

# Land Ho! Cole vs. Van Gogh

**Special Area:** Art (Second Grade)

**Presented by:** Pam Hackett & Suzanne Powell, Serna Elementary, San Antonio, TX

**Length of Unit:** (6 Lessons)

## I. ABSTRACT

The serene muted colors of Thomas Cole's *The Oxbow* are a quiet example of a realistic landscape. The other end of the spectrum finds the brash, bold landscape *The Starry Night* by Vincent Van Gogh beckoning us into his emotional impressionistic world. The two artists demonstrate different techniques yet create paintings with the same theme "the landscape." Our explorations into their paintings increase our understanding of what constitutes a landscape.

## II. OVERVIEW

### A. Concept Objectives

1. The student learns to understand art history and culture as records of human achievement. [TEKS 2.3]
2. The student learns how to judge personal artworks and the artwork of others. [TEKS 2.4]
3. The student learns how to engage actively in a variety of oral language experiences. [TEKS 2.1]
4. The student learns to differentiate between different purposes and occasions with a variety of audiences. [TEKS 2.3C]

### B. Content from the *Core Knowledge Sequence*

1. Recognize as landscapes and discuss *The Oxbow* by Thomas Cole.
2. Recognize as landscapes and discuss *The Starry Night* by Vincent Van Gogh.

### C. Skill Objectives

1. The student will observe paintings of Thomas Cole and Vincent Van Gogh and recognize them as landscapes. [TEKS 2.4]
2. The student will give oral response to first impressions of the paintings. [TEKS 2.4 A]
3. The student will identify foreground, middle ground, and background of a landscape. [TEKS 2.2B]
4. The student will compare and contrast realism to impressionism works of art and discuss why artists chose artistic expression. [TEKS 2.3]
5. The student will create a work of art using realism or impressionism. [TEKS 2.2 A, B, C]
6. The student will view and identify landscapes in a gallery setting. [TEKS 2.4B]
7. The student writes for a variety of audiences and purposes, and in various forms. [TEKS 2.14A]
8. The student listens attentively and engages actively in a variety of oral language experiences. [[TEKS 2.1C]
9. The student delivers the product electronically in a variety of media, with appropriate supervision. [Technology TEKS 11 A, B]
10. The student selects and uses writing processes for self-initiated and assigned writing. [TEKS 2.18]
11. The student analyzes the characteristics of various types of print. [TEKS 2.11D]

12. The student uses writing as a tool for learning and research. [TEKS 2.20B]
13. The student will scan chosen painting and place onto a Power Point slide.
14. The student will transfer the poem next to the painting on the Power Point slide.

### III. BACKGROUND KNOWLEDGE

#### A. For Teachers

1. Blizzard, Gladys S. *Come Look With Me Exploring Landscape Art with Children*: New York: Lickle Publishing Inc, 1996. 0-934738-95-5.
2. Bolton, Linda. *Art Revolutions Impressionism*: Chicago: Belitha Press Limited, 2000. 0-87226-611-7.
3. Craig, Diana. *Images of Impressionism*: London, Octopus Publishing Group Limited, 1999. 1-57145-643-0.
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6. <http://www.virtualmuseumofart/hallofamericanart/Thomas-Cole.com>
7. Micklethwait, Lucy. *A Child's Book of ART*: New York: DK Publishing, Inc., 1993. 1-56458-203-5.

#### B. For Students

1. Brown, L.K. & Brown, M. *Visiting the Art Museum*. Penguin Books USA Inc., 1986. 0-14-054820-3.
2. Krull, Kathleen. *Lives of the Artists*: New York: Harcourt Brace & Co., 1995. 0-15-200103-4.
3. Salvi, Francesco. *The Impressionists*. New York: Peter Bedrick Books, 1994. 0-87226-639-7.
4. Venezia, Mike. *Van Gogh*: Chicago: Childrens Press, 1988. 0-516-02274-1.

