

Canton  
Museum  
of Art

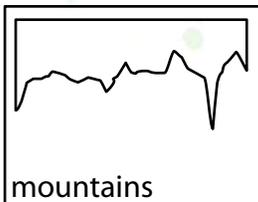
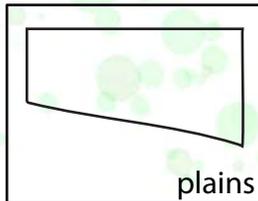
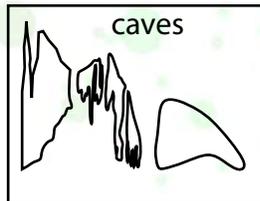
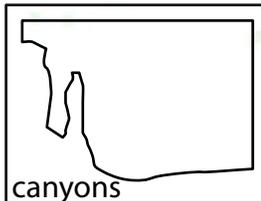


# Teacher Resource Packet

**Grade Level: 4th Grade**  
a lesson about using landforms  
and biomes to understand art

## A Place in Time: landforms informing art

**Windows into the Past** is an exhibit that is full of narra-  
tive artworks. We can understand these stories by look-  
ing at the contents and the compositions of each piece.



**Emily Dickinson**  
Will Barnet  
Date: 1989

*The Museum To Go program and these educational materials are made possible by the generous funding of the  
**Ohio Arts Council, Arts in Stark, and The Hoover Foundation.***



This document, companion artwork images, virtual tour of the exhibit: "Salon Style: Works from the Permanent Collection Vault," and many other resources are available through the Canton Museum of Art website at:

[www.cantonart.org/learn/museum-to-go](http://www.cantonart.org/learn/museum-to-go)

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## **Overview: A Place in Time**

### **Lesson Goal:**

This is the third lesson of the year for the fourth grade students. So far, they have learned that art can tell stories (salon style stories), and that artists compose their works in such a way as to give emphasis to what is important in that story (rule of thirds). This lesson pushes those ideas together, as the works in the permanent collection exhibition, "A Window to the Past," tell stories and describe places or people thought to be important by the artists. Each piece can be better understood by looking at the clues and the surroundings. Identifying landforms and landscapes is the first step in understanding the story being told by the artist. Students will complete a virtual tour of the exhibition, will review works that have distinct land formations that tie into the 4th grade standards, and will then work in 5 teams of 5-6 to create their own landform art that they fill with the biomes of the landform's typical environments. The final final product will be 5 collaborative art pieces that show the features and creatures of landforms found in the US, including caves, mountains, plains, canyons, and oceans.

### **Lesson Duration: 1-1.5 hours, 1 visit.**

A museum to go instructor will come to your class for one visit (Stark County), or you will be able to download and utilize the lessons to your classroom (In or out of Stark County). You may choose to bring your students to the Canton Museum of Art after the lesson if you are able to take a field trip as well. Follow up visits to the Museum can be arranged through the CMA Education Coordinator, Erica Emmerson, at [erica@canonart.org](mailto:erica@canonart.org)

### **Materials:**

#### LEARNING RESOURCES:

The following supplemental resources are available for teachers if desired (available on the MTG website for download and classroom use, or for teacher research).

- 1) Information about works of art and artists.
- 2) Printable/presentable images.

### **Standards Correlation:**

#### **Ohio Grade Four Science Standards:**

##### **Earth and Space Science:**

##### **Topic: Earth's Surface**

This topic focuses on the variety of processes that shape and reshape Earth's surface.

##### **Content Statement:**

Earth's surface has specific characteristics and landforms that can be identified. About 70 percent of the Earth's surface is covered with water and most of that is the ocean. Only a small portion of the Earth's water is freshwater, which is found in rivers, lakes and ground water. Earth's surface can change due to erosion and deposition of soil, rock or sediment. Catastrophic events such as flooding, volcanoes and earthquakes can create landforms.



