

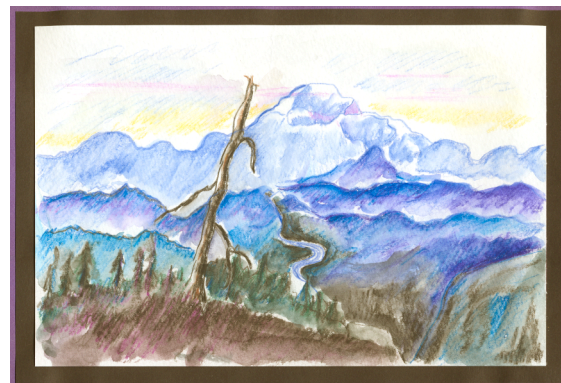


Lesson: Mt. McKinley: Sydney Laurence

GRADE: 6 and up

TIME: 2 sessions

Developed by Linda Pfisterer



KIT INCLUDES:

- lesson plan
- class set of:
 - watercolor pencils and pencil sharpeners (12)
- McKinley photos (25)
- reproductions of Sydney Laurence paintings (30)
- teaching transparencies (13)
- teaching boards (4)
- vocabulary board

MATERIALS:

- 5" x 7 1/2" watercolor paper
- 5 1/2" x 8" black construction paper
- 6" x 9" construction paper in blue, purple and green
- glue, washable overhead pen
- watercolor pencils * regular colored pencils and white construction paper could be substituted here
- watercolor brushes #7
- water cups, paper towels

LESSON DESCRIPTION:

Students look at the many paintings of Sydney Laurence, a renowned painter of Mt. McKinley. Watercolor pencil painting techniques are used as students learn about contour lines, value, shading and the importance of contrast to create their versions of the mountain.

VOCABULARY:

foreground
middle ground
background
contour line
contrast

ART ELEMENTS:

☒ Line
☐ Shape/Form
☒ Color
☒ Value
☐ Texture
☒ Space/Perspective

ART PRINCIPLES:

☐ Pattern
☐ Rhythm/movement
☒ Proportion/Scale
☒ Balance
☒ Unity
☒ Emphasis

CONTENT CONNECTIONS:

Alaskan history

THEMES:

Landscapes and mountains

OBJECTIVES AND ASSESSMENT CRITERIA

1. Students will look at the Mt. McKinley paintings by Sydney Laurence and find the foreground, middle ground and background.
2. Students will use a contour line to draw McKinley and other parts of the landscape.
3. Students will shade their drawings with watercolor pencils using more than one color to create contrast.
4. Students will paint one section at a time using careful brush strokes to turn the watercolor pencil lines into paint.

PREPARE:

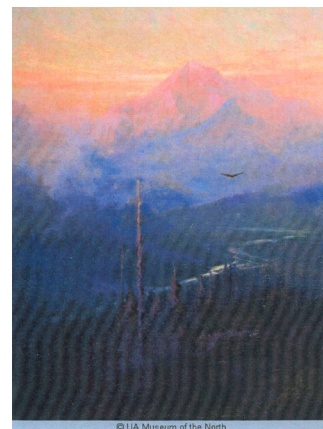
- Read through the lesson plan and do the activity so you are in a better position to help the students.
- Cut watercolor paper 5" x 7 1/2".
- Cut construction paper: black - 5 1/2" x 8" and blue, purple, and green – 6" x 9".
- Lay out all supplies in 4 stations. Station 1. At the sink they pick up brushes, water, towels. Station 2. Laurence painting reproductions. Station 3. Watercolor pencils, sharpeners, glue. Station 4. McKinley photo, watercolor paper, construction paper, lesson description.
- The station set up will help students start at different stations and move around the room to get their supplies efficiently.
- Substitute watercolor pencils and paper with regular colored pencils and construction paper if you don't have them. All the shading would then be done with the pencils.

ENGAGE AND EXPLORE:

Use the overheads and read the information as given.

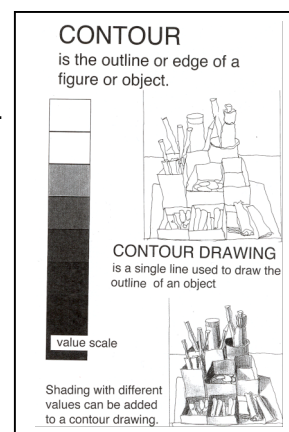
1. Sydney Laurence was Alaska's first pioneer painter and is remembered for his many realistic paintings of Mt. McKinley, the largest mountain in North America. He painted as many as 6,000 works and some say 300 of them were of Mt. McKinley. Why would he paint the same mountain 300 times? (Let students offer their suggestions. All of their ideas are probably right.) It is known that so many people wanted a McKinley painting that he actually kept a list. When he needed money, he knew the McKinley paintings were easy to sell. He did not paint two just the same, but there were some similarities in the way he painted them. The foreground was always different and very dark so it would come forward. The middle ground has less detail and begins to have a blue cast. Mt. McKinley in the background was usually painted from the south side with the changing light and time of day affecting the pastel colors. The middle ground and background are lighter which gives the illusion of distance on a flat surface.
2. This is a photo of Sydney as he was about to leave for a year of camping, sketching and observing Mt. McKinley. What time of year was it? What were the problems he might encounter as he sketched during the different times of year? (cold weather, animals, mosquitoes) He took all his sketches back to his studio and used them as he painted large and small paintings.