### IV. RESOURCES

- A. A. <http://www.ibiblio.org/wm/paint/auth/gogh/starry-night.jpg>
- B. B. <http://www.yale.edu/amstud/cole>

### V. LESSONS

#### Lesson One: Do You See What I See? (2 days)

##### A. Daily Objectives

1. Concept Objectives
  - a. The student learns to understand art history and culture as records of human achievement. [TEKS 2.3]
  - b. The student learns how to judge personal artworks and the artworks of others. [TEKS 2.4]
2. Lesson Content
  - a. Recognize as a landscape and discuss Thomas Cole's *The Oxbow*.
3. Skill Objectives
  - a. The student will observe and orally share expressions about artwork. [TEKS 2.4A]
  - b. The student will identify foreground, middle ground, and background of a landscape.

B. *Materials*

1. Transparency of Thomas Cole's *The Oxbow* or picture
2. Overhead projector
3. Chart Tablet
4. Fine tip Sharpie
5. Oil pastels (Crayons will be acceptable)
6. White drawing paper (8 1/2x11 inches)
7. Examples of Thomas Cole's paintings
8. Appendix A – Vocabulary Jeopardy insert
9. Appendix B
10. Computer
11. Access to Internet

C. *Key Vocabulary*

1. Foreground: In a painting the objects that appear in the front of the picture.
2. Middle ground: In a painting the objects that appear in the mid section of a picture, behind the foreground.
3. Background: In a painting the objects that appear in the back of the picture.
4. Landscape: A picture depicting land formations, which can include foliage, people and buildings.
5. Realism: An era in art history in which the artist paints lifelike representations of people and the world without any idealization.
6. Elements of Art: The collective components in art, which are found in any artwork. These components include line, color, shape, texture, and space.

D. *Procedures/Activities*

1. The teacher will present vocabulary using a Jeopardy formatted game (See Appendix A).
2. The students will observe Thomas Cole's *The Oxbow* and reflect orally on how the painting makes them feel.
3. The students will discuss observations in a roundtable format.
4. The teacher will record responses from each group for later comparisons.
5. Using vocabulary presented on the chart, the students will tell the art elements and categorize the painting of *The Oxbow* as a realistic landscape. A landscape done in the genre of realism would be a painting showing less detail and more movement. What the artist actually sees the day he is painting is reflected on his canvas. The artist does not add details, which are not present. The light, colors, and shapes are painted as witnessed by the artist. These paintings were almost always done outside of a studio, so that the artist could feel nature around him.
6. The teacher will present the world of Thomas Cole's paintings and his personal life via art books or the web ([www.primenet.com/~byoder/artoflc.htm](http://www.primenet.com/~byoder/artoflc.htm)).
7. Using the oil pastels the students will draw their own interpretations of realistic landscapes. Oil pastels are like oily crayons that can be blended for shading and muted for a softer effect using either the finger or a small cloth or Q-tip. They produce colors that are vivid and powerful. You will probably need to wrap pastels in a tissue to keep hands clean. They tend

to smudge easily because of the heat generated by your hands. They can be messy and do not wash off clothes easily. You could substitute chalk pastels in their place.

- E. *Evaluation/Assessment*
1. The completed student landscape will serve as an evaluation.
  2. The students will complete a vocabulary “Match It” sheet. (See Appendix B)