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## **Content Statement:**

The surface of Earth changes due to erosion and deposition. Water, wind and ice physically remove and carry (erosion) rock, soil and sediment and deposit the material in a new location. Gravitational force affects movements of water, rock and soil.

## **Life Science:**

### **Topic: Earth's Living History**

This topic focuses on using fossil evidence and living organisms to observe that suitable habitats depend upon a combination of biotic and abiotic factors.

## **Content Statement:**

Changes in an organism's environment are sometimes beneficial to its survival and sometimes harmful. Ecosystems can change gradually or dramatically. When the environment changes, some plants and animals survive and reproduce and others die or move to new locations. An animal's pattern of behavior is related to the environment. This includes the kinds and numbers of other organisms present, the availability of food and resources, and the physical attributes of the environment.

## **Visual Art:**

**1PE** Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across art disciplines.

**6PE** Identify and name the sources for artmaking ideas (e.g., self, environment and other people).

**6PR** Demonstrate technical skill through the integration of common processes and topics from other subject areas.

**1RE** Identify qualities that contribute to the design and meaning of their artworks and the works of others.

## **Key Ideas/Background:**

1) Reminders from past lessons: Artists can use the imagery in their works to tell a story. Artists think carefully about the ways they create their works of art. We call those design choices the "composition." There are composition choices made for both 2D and 3D works of art, and help enhance that story.

2) When looking at imagery in works of art, we can use clues from the surrounding environment, such as landforms and landmarks, to learn more about the story being told by the artist.

3) After identifying the "place," we can look at the people or objects (contents of the place) shown to find clues about the "time" described.

4) Students will focus on works of art with a strong landform presence by looking at a Power Point, and will consider when and where the works describe.

5) Students will then work in groups to create landform landscapes, each class completing a foreground, middle ground, and background of the 5 landforms, plus some additional layers depending on class numbers! Students will consider what they might add to their own layer of the landscape, based on their knowledge of the landforms and the biome booklets provided to each landform group.



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## Vocabulary

**Composition:** Parts of a whole: a framework, setup, or structure; the way in which a whole mixture is made up. Composition in art typically refers to the way a piece of artwork is organized or designed. The Rule of Thirds is a compositional building tool!

**Foreground:** The part of a view that is nearest to the observer, especially in a picture or photograph.

**Middle ground:** The middle distance of a painting or photograph.

**Background:** The part of a picture or design that serves as a setting to the main figures or objects, or that appears furthest from the viewer.

**Landform:** A natural feature of the earth's surface.

**Canyon:** A deep gorge, typically one with a river flowing through it.

**Plateau:** An area of relatively level high ground.

**Plains:** A large area of flat land with few trees. Synonyms: grassland, prairie, flatland, lowland, meadow, pasture.

**Mountain:** A large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill.

**Valley:** A low area of land between hills or mountains, typically with a river or stream flowing through it.

**Cave:** A large underground chamber, typically of natural origin, in a hillside or cliff.

**Ocean:** Earth is known as the blue planet because 70% of the Earth is composed of ocean! Different lifeforms are found at different depths of the ocean.

**Biome:** A large naturally occurring community of flora and fauna occupying a major habitat, e.g., forest or tundra.



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## Works of Art/Object Focus:

This lesson correlates with the Windows into the Past exhibition, a Canton Museum of Art Permanent Collection Exhibition on display spring 2018, and online (Google 360) @ <https://www.cantonart.org/learn/Museum-To-Go>



Canyon De Chelly- Navajo. By Edward S. Curtis. 1868-1952.  
[http://www.cantonartcollection.com/itemdetail.php?work\\_id=1468](http://www.cantonartcollection.com/itemdetail.php?work_id=1468)



Ferry Crossing. By George L. Clough. 1824-1901.  
[http://www.cantonartcollection.com/itemdetail.php?work\\_id=1599](http://www.cantonartcollection.com/itemdetail.php?work_id=1599)



