



*Untitled*, 1982, Kevin Red Star (Crow/Apsáalooke),  
Lithograph Print, 22 x 30",  
Gift of Yellowstone Print Club (1982.18)

# Landscapes with Colored Pencil

**Lesson Overview:** Students will create their own landscape including a foreground, middle ground, and background. Using colored pencils, students will work to create the illusion of depth in their drawing and to tell a story about the place they are creating, including details that reflect their own identity.

**Grade Level:** 4<sup>th</sup> Grade

**Subject(s):** Visual Arts, Indian Education for All

**Duration:** Two 45 minute sessions (includes 15 to 20 minutes for viewing the artwork)

\*Crow Astronomy stories are a separate lesson and will take additional time. <http://docs.msl.mt.gov/librariesweb/documents/>

**Learning Objectives:** Students will be able to -

- Identify the foreground, middle ground and background in a work of art to create the illusion of depth.
- Use art to communicate elements of their identities.
- Gain an increased understanding of Crow/Apsáalooke culture.

**Questions for Viewing:** First, always take a few moments to really look at the artwork.

VTS Questions

- What do you think is going on in this picture?
- What do you see that makes you say that?
- What else do you see in this picture?

Additional Questions

- What time of day is this?
  - What do you see that makes you think that?
- What do you see in the sky?
- Does anyone know about tipis?
  - Do you know or have a guess about which tribe made these tipis?
    - What do you see that makes you think that?
- Where is the foreground, middle ground, and background? (See Video)

## Art Vocabulary:

- **Foreground:** The area of the artwork that appears nearest to the viewer.
- **Middle Ground:** Generally, the focus of a painting, the space between the foreground and the background.
- **Background:** The area of the artwork that appears furthest from the viewer.
- **Horizon Line:** A physical/visual boundary where sky separates from land or water.

## IEFA Vocabulary:

- **Crow/Apsáalooke:** See Montana Indians their History and Location – Crow <https://artsuitcase.org/wp-content/uploads/2020/07/CROW-Pages-from-Montana-Indians-Their-History-and-Location-IEFA.pdf>
- **Tipi:** See History and meaning of the Tipi <http://lib.lbhc.edu/index.php?q=node/80>

## Materials:

- Paper
- Rulers
- Colored Pencils
- Erasers

### **Procedure:**

- Begin by taking a long moment to really look at the artwork, then discuss the viewing questions for Kevin Red Star's *Untitled* work and discuss the viewing questions with the students using Visual Thinking Strategies (VTS).
  - If you are including the Crow Astronomy stories, listen to them after viewing the artwork initially. After they have listened to the stories, view the artwork again to see if they have a different perspective on the work.
    - After listening to the Crow Astronomy stories, why do you think he included so much of the sky in his artwork?
- Students will choose a place to draw that is outdoors and says something about their identity.
  - Is it a place that is important to them? Why is it important to them? What do they do in this place? etc.
- Start with the most important thing in their drawing (is it a building, nature, the sky, etc.). Once they have drawn in their main subject, they should think about what goes around it to help tell their story.
  - They need to include a foreground, middle ground and background in their drawing.
  - [https://www.youtube.com/watch?v=ok8193sG1VQ&list=PLKPKDKB2xRuy3eglv4Nt\\_13d8PUGf0fT&index=14](https://www.youtube.com/watch?v=ok8193sG1VQ&list=PLKPKDKB2xRuy3eglv4Nt_13d8PUGf0fT&index=14)
  - If they have drawn a building, they can add in details about where that building is. What time of day is it? What do you do in this place? etc.
- Once they have the piece drawn out entirely, begin adding more color using colored pencil to complete the drawing.
  - When drawing with colored pencils, it is best to color evenly in the same direction when filling in a shape or form. This keeps the composition clean and neat.
  - Do not press hard unless you want a bold line.
- Once finished, have the students sign and add a title to their artwork.
- Place drawings on desks and have a gallery walk to let everyone see all of the art.