### **Lesson Two: Catch A Falling Star (2 days)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. The student learns to understand art history and culture as records of human achievement. [TEKS 2.3]
    - b. The student learns how to judge personal artwork and the artworks of others. [TEKS 2.4]
  2. Lesson Content
    - a. Recognize as a landscape and discuss Vincent Van Gogh’s *The Starry Night*.
  3. Skill Objectives
    - a. The student will observe and orally share expressions about artwork. [TEKS 2.4A]
    - b. The student will identify foreground, middle ground, and background. [TEKS 2.2B]
    - c. The student writes for a variety of audiences and purposes, and in various forms. [TEKS 2.14A] The student will write the definition of impressionism.
    - d. The student will create a work of art using realism or impressionism. [TEKS 2.2 A, B, C]
- B. *Materials*
1. Transparency or picture of Vincent Van Gogh’s *The Starry Night*
  2. Overhead projector
  3. Chart tablet
  4. Fine tip Sharpie
  5. Acrylic paint or tempera - assorted colors
  6. Brushes
  7. White drawing paper ( 8 1/2x11)
  8. Examples of Vincent Van Gogh’s paintings
  9. Computer
  10. Access to the Internet
- C. *Key Vocabulary*
1. Foreground: In paintings objects that appear in front of the picture.
  2. Middle ground: In a painting the pictures that appear in mid section of a picture, behind the foreground.
  3. Background: In a painting the objects that appear in the back of a picture.
  4. Landscape: A picture depicting land formations, which can include foliage, people, and buildings.
  5. Impressionism: An era in art history in which the artist paints his idea of what he sees or feels with spontaneity, using broken brush strokes and bright unmixed colors.

6. Elements of Art: The collective components on art, which are found in any artwork. These components include line, color, shape, texture, and space.

D. *Procedures*

1. The teacher will orally review vocabulary and introduce the word “impressionism”.
2. The students will observe Vincent Van Gogh’s *The Starry Night* and reflect on how the painting makes them feel.
3. The students will discuss observations in a whole group format and the teacher will record responses for later comparisons.
4. Using vocabulary presented the students will distinguish the art elements and identify the painting *The Starry Night* as an impressionistic painting. The elements of art that the students should identify in this painting are certainly line, color, texture and use of space. In Van Gogh’s *The Starry Night* he uses swirling lines and intense strokes of yellow, green and blue to create spaces for the eye to follow throughout the painting. The broken brush strokes give the painting an easily discernable texture. Vincent Van Gogh was already on the path to insanity when he painted *The Starry Night*. Van Gogh was drawn to powerful bright colors and most of his works reflect this craving for intensity. He was to live only another year before taking his own life.
5. The students will write their definition of the word impressionism.
6. **Day 2:** Teacher will present the world of Vincent Van Gogh’s paintings via pictures or the web ([www.ibiblio.org/wm/paint/auth/gogh/](http://www.ibiblio.org/wm/paint/auth/gogh/)).
7. Using acrylics the students will paint their own interpretations of an impressionistic landscape. Acrylics are a water base paint that will mix and clean with ease. This might be a good time to review the color wheel and remind children of the Primary colors (red, blue, and yellow) and how to mix the Secondary colors (orange, green, and purple). They can experiment first by mixing red/yellow to make orange, blue/red to create purple and finally yellow/blue to make green. Remember you want bright colors for this type of painting. These types of painters stayed away from black and browns.

E. *Evaluation/Assessment*

1. The completed students landscapes will serve as evaluation.
2. The students will write their definitions of impressionism.

**Lesson Three: Reality Check!**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. The student learns to understand art history and culture as records of human achievement. [TEKS 2.3]
  - b. The student learns how to judge personal artwork and the artworks of others. [TEKS 2.4]
  - c. The student learns writing as a tool for learning and research. [TEKS 2.20B]
2. Lesson Content
  - a. Recognize as a landscape and compare the painting *The Oxbow* by Thomas Cole and *The Starry Night* by Vincent Van Gogh.
3. Skill Objective(s)