Queer fish. Mabel Dwight. 1876-1951.  
[http://www.cantonartcollection.com/itemdetail.php?work\\_id=1166](http://www.cantonartcollection.com/itemdetail.php?work_id=1166)



Coal Yard #2. Carl Gaertner. 1898-1952.  
[http://www.cantonartcollection.com/itemdetail.php?work\\_id=2034](http://www.cantonartcollection.com/itemdetail.php?work_id=2034)



Yesterday and Before and Before. Loring W. Coleman. 1918-2015.  
[http://www.cantonartcollection.com/itemdetail.php?work\\_id=1154](http://www.cantonartcollection.com/itemdetail.php?work_id=1154)

## Learning Tools:

### Teaching Materials:

**Windows into the Past Google Tour** (on MTG website, or Google Street View)

**"Landforms" ppt slideshow** (on MTG website)

**Landform Cutouts PDF** (on MTG website)

### Activity Materials:

**Biomes Notebooks:** Cave, Mountain, Ocean, Canyon, and Plains.

**Landform Cutouts:** (Construction/cardstock paper) 5x Cave, Mountain, Ocean, Canyon, and Plains.

**Metallic Pen/Markers:** To write on construction/cardstock paper- students can draw content for their landform, on the cardstock, or spare paper.



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## ***learning tools cont...***

**Spare paper:** Each kid can use spare/scrap paper to depict persons/places/things/biomes for their landform. We will use the extra paper from the 12x12 scrapbook sized cardstock that was cut down to 8.5x11" so that the paper color matches the landform layers.

**Scissors:** (OPTIONAL) kids can cut around their drawings to remove spare paper before gluing their drawn items onto their landform layer.

**Glue Dots:** (Can substitute tape or glue) to attach spare paper drawings to the scenes.

**Page Protectors:** To put landform cutout layers in. Need: 5 per landform.

**Binder Rings:** To connect the page protected landforms to create the "scene."

## **PROCEDURES:**

### **Introduction and Setup (5 mins)**

- Set up projector with slideshow and tour loaded into it.
- Pass out papers (Pre/Post) \*wait to hand out activity materials.\*
- Introduce self, MTG, transition into pre assessment (side with #1 on it).

### **Student Pre-Assessment: half sheets (5 mins)**

### **MTG Virtual Tour: (10-15 mins)**

- Students will enjoy a walkthrough of the *Windows into the Past* exhibition from the permanent collections.
- Main talking points in walk through:
  - o Last time MTG came to the classroom, you saw the "Fire and Water" show. You will notice that, like with *Fire and Water*, there is room around each painting on the wall. This allows the viewer to focus in on the singular artwork, and not be distracted by crowding and distracting works. We also saw the *Salon Style* show at the beginning of the year, where hundreds of works were grouped together in a Tetris-like formation.
  - o The 3D works are clumped and clustered in the middle of the rooms, and paintings are on the walls. You will notice that the groupings of both paintings and ceramics often match, sometimes thematically, other times by artist, or by artists with similar shapes and forms.
  - o Teacher note: in each scene or view, there is a piece or a grouped theme to talk about. (you may also highlight your favorite works... all permanent collection items are catalogued with descriptions online at <http://www.cantonartcollection.com/index.php> ).
    - Themes of landform/place.
    - Themes of subject matter.

### **Discussion Power Point: (10 mins)**

- Power Point Presentation allows teacher to present works from the exhibit that have strong ties to the landforms that the following activities will focus on. Discussion of artwork contents surrounding both the places and the contents within the settings will continue from before.



