

## LEVELS OF SPACE

**DESCRIPTION OF PROJECT:** *Teach in multiple short sessions.*  
Students create a landscape showing foreground, middle ground, and background in scratchboard, then write a descriptive narrative about travelling through the setting and space they depicted.

**PROBLEM TO SOLVE:**  
How does an artist represent multiple levels of space?

**STUDENT UNDERSTANDING:**  
Linking the relative size of objects and compositional elements to the amount of detail can determine the placement of objects in foreground, middle ground, and background to define space.



Selects large elements for foreground, middle sized elements for middle ground, and small elements for background.

### VOCABULARY

**Art:** *Concepts shared by Art and Literacy are in italics*

- background
- *detail*
- foreground
- middle ground
- scratchboard
- *setting*
- study
- stylus

### MATERIALS

#### Resources:

Ludwig Dill, *The Birch Grove*, Frye;  
Rudolph Petuel, *Stream in Winter*, Frye;  
Currier & Ives, *American Farm Scenes: No. 4*

Multiple color photos of landscapes for students or access to land/cityscapes out of doors to sketch

#### Art Materials:

sketchbook, 2B pencil, 5x7" preliminary drawing paper (alt: newsprint), stylus and rounded blades, 5x7" student grade scratchboard and scratchboard scraps

### LEARNING TARGETS AND ASSESSMENT CRITERIA

The student:

**LT: Shows space in** landscape setting.

**AC: Records and sizes** objects and elements of landscape for **foreground, middle ground, and background sketchbook studies.**

**LT: References sketchbook studies** for draft composition.

**AC: Combines or refines sketches** for preliminary scratchboard drawing showing foreground, middle ground and background.

**LT: Links line width and detail with spatial placement.**

**AC: Uses thick lines and textures in foreground and thin lines in background.**

**LT: Uses scratchboard craftsmanship.**

**AC: Lifts ink from scratchboard smoothly** without stressing surface.

**LT: Writes descriptive narrative** about landscape setting.

**AC: Uses concrete words and sensory details in sequence** describing a journey through foreground, middle ground, and background.

### EVIDENCE OF LEARNING

#### Art: Scratchboard Drawing

- records and sizes elements in sketches
- makes draft composition with large elements for foreground, middle-sized elements for middle ground, and small elements for background
- uses thick lines and textures in foreground and thin lines in background
- uses smooth gentle movements to lift off ink without stressing surface
- writes descriptive journey narrative about landscape setting

# INSTRUCTIONAL STRATEGIES FOR TEACHERS AND STUDENTS

TEACHER	STUDENT
<p><b>Introduces art:</b> <i>The Birch Grove</i> by Ludwig Dill, <i>Stream in Winter</i> by Rudolph Petuel and/or <i>American Farm Scenes: No. 4</i> by Currier &amp; Ives.</p> <p>Prompts: What are the closest parts of this scene? What is in the middle? What do you see that is farthest away? What are some of the differences in size and detail in the objects that are closest and those farthest away? If you were to walk into this painting, what would it feel like? Warm, cold? What would your destination be? How would the sensations change as you move through the landscape?</p>	<p>Identifies objects in foreground, middle ground, and background. Visualizes sensory details associated with space in painting as setting.</p>
<p><b>Gives students sketchbook assignment to make a landscape study showing foreground, middle ground, and background.</b> Demonstrates mapping out layers of space and sizing objects to suggest depth, then adds thicker, more detailed lines to foreground areas.</p> <p>Prompts: In your sketchbook today, observe (photo resources or out of doors) and sketch a landscape: Start by sketching light lines that define the edge of the foreground, middle ground, and background. Make foreground elements large with lots of descriptive detail using texture, patterns, lines. In showing the middle ground, remember that landscape elements will be smaller and there will be less detail. You may want to show the background simply as an edge of hills or mountains in the distance seen beyond your middle ground.</p>	<p>Identifies and records landscape elements for foreground, middle ground, and background through sketching from photo resources or out-of-doors.</p>
<p><b>Demonstrates referencing and refining sketch to create draft for scratchboard composition.</b></p> <p>Prompts: We will be creating a preliminary landscape composition the same size as our scratchboard to guide drawing directly on scratchboard. Think about how you can emphasize depth in space through size, detail, and thickness of line. You can edit and refine this draft by adding or subtracting parts from your sketchbook sketch. Check for depth in your landscape.</p>	<p>References first sketch to create preliminary draft for scratchboard landscape.</p> <p><u>Embedded Assessment:</u> Criteria-based self reflection</p>
<p><b>Demonstrates mark making on the practice scratchboard scraps and making a final composition directly on scratchboard.</b> Lines for final composition can be redrawn lightly in pencil directly on scratchboard.</p> <p>Prompts: Practice changing the angle between tool and the desk surface to make different thicknesses of lines. Gently remove the black part by moving the tool towards you. Think about the width of the marks for the foreground (thicker) and the background (thinner). Add more detail to the foreground objects, less detail for the middle ground, and little detail for the background objects.</p>	<p>Uses stylus and blade to make scratchboard landscape drawing. Uses different widths of line and amounts of detail to emphasize foreground, middle ground, and background.</p> <p><u>Embedded Assessment:</u> Criteria-based self assessment</p>
<p><b>Guides students in writing a short narrative describing a journey through space from foreground to background in their landscape.</b></p> <p>Prompts: Sequence the journey from foreground to background. Use concrete words to describe how you are traveling (by air, horseback, boat, on foot...) and provide sensory details to describe the time and place and experience.</p>	<p>Writes a short descriptive narrative describing a journey through their landscape.</p>