- a. The students will observe and orally share expressions about artwork. [TEKS 2.4A]
  - b. The student writes for a variety of audiences and purposes, and in various forms. [2.14A]
  - c. The student will compare and contrast realism to impressionism works of art and discuss why artists chose artistic expression. [TEKS 2.3]
- B. *Materials*
- 1. Chalk or Erase board
  - 2. Chalk or Expo markers
  - 3. Copy of the paintings, *The Oxbow* by Thomas Cole and *The Starry Night* by Vincent Van Gogh
  - 4. Pencil and paper
  - 5. Chart tablet information from lessons 1 & 2
  - 6. Venn diagram (See Appendix C)
- C. *Key Vocabulary*
- 1. Venn diagram: two inter-connecting circles providing 3 separate writing areas to differentiate likeness and difference.
  - 2. Compare: having similar properties or likenesses.
  - 3. Contrast: showing or having different properties.
- D. *Procedures/Activities*
- 1. The teacher will review chart information gathered about both painters. This is information already gathered from previous lessons.
  - 2. The teacher will illustrate a Venn diagram on the board and give an example using dogs/cats.
  - 3. The students will be placed into 4-5 small cooperative learning groups and create their version of a Venn diagram.
  - 4. The groups will come together and interpret information.
  - 5. The teacher will record information on Venn diagram as a class.
- E. *Evaluation/Assessment*
- 1. The completed class Venn diagram will serve as evaluation.

**Lesson Four: Palettes to Pens!**

- A. *Daily Objectives*
- 1. Concept Objectives
    - a. The student selects and uses writing processes for self-initiated and assigned writing. [TEKS 2.18]
    - b. The student learns how to engage actively in a variety of oral language experiences. [TEKS 2.1C]
    - c. The student learns how to produce electronically in a variety of media, with appropriate supervision. [Technology TEKS 11 A, B]
  - 2. Lesson Content
    - a. Recognize as landscapes and discuss similarities to Thomas Cole's *The Oxbow* and Vincent Van Gogh's *The Starry Night* to the students own artwork.
  - 3. Skill Objectives
    - a. The student will transfer poem to a computer using Microsoft Works/Word. (If available)

- b. The student writes for a variety of audiences and purposes, and in various forms. [TEKS 2.14A]
- c. The student delivers the product electronically in a variety of media, with appropriate supervision. [Technology TEKS 11 A, B]
- d. The student will scan chosen painting and place onto a Power Point slide.
- e. The student will transfer the poem next to the painting on the Power Point slide.

B. *Materials*

- 1. Computer: Microsoft Works /Word, Power Point software
- 2. Student poem
- 3. Student painting
- 4. Scanner
- 5. Disk
- 6. Manila Paper 18x24 (if needed)
- 7. Glue (if needed)

C. *Key Vocabulary*

- 1. Scanner: A device used for copying information into a computer program.
- 2. Word Processor software: A computer program, which allows user to write and revise electronically.
- 3. PowerPoint software: Software designed to make electronic presentations.
- 4. Disk: Device used to save electronic work from a computer.

D. *Procedures/Activities*

Teacher memo: If a computer lab is not available then the book can be hand written and attached to the students painting on a separate piece of large manila paper.

- 1. The students will compose their poem on a separate piece of paper. Then have them transfer their edited poem using Microsoft Works/Word and save to a disk.
- 2. The teacher will assist the students in scanning paintings onto a disk, save by inserting the painting into the scanner, pushing the auto scan button, and press save.
- 3. The teacher will assist the students in transferring their saved poems and painting into a PowerPoint slide for the class book.

E. *Evaluation/Assessment*

- 1. The finished PowerPoint presentation serves as the assessment. The teacher should look for the following items when assessing the student. First, does the poem relate to the child's painting? Is there a title for both the poem and painting? Finally, did the child understand the concept of a landscape and stick to the subject?

**Lesson Five: Rising Stars Gallery**

A. *Daily Objectives*

- 1. Concept Objectives
  - a. The student learns how to understand art history and culture as records of human achievement. [TEKS 2.3]