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## **Activity: Brainstorm Board Race (10 mins)**

Create columns on the board, one for each: Canyon/Plateau, Ocean, Plains/Grassland, Mountains/Valley, and Cave/Cavern

- o Students break up into 5 teams (this will be their final group afterwards). Each team gets a landform.
- o Students line up by the board. They will need 5 erase markers or pieces of chalk.
- o Each student needs to think of a BIOME or form of life that can be found in their team's landform. This can be plant or animal life, but there can be no doubles on the list. Teammates can work together to help each person out. The first person in line must go to the board and write one biome. They then go to the back of the line, passing the marker or chalk to the next runner. This game will last for 1-2 mins and the team with the most number of biomes "wins" (though the teacher should make sure that everything is basically right...) Any teams with low numbers of biomes, the whole class can help finish their list.
- o If there is extra time, the game can be extended to allow the teams to draw an example next to each biome type.
- o At the end of the lesson, if there is time, the game can be extended so that a leader of each group comes up and adds to the list based on the landforms their group made, while presenting final work.

## **Activity: Landform Landscapes (30 mins)**

- o All students break into five groups, and receive a landscape layer kit (landform layers, biome booklet, markers, extra paper).
- o The groups will look at the biome booklet and discuss what sort of people, places, things, animals, and plants they wish to add to their landform landscapes.
- o Students will slide their landscape layer and extra paper out of the sheet protector to begin.
- o Students will use the metallic markers to draw details on the extra paper that may be taller than their landscape cut out (trees, animals that peek over the top of their landform, etc).
- o Students should also draw directly on their landform layer paper. Remind them that even areas that overlap will be seen when people flip through their landform book.
- o Students should sign their name on the back of the paper, and write their teacher's name, and date.
- o **Optional:** students may use scissors to cut out their paper additions before using glue dots to glue them onto their layer. Teachers should help students fix their paper additions with the glue dots.
- o Students slide their layer into the page protector.

## **Presentation and Reflection (5 mins):**

When finished with scenes, the scenes are assembled with the book rings to create a landscape flip book.

- o Discuss: Are there visual clues that could be used to tell a story within the landscapes?
  - Colors
  - Rectilinear lines versus curvilinear lines
  - Embellishment types present
- o **Discuss:** Look at how the plastic sheets make the layers that go farther back a bit more hazy. There is a term called "atmospheric perspective." It means that the atmosphere makes things that are farther away appear more hazy or lighter. Doesn't the farthest back layer look kind of hazy, and like it is far away? What happens when you flip through? We can imagine that we are taking a hike through the landform, and as we walk or flip



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through the pages, the far away areas become more clear, and we see details that may have been hidden or partially hidden by the landform. It is totally worth it to not only look at the whole view, but explore the entire landscape of the landform!

o **Discuss:** Everyone's work individually is pretty amazing. It reflects who you are and your creativity. Even if there are parts that overlap, when you flip the pages, we learn more about the story your landscapes tell because of the hidden extra content that you might have drawn! But as they come together, what is really neat is how your unique personality still shows in the final piece, but also we have a more complex and complete landform.

Think about all of the time and how hard it would be to make a composition this beautiful and complex. Your class forms a community, and you are part of what describes that community. Each landform would take hours to make on your own. But together, we created 5 different types of landforms, which will be on display at the Museum on June 1st! Without your contribution of your landscape layer, the final works would not be the same!

o Take a class photo/group photos of students holding their work (if time allows).

## **Post-Assessment and Clean-Up (5 mins):**

Students should fill out Post Assessment (side 2) of their Pre/Post Assessment pages, and turn it in. MTG instructor will collect all landscapes for the First Friday opening.

## **UNIT ASSESSMENT:**

Evidence for successful learning will be calculated using:

- General Education teacher feedback (qualitative).
- Student Pre and Post Assessment.
- Museum To Go Educator feedback (qualitative) of observations, photographs, evidence of engagement and learning taking place.
- Student Artwork.

*This lesson plan is created with the Museum To Go structure in mind, and with evaluation and content based on information gathered from The 2007-2008 Evaluation Toolkit published by the National Museum of Mexican Art, and the 2012 J. Paul Getty Trust, Summary Report of Survey Findings, Teacher Programs: Assessing the Getty Museum's Online Resources for K-12 Teachers.*