

Biggs Lighthouses

Grades: Grades 2 and 3
Subject: Visual Arts
Time Required: One hour for painting, less for colored pencil.
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Featured Biggs Artwork: *Far View (The Old Beach)*, Ethel Pennewill Brown Leach, 1878-1959

<p style="text-align: center;"><u>ANCHOR STANDARDS:</u></p>	<p>VA: Cr2. 1. 2a, 3a</p> <p>VA: Cr2. 2. 2a, 3a</p> <p>VA: Re7. 1. 2a, 3a</p>
<p style="text-align: center;"><u>ESSENTIAL QUESTION and ENDURING UNDERSTANDING:</u></p>	<p>How do artists work? How do artists and designers learn from trial and error?</p> <p>How do artists and designers care for and maintain materials, tools, and equipment? What responsibilities come with freedom to create?</p> <p>What can we learn from our responses to art?</p>
<p style="text-align: center;"><u>PERFORMANCE STANDARD:</u></p>	<p>Experiment with various materials and tools to explore personal interests in a work of art or design</p> <p>Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces</p> <p>Perceive and describe aesthetic characteristics of one's natural world and constructed environments</p>
<p style="text-align: center;"><u>I CAN STATEMENT</u></p>	<p>I CAN explore using different materials and tools</p> <p>I CAN safely use and clean my materials and tools and care for my work space</p> <p>I CAN describe images from nature and things that are constructed</p> <p>I CAN infer how an artist created their work of art</p>

<p><u>ACCELERATION STRATEGIES:</u></p>	<p>Vocabulary:</p> <p>Landscape – a drawing, painting, or photograph of a scene from nature</p> <p>Cylinder – a shape with two circles at either end, connected by two lines</p> <p>Lighthouse – a tower on a shoreline that shines light into the ocean and help guide ships in the dark</p> <p>Horizon line – the line that separates the sky from the ground in a painting</p>
<p><u>LEARNING STRATEGIES:</u></p>	<p>Students will begin the lesson by discussing the landscape painting that includes a lighthouse and identifying key components of the painting</p> <p>Students will apply this knowledge to a creation of their own landscape with a lighthouse</p>

Lesson Overview

Students will learn to look at shapes and spaces in nature for the purpose of creating art

Objectives

Students should be able to:

- Observe how color changes on objects, the ground, and in the sky as the time of day and the weather changes
- Identify the horizon line and understand where and what the horizon line really is
- Have a basic understanding of perspective and how it relates to scale
- Have a basic understanding of how artists cooperate and work in colonies
- Demonstrate an understanding of why a cylinder is drawn rather than a rectangle to create a round lighthouse
- Fill large spaces in their paintings and drawings before adding details

Materials

- Pencils
- 2 cylinder templates to help students draw their lighthouse
- Watercolor paint or colored pencils

Steps

1. View *Far View (The Old Beach)*, Ethel Pennewill Brown Leach, 1878-1959
 - a. Ask students where they immediately look when they view this painting. What draws their attention?
 - b. Ask students what a lighthouse does
 - c. Ask students why the lighthouse is so small and help them to understand the word “perspective” in relation to their explanation
 - d. Identify the horizon line
 - e. Discuss the time of day