- b. The student learns how to judge personal artwork and the artworks of others. [TEKS 2.4]
    - c. The student will view and identify landscapes in a gallery setting. [TEKS 2.4B]
  - 2. Lesson Content
    - a. Recognize as a landscape and discuss student artwork and poetry.
  - 3. Skill Objectives
    - a. The student will observe and orally share expressions about artwork. [TEKS 2.4A]
    - b. The student analyzes the characteristics of various types of texts. [TEKS 2.11 D]
- B. *Materials*
  - 1. PowerPoint finished presentation (if used)
  - 2. Students paintings
  - 3. Students poems
  - 4. Gallery setting
  - 5. Paper cutter or scissors
  - 6. Construction paper cut to 12x12 inches (assorted colors)
  - 7. White labels for nameplates (1x2 inches)
- C. *Key Vocabulary*
  - 1. Gallery: An area used to display artwork.
  - 2. Mount: To place one object on top of another.
  - 3. Matte: To mount an object for display on a predetermined piece of board.
  - 4. Invitation: Request to attend a special event.
- E. *Procedures/Activities*

Teacher Notes: Gallery can be created using large refrigerator boxes, or display space on walls around classroom and school halls.

  - 1. The teacher and students will gather artworks for display by mounting paintings on precut construction paper.
  - 2. The students will write name of painting on labels and attach below artwork.
  - 3. The teacher and students will arrange children’s artwork in display area that will be called “Rising Star Gallery.”
  - 4. The students will mount poems on construction paper and place below painting.
  - 5. The teacher-created invitations for the gallery showing will be handed out to students for distribution.
  - 6. The students will tour and observe the “Rising Star Gallery.”
- F. *Evaluation/Assessment*
  - 1. Gallery visitors’ responses will serve as evaluation.

**VI. CULMINATING ACTIVITY (Optional)**

- A. The students will visit an art museum or gallery to observe and draw conclusions from works of art.

**VII. HANDOUTS/WORKSHEETS**

- A. Appendix A-Vocabulary Jeopardy Instructions
- B. Appendix B- Match It

- C. Appendix C- Venn diagram

## VIII. BIBLIOGRAPHY

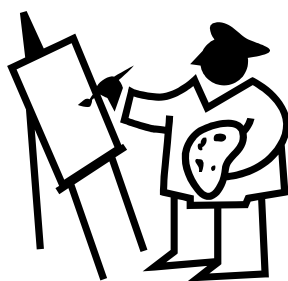
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1. <http://www.artcyclopedia.com>
  2. <http://www.ibiblio.org/wm/paint/auth/gogh/starry-night.jpg>
  3. <http://www.primenet.com/~byoder/artroflc.htm>
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- N. Venezia, Mike. *Van Gogh*. Chicago: Chicago Press, 1998. 0-516-02274-1

## Appendix A

### Vocabulary Jeopardy Instructions

Instructions: The teacher reads the definitions of the vocabulary words and asks the students to select the correct answer, from given choices, stated in the form of a question.

1. In a painting the objects that appear in the front of the picture.  
**Answer:** What is the foreground?
2. In a painting the objects that appear in the mid section of a painting, behind the foreground.  
**Answer:** What is the middle ground?
3. In a painting the objects that appear in the back of the painting.  
**Answer:** What is the background?
4. A picture showing land formations, which can include foliage, people, and buildings.  
**Answer:** What is a landscape?
5. A time in art history in which the artist paints realistic works.  
**Answer:** What is realism?
6. A time in art history in which the artist paints his idea of what he sees or feels.  
**Answer:** What is impressionism?
7. The collective components in art, which are found in any artwork. These components include line, color, shape, texture, and space.  
**Answer:** What are the elements of art?



## Appendix B



# “Match It”

C. A. Instructions: Match the word to the correct definition.

- |                     |   |
|---------------------|---|
| 1. foreground:      | a. The elements in which are found in any artwork such as line, shape, color and texture. |
| 2. elements of art: | b. Objects that appear in the front of a picture.   |
| 3. middle ground:   | c. A picture showing land formations which may include foliage, people, or buildings.     |
| 4. landscape:       | d. A time in art history in which the artist paints realistic works.                      |
| 5. background:      | e. A time in art history in which the artist paints his idea of what he sees or feels.    |
| 6. realism:         | f. In a painting the objects that are in the middle of a painting.                        |
| 7. impressionism:   | g. In a painting the objects that appear in the back of the picture.                      |

## Appendix C