3. The next three McKinley paintings can be found at the Museum of the North in Fairbanks. This first one is distinctive for the tall tree and eagle flying in the foreground.
4. This McKinley painting has a scraggly tree in the foreground and the same river near the center. Notice the dark foregrounds and light backgrounds in the paintings. This shows depth.
5. The foreground in this McKinley has a raging river and a dark stand of trees.



6. Here is another painting of Mt. McKinley painted by a Fairbanks artist, Kesler Woodward. Why did he call it *Denali*? -- Kes felt most Alaskans like to refer to it as *Denali* because that was the original name given to it by the Athabascan people who have always lived and hunted in that area. How is his painting of the mountain different from Sydney's mountain painting?

7. Contour drawing is creating a single line that your eyes see as you draw and define the edges and surface ridges of an object. (Briefly discuss the contour and contrast visuals now, but bring them back to discuss as they begin drawing.)
8. Contrast is important to understand as you begin shading. High contrast helps distinguish one object from another. It gives emphasis to what is important.



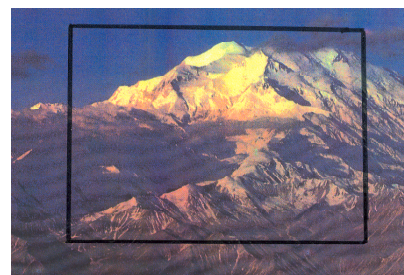
CREATE:

Before the lesson, set up four stations for students to pick up their supplies. A. At the sink they pick up brushes, water cups and paper towels. B. Display Laurence paintings and choose one. C. Get watercolor pencils, sharpeners and glue. D. Pick up a McKinley photo, a Sydney Laurence painting, white watercolor paper, black and colored construction paper and a lesson description.

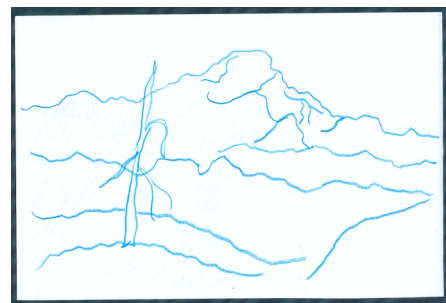
After using the transparency introduction, demonstrate how to move around the room and pick up supplies. Demonstrate how to glue the papers (directions below) before you let them start. That way they have a job to do as soon as they sit down with their supplies.

Gluing: Use a thin spaghetti line around the outside edge of the white watercolor paper and glue it to the black paper. Then put a thin spaghetti line around the black paper and glue it to the colored paper. Take the lesson description paper and only use four dots of glue to adhere it to the back. Students should write their names on the back as well. If construction paper is used, draw first and glue corners.

Refer back to the contour line transparency (#8.) and talk about drawing Mt. McKinley using a contour line to draw the outline or edge of a mountain or any object. Students must understand that in contour line drawing you spend your time looking at the object, not your paper. Your eye slowly follows the outline of the object while your hand draws exactly what your eye sees. The hand/eye coordination makes a sensitive drawing of the mountain – not like the upside down V that many people draw as a mountain symbol.

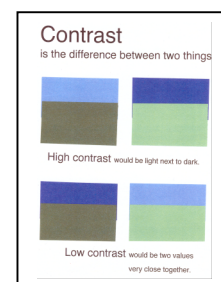


To demonstrate contour drawing, place the McKinley photo transparency (#9.) on the overhead and the black frame transparency (#10.) on the area you want to draw. It is nice to place the McKinley Mountain peak in the center. Use a washable overhead pen to trace the outline or contour of the mountain to the edge of the paper or frame. This is the background line. Now take away the photograph and replace it with the Sydney painting to draw an interesting foreground line. (#11.) Last of all put the photo under the rectangle again and draw the middle ground lines. Then show them how to go back and draw contour lines where the darker areas are located. Teacher demonstration is tracing to show process, but students will use their eyes to trace while their hands draw the contour lines. Now allow students to draw only the contour lines.