*Lesson Example: Great Grandpa's Cabin in the Woods*

*\*Please note that this is just an example of the lesson. Students should always be encouraged to create and complete their own artwork.*

### **Other Resources:**

- Kevin Red Star's Website <https://kevinredstar.com/>
- Kevin Red Star short interview <https://www.youtube.com/watch?v=dwqxFsaXi-M>
- From the Spirit Parts 1, 2, and 3 <https://www.youtube.com/watch?v=dwqxFsaXi-M> - <https://www.youtube.com/watch?v=90xTNQOyZq4> - <https://www.youtube.com/watch?v=Oj5KTz9Zre0&t=4s>
- Kevin Red Star on his color palette <https://www.youtube.com/watch?v=63pM9sA-xHc>
- History and meaning of the Tipi <http://lib.lbhc.edu/index.php?q=node/80>
- The Apsáalooke Tipi <http://lib.lbhc.edu/index.php?q=node/139>

### **National Visual Arts Standards:**

- Visual Arts
  - VA:Cr.2.3.4a: Document, describe, and represent regional constructed environments.
  - VA:Re.7.2.4a: Analyze components in visual imagery that convey messages.
  - VA:Cn10.1.4a: Create works of art that reflect community cultural traditions.

### **Montana Standards**

- Visual Arts
  - Anchor Standard #2: Organize and develop artistic ideas and work. Apply research to art-making for the purpose of communicating about constructed environments.
  - Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.
  - Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. Interpret artworks through observation and information about context
- IEFA
  - Essential Understanding 1: There is great diversity among the twelve sovereign tribes of Montana in their languages, cultures, histories, and governments. Each tribe has a distinct and unique cultural heritage that contributes to modern Montana.
  - *If you also include Crow Astronomy Stories lesson*

Essential Understanding 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories predate the “discovery” of North America.
  - Crow Astronomy IEFA Lesson <http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Science/Crow%20Astronomy.pdf>
  - Crow Astronomy Video Playlist [https://www.youtube.com/watch?v=mRleFOoIB1c&list=PL\\_GPaD9oLmmNqB\\_nSoUvFfVpIDNP9vt4V](https://www.youtube.com/watch?v=mRleFOoIB1c&list=PL_GPaD9oLmmNqB_nSoUvFfVpIDNP9vt4V)

**Assessment:**

	1	2	3	4
foreground, middle ground, background	Creates a work of art that does not include a foreground, middle ground and background.	Creates a work that only includes 2 of the landscape elements (foreground, middle ground and background).	Creates a work of art that includes a foreground, middle ground and background.	Creates a work of art that clearly includes foreground, middle ground and background and composition is well organized.
Identity	Creates a work of art that does not communicate about a place of personal significance	Creates a work of art that communicates about a place of personal significance but is not inspired by content, style, idea. or technique of artworks observed and interpreted.	Creates a work of art that communicates about a place of personal significance and is inspired by content, style, idea, or technique of artworks observed and interpreted.	Creates a work of art that communicates about a place of personal significance and is clearly inspired by content, style, idea, and/or technique of artworks observed and interpreted.
IEFA (through discussion of artwork)	Does not demonstrate an understanding of the twelve sovereign tribes, located in what is now the state of Montana.	Demonstrates a somewhat increased understanding of the twelve sovereign tribes, located in what is now the state of Montana, are distinct from one another in their history, culture, and language.	Demonstrates an understanding of the twelve sovereign tribes, located in what is now the state of Montana, are distinct from one another in their history, culture, and language.	Demonstrates an understanding that American Indian individuals and tribes are still here with distinct and intact governments, languages, and cultures that contribute to modern Montana.
Craftsmanship (see colored pencil video)	Does not demonstrate quality craftsmanship through appropriate use of and care for materials.	Occasionally demonstrates quality craftsmanship through appropriate use of and care for materials.	Demonstrates quality craftsmanship through appropriate use of and care for materials.	Demonstrates exceptional craftsmanship through appropriate use of and care for materials
Expression	Does not create a work of art that demonstrates unique idea or style.	Creates a work of art is uniquely their own idea but which ineffectively uses technique of the medium.	Creates a work of art is uniquely their own idea and style.	Creates a work of art is uniquely their own idea and style which effectively uses technique of the medium.

- Essential Understandings Regarding Montana Indians <http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/essentialunderstandings.pdf?ver=2018-09-21-121920-993>
- Visual Art Model Cornerstone Assessment <https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20MCAs/Visual%20Arts%20MCAs%20Corrected%20%23's/VA.%20MCA.%205th%20Grade.%20Arial.%205-9-14.pdf>