

My landscape

Subject	Age level	Time
Arts	9 – 10 years old	50 min

Teaching and learning aims

At the end of the lesson pupils will be able to:

- Name different landforms and elements of a landscape
- Identify the landforms in various paintings
- Identify and describe the foreground, middle ground, background, and horizon line in a landscape
- Present a landscape to their peers

Equipment and material

- Computer
- Overhead projector
- Smartboard
- Painting materials
- Paper
- Worksheets (digital or on paper):
 - <https://6qvwxpjd8.execute-api.eu-west-1.amazonaws.com/docs/ZlSkGIwWcX9CYmDcpdFoUV4rsW5j16?sig=00c721f1862818638df0bcd063bfb1519c41826fab7964b3ee83e5927ec56a33>
 - https://6qvwxpjd8.execute-api.eu-west-1.amazonaws.com/docs/yaRz_s_Lh2SVJ5Bpz5x3fFyHrT2JKg?sig=f10970f2f262e980c3aa48f08e209884dd0ad534b7496e1088dcdbbe86e756f2
 - https://www.crayola.com/-/media/Crayola/Lesson-Plans/lesson_plans/1263.jpg?h=530&la=en&mh=762&mw=645&w=645
 - https://6qvwxpjd8.execute-api.eu-west-1.amazonaws.com/docs/XQ_gKCyQ1JTpNZVFVwOT1oFb3FMXrz?sig=ee48e0695744802cb2f153e3a1bb2b3bfa2dcd59c0ea5929e371d5021c116738
 - Digital exercise: <https://wordwall.net/resource/62283593>

Learning outcomes (4 Cs)

Content

- Landforms and landscape elements
- Foreground, middle ground and background, horizon line
- Vocabulary related to a landscape

Cognition

- Identifying the elements of a landscape in a picture

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- Naming the elements of a landscape
- Classifying the elements of a landscape into the grounds they belong to
- Describing a landscape

Culture

- Developing awareness of the differences between landscapes from different parts of the world

Communication

Language Function:

- Describing a landscape by naming its landforms and other elements

Vocabulary:

- Landforms, foreground, middle ground, background and horizon line

Verbs:

- To be
- Present Simple
- There is/There are

Language structure:

- There is/ There are
- What can you see in..?

Activities

Step 1: Warm up

- The teacher welcomes the class and asks them to say a few words in English using social interaction or to review basic vocabulary that they have learned with the English teacher.

Step 2: Introducing the topic

- The teacher presents the pupils a picture of a natural landscape and elicits answers from them regarding the landforms and other parts of a landscape:
(*mountain/hill/river/lake/creek/trees/forest/waterfall/flowers/sun/clouds/beach etc.*)

(Video: [Landscape_introduction](#)) [landscape-introduction.mp4](#)

- To review the vocabulary, the pupils will do the following digital exercise on the smartboard:
<https://wordwall.net/resource/62283593> (or the paper worksheet <https://6qvxpjda8.execute-api.eu-west-1.amazonaws.com/docs/ZlSkGIwWcX9CYmDcpdFoUV4rsW5j16?sig=00c721f1862818638df0bcd063bfb1519c41826fab7964b3ee83e5927ec56a33> if a smartboard is not available)



- Then the pupils are shown a series of paintings in which various landscapes are presented and asks the pupils to identify different elements of landforms (Model worksheet: https://6qvwxwpjda8.execute-api.eu-west-1.amazonaws.com/docs/yaRz_s_Lh2SVJ5Bpz5x3fFyHrT2JKg?sig=f10970f2f262e980c3aa48f08e209884dd0ad534b7496e1088dcdbbe86e756f2)

(Video: Landscapes in art) [Landscape in art.mp4](#)

Step 3: Identifying the elements of landscape in foreground, middle ground, background, and horizon line

- The teacher shows the pupils a 3D model of a landscape (like in the model:



(https://www.crayola.com/-/media/Crayola/Lesson-Plans/lesson_plans/1263.jpg?h=530&la=en&mh=762&mw=645&w=645)

and asks them whether all the elements of the landscape are in the same plan.

- The teacher explains that in a landscape the elements of it are organised into three plans or layers: foreground, middle ground, and background. Also the horizon line, which separates the sky from water or land, is extremely important in a landscape.

(Video: Landscape_Presentation of the_layers) [Landscape_Presentation of the layers.mp4](#)

- For a better understanding, the pupils watch the video: <https://youtu.be/l6zigWVilos> .
- After watching the video, the teacher asks pupils to fill in the following worksheet, in which pupils have to write what they can see in each of the grounds (e.g., *Foreground: house, flowers, Middle ground: trees/forest, hills/mountains, Background: clouds, moon, stars*). The model of the worksheet: https://6qvwxwpjda8.execute-api.eu-west-1.amazonaws.com/docs/XQ_gKCqQ1JTpNZVFVwOT1oFb3FMXrz?sig=ee48e0695744802cb2f153e3a1bb2b3bfa2dcd59c0ea5929e371d5021c116738

(photos: 1, 2, 3) [1.jpg](#) [2.jpg](#) [3.jpg](#)

Step 4: Describing and colouring their own landscape

- The teacher divides the pupils into groups of four and hands out to each group a sketch of a landscape. The sketches are different in each group, and they represent different landscapes (e.g., *a beach, a village, a forest and mountains etc.*).

(photos: 4, 5) [4.jpg](#) [5.jpg](#)

- The pupils work collaboratively and write simple sentences describing their picture using *There is...*, *There are...* (e.g. *In my landscape there is a house in the foreground and there are some mountains in the middle ground. There are some clouds in the sky*).

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- Then a representative of the group reads the sentences in front of the class.

(Video: Landscape student presentation) [Landscape student presentation.MP4](#)

After that, the pupils colour the pictures and display them on the classroom board.

Evaluation

- Immediate evaluation after each activity
- Successful completion of the tests on worksheets
- An exhibition of the pupils' works

