

## **Lesson Plan: 2-D Woodscapes**

**Grade level: 4-8**



**Duration: 2-3 class periods**

**Media Type: Wood pieces/scraps**

**Subject Integration or Collaboration: Industrial Technology**

**Objective: To create a landscape, seascape or cityscape using only wood scraps.**

**Assessment:**

Rubric:

4-Standards are exceeded

3-Standards are met

2-Standards may be met at a very low quality or with some exceptions

1-Standards are not met

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**Vocabulary:**

Visual Arts Elements/Principles:

color	shape	line	texture	balance	unity	proportion	form
value	space	contrast	emphasis	movement	pattern	rhythm	

**Materials and Procedure:**

Wood base pieces, approximately 6" x 6", one for each student

Small wood scraps, several for each student

Wood glue

Optional: some type of clear, light stain to seal wood pieces

**Day 1:**

Start lesson with showing *Making It Up North* video snippet:

[Woodworking with Randy Schnobrich: Grand Marias, MN](#) (5:18)

Full length episode also available:

[Making It Up North: From the Woods](#) (26:46)

**Discussion Questions:** What did you see in this video? What did you notice? What did Randy Schnobrich say about working with wood? How does Randy create his work? Where does he work? How did he come to do this type of work? What does the word 'entrepreneur' mean? What else did you notice?

**entrepreneur**

## NOUN

1. a person who organizes and operates a business or businesses, taking on greater than normal financial risks in order to do so.

Giving students ideas of possible future careers is always eye opening for them. “I could make money making things out of wood?” Planting those seeds early in a young person’s mind is important. Relating art lessons to the real world is also meaningful to students and their ability to be engaged in the creative process.

Discuss differences between landscapes, seascapes, and cityscapes. Tie these concepts together with Randy’s passions and ideals of working with materials he enjoys and appreciates (nature, sustainability, repurposing, recycling, etc.).

Have students work in groups to plan their own individual pencil sketch for a ‘woodscape’ of their choice. Brainstorming is an important part of this process: Which ‘scape’ will you choose of the three? Why are you making that choice? What does it mean to you?

### **Day 2:**

Students will begin to build/create their 2-D woodscape. Students will start with a wood base piece (approximately 6” x 6” ) in which all other wood pieces will be glued to. Before giving students wood glue, allow students time to plan with their pieces, moving shapes around, making changes, gathering ideas from peers, etc. When ready, students may glue their pieces permanently to the base piece. Encourage spare use of glue, as wood glue tends to leave ugly smears or bubbles behind. Students may also wish to add small detailed animals, clouds in the sky, hills, mountains, shapes that represent sealife, water (waves), cars, buildings, etc. Students will love it!

### **Day 3:**

Students finish gluing their woodscapes. Make sure they have remembered to put their names on the back of the wood for easy identification.

### **Extensions:**

If available / possible, students may also carefully apply non-toxic clear coats to their finished piece. This will bring out the wood grain and add a finished touch!

### **Resources:**

[Wood Artist George Morrison](#)

[Wood Artist George Morrison](#)

[George Morrison book: \*Modern Spirit: The Art of George Morrison\*](#)

[National Standards for Visual Art](#) link

VA:Cr2.3.2a: Repurpose objects to make something new.

VA:Cr2.3.Ka Create art that represents natural and constructed environments.

VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

VA:Re.7.1.3a Speculate about processes an artist uses to create a work of art.

Industrial Technology Sample Learning Targets:

1. Good teaming practices and processes
2. Safe conduct with equipment and processes in the Production Lab
3. Technical skill development
4. Logical processing per the Engineering Design Cycle (EDC)
5. Career exploration