle and learn about landscape perspective and value.

Gather students in class meeting area where they can see the visuals and watch a demonstration. Put Perspective/Value board up to refer to during introduction.

Begin by paging through the book, The Great Serum Race, starting with the map. **Jon Van Zyle is a well-known Alaskan artist who illustrated this book. He also has been a musher in the Iditarod. He is the “official artist” for the Iditarod and makes a poster every year for the race.**

Display Iditarod poster. **This is one of the posters. This might be Jon himself, that he has painted into the picture. Jon Van Zyle paints scenes of the land. We call this type of artwork “landscapes.” He also is very good at painting “perspective,” which means he makes it look like you can see way back into the distance.**

(From where they are sitting, engage all students in looking and pointing.) **Point to something in this landscape poster that looks very close, or in the “foreground.” Now point to something that looks a little farther away, we call that the “middleground.” Now point to something that looks very far away, we call that the “background.”** Refer to the Perspective information (foreground, middle ground, background) on the visual board to review this concept.

Show with your hands, the size of the closest dogs. (All students.) Now show how big the dogs look which are farther away, in the middleground of the picture. What changes? Things in the foreground look larger. Things farther away look smaller.



Another artist’s technique to creating perspective, or distance, in a landscape is to use light and dark, or “value.” Values are to color like volume is to sound. You can change the *volume* to make music louder or softer...You can change the *value* to make colors lighter or darker. Refer to the Value part of the visual board. Value can show distance. The Foreground is darker, middleground is medium values and the background is lighter.

Point to darker foreground of the photo on this value board, now to the middleground, notice it is getting lighter, now to the background, the lightest. (All students point to photo on value board.) **As we look at some pages in the book, illustrated by Jon Van Zyle, point to the darker foregrounds, the medium middle grounds, and the lighter backgrounds. Notice how things appear smaller as they get farther away.** Turn to the three marked pages and guide students through the pointing exercise.

We are going to be painting a landscape of a scene you might see along the Iditarod sled dog race, and our paintings will show perspective.

Display the Step by Step, and demonstrate the project, while referring to the step by step.

Step 1. First we will draw three lines that give us a background, middle ground and foreground. Background like mountains, middleground hills or treeline, foreground fairly straight for the snow.

Also, sketch in one or two or three simple things you might see in the foreground...a tree, a cabin, a dog, etc. Keep it simple. (Suggestion: to speed example, just draw a tree.) Show idea card which they will can use to help with drawing their foregrounds.

Next, create a value scale and mix the paint you will use for your painting. Model this process for the students.

1. Squirt white paint into both of your two portion cups, just so it barely covers the bottom of the cup.
2. Paint the square on your value scale labeled “lightest” with white paint.
3. Squirt a tiny bit of blue paint into one of the cups of white paint. Mix. Paint the next square labeled “light” with this light blue color.
4. Squirt a slightly larger amount of blue paint in the second cup. Mix. Paint the square labeled “darker” with this color.
5. Paint the “darkest” square with the paint from the blue tempera cake.



Now you will use this paint to paint your landscape.

Paint the background area with the lighter blue color in one cup. Use the large brush.

Paint the middle ground with the darker blue value in the other cup.

Paint the things you’ve drawn into the foreground with the darkest blue (tempera cake.)

These foreground items will be on snow, the white paper. Use the small brush for detail.

Hold the brush upright and use the tip. (Display painting tips board.)

Before you start working on your painting, prepare your paper by gluing the white paper to a blue background and glueing the lesson label on the back.

ENGAGE: Students mix paint and create a value scale, then use the mixed paint to make a landscape painting showing perspective.

Students:

1. Glue white paper on blue, and lesson label on the back.
2. Draw three lines on paper, showing a background, middleground and foreground.
3. Sketch some simple objects in the foreground, using the “foreground ideas” card.
4. Mix paint and paint value scale.
5. Paint background area on landscape drawing with light blue mixed paint.
6. Paint middle ground area on landscape drawing with dark blue mixed paint.
7. Paint objects on the snow in the foreground with the darkest blue, which is the tempera cake.
8. Sign artwork and clean up.

REFLECT: Students view artwork and express preferences in a respectful and knowledgeable way.

Gather students around artwork, with Jon Van Zyle’s poster and the book, also visible.

Display vocabulary words, reminding students they may want to use some of these words as they share about the artwork.

What is something you like about Jon Van Zyle’s paintings, and why?

What does our artwork have in common with Jon Van Zyle’s?

Give an artistic compliment to the artwork of another student.



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