It is time to shade when the drawing has a good balance of lines or no large empty spaces. All shading begins at the top of the lines to create strong contrast, but doesn't continue into the valley. Use the shading overhead (#12.) to point out that the shading begins at the contour line. Create a jagged line as you shade, but keep the darkest part by the top of the contour line so you don't lose the line. Shade ever so lightly by the snowy mountaintop so you do not get much color. Keep it light!!! In the middle ground use two or three overlapping colors to make it rich with color. You might use blue, green and purple. In the foreground you may want to overlap three colors to get it darker. Overlapping green, brown, purple and blue will help to make the foreground dark. A dark foreground and light background helps to show distance.

Contrast is created by putting most of the color along the contour line. Leave some white so you will have light values when painting later.



Students can practice shading on a small scrap of watercolor paper. Then with water, paint on the pencil lines to see how the paint comes from the pencil. (*If colored pencils are used instead of water color pencils, it is very important that colors are overlapped along the contour line to create contrast.)

Demonstrate painting on a scrap of paper. Brush strokes should work up the paint. If they pass over the lines too fast, you don't get as much paint. **Paint in small areas at a time**, pulling the paint from the contour line downward, filling in the white spaces. Remember that in watercolor, you can leave some white paper showing! (Demonstrate painting on the #12. transparency with a dry brush.)

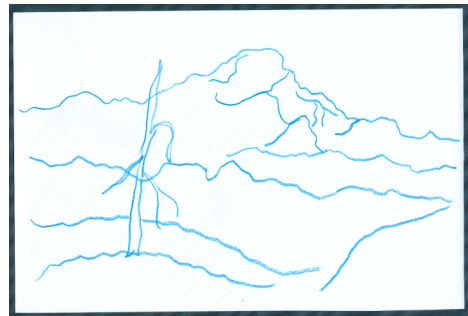


Students can clean up as they get done. The painting part of the lesson goes quite fast.

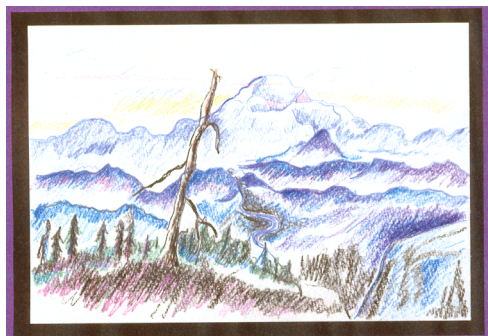
OVERVIEW OF STEPS: (#13.) This transparency can be used at any time to show steps.



1. Select your composition.



2. Draw contour lines of the foreground, middle and background.



3. Shade along the contour lines.



4. Brush water along contour line, pulling paint down.

CLOSE:

Follow up: Students can write a paragraph about their paintings using all the vocabulary words. They can mention which areas in their paintings have the highest and lowest contrast. Does the painting show perspective with the lightest areas in the back and dark values in the foreground?

ASSESSMENT:

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____
			Grade_____ Date_____ Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)
			1. Can you find the foreground, middle ground and background in paintings? (K)
			2. Did you use a contour line to draw your mountains? (S,E)
			3. Did you overlap colors as you shaded areas on your picture? (K,S,E)
			4. Did you shade successfully by blending your pencil lines with water? (K,S,E)
			5. Did you create contrast with dark against light in your landscape? (K,S,E)
			6. Did you add an imaginative touch to your art? (C)
			7. Did you actively listen and follow directions? (A)
			8. Did you do your best during this lesson? (E)

Teacher self-critique

8. My teaching of this lesson:

1	2	3	4	5	6	7	8	9	10
needed improvement							was highly successful		

9. What would I do differently next time?

Teacher self-critique

8. My teaching of this lesson:

1	2	3	4	5	6	7	8	9	10
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9. What would I do differently next time?

ALIGNMENT: _____

<p>Alignment of Standards:</p> <p>Art: A1,2,3,4; B5; C2a,b,c</p> <p>E/La: B,C</p> <p>Science: C</p> <p>Geography: B</p>	<p>Alignment of GLE's:</p> <p>LA: R2.4,5,6,7,10</p> <p>Science: SC1</p>
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E/La: B.C

Science: C Science: SC1

Geography: B

Alignment of GLE's:

LA: R2.4,5,6,7,10

Science: SC1

CREDITS:

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Today in Art class we looked at some of the many Mt. McKinley paintings by Sydney Laurence and learned about the struggles he had in his life to paint them. We made a contour line drawing from a photo or painting of Mt. McKinley and then shaded in the drawing with watercolor pencils. Contrast and perspective techniques were important as we drew and painted our versions of Mt. McKinley.



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