

<b>Unit Title: Tree Line</b>		<b>Author(s): Lincoln Public Schools Art Specialist</b>		
<b>Unit Information</b>				
Grade Level: K-5				
Brief Description: Create a landscape that features a tree. Observe and study trees. Learn about prints.				
Artist / Culture: Tree Line Print Exhibition from Gladys M. Lux Print Collection				
Media / Techniques: relief printing, Crayon Etching, Drawing with stick and ink, collage/paint (watercolor or tempera)				
Genre: landscape				
Standards for other Correlated Curriculum Areas: Science				
<b>Core Ability 1: Exploring and developing the creative process through artistic expression</b>				
Guiding Questions: How many different trees do you see/can you draw? What other kinds of trees can you think of? How is your body like a tree? How do your fingers attach to your hands and limbs to your trunk? How do fingers and twigs on trees "taper" like carrots to a point? Did you know that a tree has a crown? What does a tree not show you? (their roots are as large as the top of the tree) What is foliage? Why are leaves different shaped? Do the leaves spiral down the branch or are they alternating?				
Student Activities: • Go outside and sketch trees. • Brainstorm your own tree.				
<b>Assessment</b>				
Competencies	Does Not Meet District Standards	Approaches But Does Not Meet District Standards	Meets District Standards	Exceeds District Standards
Competency 1.3: evaluate possibilities and select solutions to art problems	refuses to create a solution to art problems	select from given solutions	generate some individual solutions to art problems	modify individual solutions to art problems
<b>Core Ability 2: Understanding the visual arts in relation to history and cultures (NS4)</b>				
Guiding Questions: What do you see? What do you see that makes you say that? What more can you find?				
Student Activities: • Look at other artist examples of trees. • View prints from the Gladys M Lux collection. • View artworks from other artists • Compare and contrast landscapes/trees in the exhibit with each other as well as with landscapes from artists of various time periods and cultures.				
<b>Assessment</b>				
Competencies	Does Not Meet District Standards	Approaches But Does Not Meet District Standards	Meets District Standards	Exceeds District Standards

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Competency 2.2: discover how history, culture, and visual arts can influence each other in making and studying works of art	does not listen or participate in activities	study the influences of history and culture on the creation of visual arts	apply historical and cultural influences to an original artwork	reflect on a multitude of cultural influences
<b>Core Ability 3: Communicating by using a range of subject matter, symbols, and ideas (NS3)</b>				
Guiding Questions: How does this tree make you feel? When might a tree look sad? Could a tree look lonely? Can a tree look strong and proud? Where is your tree? Why is this place important to you? What else can you add to your landscape to better express your idea to others?				
Student Activities: • Communicate with others in class to compare and contrast ideas that are appropriate for what you would like to express through your work.				
<b>Assessment</b>				
Competencies	Does Not Meet District Standards	Approaches But Does Not Meet District Standards	Meets District Standards	Exceeds District Standards
Competency 3.2: select and use subject matter, symbols, and ideas to communicate meaning	no consideration of subject matter, symbols, and ideas in artwork	participate in guided exploration of subject matter, symbols, and ideas	select subject matter, symbols, and ideas to communicate meaning	find, select, and integrate subject matter, symbols, and ideas to communicate meaning
<b>Core Ability 4: Using knowledge of art elements and design principles (NS2)</b>				
Guiding Questions: What lines, shapes, colors, values, and textures will you use to create your tree? How can these elements add interest to the tree? How can you use these elements to emphasize your tree so that it communicates your intended meaning to others? What line shows ____? What color represents _____?				
Student Activities: • Explore the tactile qualities of a tree. "Hug a tree" activity. • Observe tree form, line, shape, texture, structure with an arborist. • Play with using various lines, textures, and colors in order to convey a variety of meanings/feelings.				
<b>Assessment</b>				
Competencies	Does Not Meet District Standards	Approaches But Does Not Meet District Standards	Meets District Standards	Exceeds District Standards
Competency 4.3: use visual art elements and design principles to communicate ideas	utilizes few art elements and design principles	identify element/principle used to communicate their ideas	apply elements/principles to express ideas	evaluate the way in which elements/principles communicate their ideas

