

# Arizona Landscapes



## Tiny Treasures/Art Lesson One

### Objectives

1. Students are able to compare and contrast landscapes showing different natural and built environments.
2. Students are able to describe details they can see only by looking carefully close up.

### Arizona Visual Arts Standards

RELATE: Artworlds: PO 105, 205 & 305:

Make connections between art and other curriculum.

EVALUATE: Art Issues & Values: PO 103, 203 & 303:

Discuss reasons why people value art.

### Preparation

Preview Tiny Treasures PowerPoint. Investigate the possibility of taking your students outside to explore up-close details in their physical environment: a nearby playground, sports field, construction site or natural /built space.

Look at *This Old House Revisited* and *Look Closely for Water Quality* units to consider collaborating in interdisciplinary instruction.

### Resources

[Tiny Treasures PowerPoint](#)

OPTIONAL: A collection of visually interesting natural objects (rocks, leaves, sticks, etc.) and manufactured objects (brick, board, bolt, roof tile, etc.).

OPTIONAL: Magnifying glasses

### Activities

Unit Preview: Introduce the *theme in life*: “We are all dependent on and enriched by our physical environment.” Describe the numerous geographical regions of the state and how people have transformed much of the environment through the years. For example, the Colorado Plateau in Northeastern Arizona, the ponderosa pine forest around Flagstaff, the mountains of eastern Arizona and the Sonoran Desert of Southern Arizona. Ask students to describe ways people have changed the physical environment through building dams, constructing cities, irrigating the land for agriculture, etc.

Introduce the *theme in art*: “Art can help us better see and appreciate our environment.” Explain how artworks can show us the big picture of where we live and also the tiny details that can only be seen up close. Ask students where they have seen images of the outdoors, such as in their homes or school, in television nature shows, in magazines (like *Arizona Highways*) or in photographs they or their friends and families bring back from a trip. Discuss some of the reasons people create and look at landscapes: to feel close to nature, to celebrate or condemn what people have done to the environment, to capture the beauty of the world around us, etc.

Introduce the key questions in the unit:



1. How do artists get ideas from their physical environments?



2. What interesting details can you see if you look really closely?

**Definition and Examples:** Show slides 1-8 of Tiny Treasures PowerPoint to define and give examples of a variety of diverse landscapes and artists who have been inspired by them.

**Practice and Assessment:** Show slides 9-15. Engage students in describing small details both in photographs of various physical environments and in landscapes from the Arizona Landscapes exhibition at the Tempe Center for the Arts.

**OPTIONAL Guided Practice:** Distribute a natural or manufactured object from the physical environment (rock, leaf, stick, brick, board, bolts, roof tile, etc.) to pairs of students, asking them to point to interesting details that can only be seen by looking very closely. You may wish to take students outside the school (a nearby playground, sports field or natural and built spaces or constructions near your school) to continue to explore the outdoor world up close with magnifying glasses, if available.

### Vocabulary

landscape  
natural environment  
detail

### Extension Activities

**HISTORY or SCIENCE:** Cooperate with a social studies/history or science teacher to collaborate in teaching the history (*This Old House Revisited*) and science (*Look Closely for Water Quality*) lessons developed with the following related themes:

*Theme in History:* History can help us understand how our environment changes over time.

*Theme in Science:* Science can help us understand and preserve the quality of our environment.

**WRITING:** In collaboration with English teachers, have students write essays about their experience and relationship with the natural world.

### Assessment Checklist

- \_\_\_\_ 1. Students are able to compare and contrast landscapes showing different natural and built environments. (Discussion during slides 1-8 in Tiny Treasures PowerPoint.)
- \_\_\_\_ 2. Students are able to describe details they can see only by looking carefully close up. (Discussion during slides 9-14 in Tiny Treasures PowerPoint.)