## LEVELS OF SPACE

### SKILLS AND TECHNIQUES



Student uses stylus and blade to make scratchboard landscape drawing. Student uses different amounts of detail to emphasize foreground, middle ground, and background.

### ART STUDIO TIP

#### Optional: Transferring a Preliminary Drawing to Scratchboard

Students can use a strip of masking tape to attach 5x7" preliminary draft drawings to the top of the scratchboard, then press very hard with pencil to redraw the significant lines: This can create an impression on the scratchboard that serves as a guide. Light pencil lines can also be drawn directly on scratchboard.

#### Mark Making on Scratchboard

Practice with scratchboard scraps in advance. Be sure to remind students to gently lift the black ink off the scratchboard, not scratch into the white cardboard under-layer. Scratchboard styluses work best if they are moved toward the artist when making marks. They usually do not work effectively if the artist tries to push the tool away from them.

### LEARNING STANDARDS

#### Visual Art

- 1.1.5 Elements: Space
- 2.3.2 Creative process: Refines

#### Common Core ELA

- 4.W.3.c Use a variety of transitional words and phrases to manage the sequence of events.
- 4.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

### LESSON EXPANSION

Students use scratchboard drawing to inform a painting. Students show layers of space in a cityscape.

### EVERYDAY CONNECTIONS

#### Home/Community

**References:** levels of space

Demonstrate the angle to hold the tool in relation to the scratchboard, approximately 45 degrees. Adjusting that angle will create a thinner or thicker line.

LEARNING TARGETS	ASSESSMENT CRITERIA
<i>The student:</i>	<i>The student:</i>
<b>LT: Shows space</b> in landscape setting.	<b>AC: Records and sizes</b> objects and elements of landscape for <b>foreground, middle ground, and background sketchbook studies.</b>
<b>LT: References sketchbook studies</b> for draft composition.	<b>AC: Combines or refines sketches</b> for preliminary scratchboard drawing showing foreground, middle ground, and background.
<b>LT: Links line width and detail with spatial placement.</b>	<b>AC: Uses thick lines and textures in foreground</b> and <b>thin lines in background.</b>
<b>LT: Uses scratchboard craftsmanship.</b>	<b>AC: Lifts ink from scratchboard smoothly</b> without stressing surface.
<b>LT: Writes descriptive narrative</b> about landscape setting.	<b>AC: Uses concrete words and sensory details in sequence</b> describing a journey through foreground, middle ground and background.

### ASSESSMENTS CHECKLIST

Student	Space			Craftsmanship	Narrative Writing	Total Points: 1-5
	Records and sizes elements for foreground, middle ground, and background	Combines or refines sketches for preliminary scratchboard drawing showing foreground, middle ground, and background	Uses thick lines and textures in foreground and thin lines in background			
Total						
Percentage						

*Teacher Comments:*

# Tell Me About Your Art!

## Dear Fourth Grade Families:

Today we defined

## LEVELS OF SPACE.

<b>Looking:</b>	We looked at <i>The Birch Grove</i> by Ludwig Dill, <i>Stream in Winter</i> by Rudolph Petuel, and/or <i>American Farm Scenes: No. 4</i> by Currier & Ives. These landscape artworks included lots of details in the <b>foreground, middle ground, and background</b> .
<b>Talking:</b>	We compared the size and details of objects in varying <b>levels of space</b> .
<b>Making:</b>	<p>We made a sketchbook <b>study</b> of a landscape showing foreground, middle ground, and background.</p> <p>We refined our sketchbook drawing to create a preliminary <b>draft composition for a scratchboard drawing</b>. We then drew our <b>landscape composition</b> directly onto the scratchboard (or transferred it using a special technique).</p> <p>We created <b>thick lines</b> and lots of <b>detail</b> for the large landscape elements close to us in the foreground, and <b>thin lines</b> for objects and landscape elements far away in the background.</p> <p>We wrote a descriptive narrative about a journey through space in our landscape setting.</p>

## Art at Home

### Together:

You could sit outside and compare size of elements in the foreground, middle ground, and background.

You could compare the ability to perceive detail for objects in the foreground, middle ground, and background.

### Questions to ask:

How can changing width of line and amount of detail, along with size, place an object in space?

**Linking the relative size of objects and compositional elements to the amount of detail can determine the placement of objects in foreground, middle ground, and background to define space.**