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<b>Core Ability 5: Understanding and applying processes, media (art materials), and techniques (NS1)</b>				
Guiding Questions: Can you create a landscape that contains a tree using _____ (technique)? What technique would work best for you to use to convey the feeling of your landscape to others? What other effects can you achieve with that material?				
Student Activities: <ul style="list-style-type: none"> <li>• Relief printing, styrofoam, found objects from trees, easy cut rubber, linoleum</li> <li>• Crayon Etching / Scratchboard</li> <li>• Drawing with stick and ink</li> <li>• Collage / Paint (watercolor or tempera) a landscape that contains a tree.</li> </ul>				
<b>Assessment</b>				
Competencies	Does Not Meet District Standards	Approaches But Does Not Meet District Standards	Meets District Standards	Exceeds District Standards
Competency 5.3: use different processes, media, and techniques to communicate ideas, experiences, and stories	does not participate in guided exploration of materials	participate in guided exploration of materials to express ideas	associate a variety of processes, media, and techniques to express ideas	adapt processes, media, and techniques to express ideas
<b>Core Ability 6: Making connections among visual arts, other disciplines and careers (NS6)</b>				
Guiding Idea Starters: Some artists draw leaves, buds, fruits of trees, and twigs as a job. These are Illustrators. How could a landscape artist use trees in a design for a new building? Do you know a building in your state that has a tree inside of it? How would a farmer use trees to help his farm in the winter? Some people build with trees(furniture designers and architects), other make medicines with trees (doctors, researchers, and pharmacists). Trees provide you with paper, pencils, gum, syrup, medicines, crayons, paint, jobs for many people, food for you, and soap. Learning to draw trees and planning designs with trees in mind may help you to be more aware of what trees do for you.				
Student Activities: <ul style="list-style-type: none"> <li>• Partner Share an Art Careers for Kids® Conversation Card with your art team. Answer the question using trees as your subject. For example: If your card is the Cartoonist card, how would you create a cartoon character "tree?"</li> <li>• What would your tree be named?</li> <li>• How would your tree move?</li> </ul>				
<b>Assessment</b>				
Competencies	Does Not Meet District Standards	Approaches But Does Not Meet District Standards	Meets District Standards	Exceeds District Standards
Competency 6.2: identify connections among the visual arts, other disciplines in the curriculum, and career opportunities	unable to make a connection among disciplines	recall a connection among disciplines	recognize a connection among disciplines	identify common components among different disciplines
<b>Core Ability 7: Reflecting upon and assessing the characteristics and merits of their work and the work of others (NS5)</b>				

