

# Clay Landscapes

Third Grade

Adapted by M. Goldman

## CORE SUBJECT AREA

Science

## ART FORM + ELEMENTS

Visual Arts

## MSCCR STANDARDS

E.3.7B.2 Develop and use models to describe the characteristics of Earth's continental landforms and classify landforms as volcanoes, mountains, valleys, canyons, planes, and islands.

## MSCCR CREATIVE ARTS STANDARDS

VA: Cr2.1.3 Organize and develop artistic ideas and work. INVESTIGATE

a. Create personally satisfying artwork using a variety of artistic processes and materials.

VA: Cr2.2.3 Organize and develop artistic ideas and work. INVESTIGATE

a. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA: Pr5.1.3 Develop and refine artistic techniques and work for presentation.

ANALYZE

a. Identify exhibit space and prepare works of art, including artists' statements, for presentation.

## **DURATION**

45-60 minutes

## **OBJECTIVES**

TSW identify landforms.

TSW produce a model or representation of two landforms.

## **MATERIALS NEEDED**

Clay in various colors

Study paper plates

Various tools- plastic forks, popsicle sticks,

Internet access and means to display art

## **VOCABULARY-**

Landforms- mountains, hills, valleys, volcanoes, rivers, valleys

Landscape

Foreground

Middle ground

Background

Horizon line

## Perspective

### LESSON SEQUENCE

1. Show students several pieces of landscape art and have students identify landforms. (Some ideas are Katsushika Hokusai, "The Great Wave"- ocean wave and mountain; (Mountain is in the background, while the wave is in the foreground) "View of Toledo" by El Greco- valleys, river, and hills; "The Grand Canyon of Yellowstone " by Thomas Moran)
2. Tell students that we typically see only pictures that are two dimensional. Like the art we just examined. We can see the image, and the artist uses only two dimensions. We are going to create a three-dimensional representation. The artist uses techniques to encourage our eyes to recognize dimensions. In 3D art, we can show the next dimension. Encourage students to use the depth of clay to create a 3D image to show contrast.
3. Have students create a piece of art that has at least two landforms using clay. Distribute clay, plates, and tools (popsicle sticks, plastic forks, and pencils) Using a pencil, sketch a landscape on the plate. (Opportunity to discuss perspective, horizon line, foreground, middle ground, and background.)
4. Have students cover the plate with clay using color of clay and amount of clay to represent the landforms.
5. Add texture using tools.
6. Students should share art and landforms with a partner.

### EXTENDED LEARNING ACTIVITIES

Set up a gallery walk and have students record the landforms that are seen.

## **SOURCES**

[www.education.com](http://www.education.com) (Clay landscape)

## **TIPS + FREQUENTLY ASKED QUESTIONS**