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<p>Guiding Questions:</p> <p>What do you see?</p> <p>How does your work make you feel? Why?</p> <p>What do you see that makes your work a landscape?</p> <p>Why is your work important to you?</p> <p>What does your work mean to you?</p> <p>What title would you give your work? Why?</p> <p>Can you write a story about your landscape?</p> <p>If you could "step into" your landscape, where would you go first?</p>				
<p>Student Activities:</p> <ul style="list-style-type: none"> <li>• Reflect upon and assess your work and the work of others. Discuss your work or write an artist statement.</li> <li>• Describe your work. Tell someone else about your work or write about your work. Describe another persons artwork.</li> <li>• Analyze your work. Judge the use of materials. Consider why the artwork was created.</li> <li>• Interpret your work. Tell someone your message about trees. What should others know about trees by viewing your work? Consider what others are saying about trees in their work.</li> </ul>				
<b>Assessment</b>				
Competencies	Does Not Meet District Standards	Approaches But Does Not Meet District Standards	Meets District Standards	Exceeds District Standards
Competency 7.1: understand there are various purposes for creating works of visual art	unable to state the reasons people create art	recognize the reasons people create art	view artwork and determine intended purpose for its creation	create an art work for a specific purpose
Competency 7.3: understand there are different responses to specific art work	unable to state personal response to an art work	state personal response to an art work	explain personal response to an art work	develop tolerance toward others' responses to art work and investigate why peoples' responses differ
<p>Sequential List of Classroom Activities:</p> <ol style="list-style-type: none"> <li>1. Use the creative process to understand what a tree looks like and experience what a tree is.</li> <li>2. View the works of art in the Tree Line exhibit at the Lux center as well as those of other artists that have created landscapes featuring trees. Use these as inspirations in your work.</li> <li>3. Sketch a variety of trees.</li> <li>4. Consider feeling of the tree. Elements of art. Learn how trees are helpful. (provide shelter, wind breaks to heat your home easier, cool your home with shade, help stop erosion of soil, clean the water under ground, buffer people from floods, and provide clean air for you to breath.)</li> <li>5. Experiment with a variety of media and techniques to discover which will work best for the intended meaning of the tree in your work.</li> <li>6. Create a landscape featuring a tree as the focal point that expresses an intended meaning /message.</li> <li>7. Formative assessment activity while the work is in progress. Judge the success of your intended meaning.</li> <li>8. Reteach or develop more understanding about techniques.</li> <li>9. Continue to develop ideas about trees.</li> <li>10. Assess your work by writing a personal response to your work. Discuss / display / share student work.</li> </ol>				

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Teaching Resources (Books, Images, Multimedia, Web, Etc)  
 Gladys M Lux Print Collection, Lincoln, NE <http://luxcenter.org/the-lux-museum/prints/>  
[http://www.eduplace.com/rdg/gen\\_act/nature/tree2.html](http://www.eduplace.com/rdg/gen_act/nature/tree2.html) A site to take a closer look at a tree.  
 GNSI (Guild of Natural Scientific Illustrators) [gnsi.org](http://gnsi.org)  
 The Night Life of Trees by Durga Bai  
 A Log's Life by Robin Brickman, The Giving Tree by Shel Silverstein  
 Red Tree, The Mondrian Tree Series, by Pete Mondrian  
 The Plum Tree in Bloom (title after Hiroshige) by Vincent VanGogh  
 Pioneers Park Nature Center Staff, Arborist  
 Lincoln Parks and Recreation Staff, Arborist  
 ReTree Nebraska, Lincoln Tree City USA, Jessica Kelling, [jkelling2@unl.edu.ncfc](mailto:jkelling2@unl.edu.ncfc)  
 Music on YouTube by TMBG (They Might Be Giants) "C is for Conifers"  
 Put a pine scented "plug in" in the classroom. How to use shape to identify a tree.[http://forestry.about.com/od/treephysiology/ss/part\\_of\\_tree\\_7.htm](http://forestry.about.com/od/treephysiology/ss/part_of_tree_7.htm)  
 Historical meaning of trees: [livingoriginals.com](http://livingoriginals.com)  
 Movie references: Fantasia, Harry Potter, Lord of the Rings  
 MOMA Printmaking videos, <http://www.moma.org>, search printmaking video  
 kirigami-art of Japanese paper cutting and folding

- Supplies:
- Relief printing, styrofoam, found objects from trees, easy cut rubber, linoleum, cutting tools, brayers, printing ink, paper
  - Crayon Etching / Scratchboard, crayons, tagboard or heavy weight paper, sharpened sticks, tools for scratching
  - Drawing: stick, ink, pencil, chalk, sketchbook, paper taped on drawing board
  - Collage: various papers, found tree materials, mixed media of choice
  - Painting: watercolor, tempera, brushes, water container, paper, bark, sticks, leaves

Adaptations:  
 Special Needs: Use stencils in the shape of trees. Cut out pictures of trees from magazines. Sandpaper may be used for tactile reinforcement. Use photography to obtain images of trees for the student to use in their work.  
 Gifted: How can you take your two-dimensional tree and make it three dimensional? Can you create a tree that has the opposite feeling than the one you initially started to make?

Additional Notes:
