



Grade 6: Visual Art

Fantasy Landscapes

- **Alberta Art Education Curriculum Component:** Expression.
- **Alberta Art Education Specific Concept (learning outcome):** Subject Matter – Fantasy [10 (ii):D & 10(iii):B]

Motivation From Margaret Shelton

Margaret Shelton was a prolific artist, best known for her intricate woodcut and linocut prints as well as her watercolour paintings. With a deep passion for nature and the diversity and beauty of the Alberta landscape, Shelton's interpretations are distinctively vital and energetic. Her contributions to the development of printmaking in Canada are significant, having created hundreds of prints in her career.

After look at the colourful artwork that Margaret Shelton created. You will notice there are more organic forms (rocks, a house in the distance, trees). Is that how she created distance in her composition? Are the colours realistic or could they be imaginary? There is a balance of small and large landforms in different and similar colours. Notice how the landforms overlap to show distance!

Resource Links:

<http://www.willockandsaxgallery.com/artists/shelton.php#../images/Smarg5o.jpg>

<http://alberta.emuseum.com/collections> (**houses 53 works by Margaret Shelton**)

Painting Techniques:

1. With a pencil begin your line of horizon and then depict various landforms (maybe from larger to smaller) that can be depicted in the colours of your choice. Maybe your choice of colours will depend on if your Fantasy Landscape is in the winter, summer, fall or spring - or your colours can be imaginary;
2. Remember to Review brush techniques (wet on wet, wet on dry etc.).

Your task:

- You will create a *fantasy landscape painting* that shares your story of a place.
- Complete a student reflection.





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Term: 1 2

Date: __/__/____(dd/mm/yyyy)

Name: _____

Assessment type: D F S

Overall: Mark//Level: __//__ ; Class Average: __ Parent Signature: _____

| Level | Excellent Level 4 | Proficient Level 3 79% 72% 65% | Adequate Level 2 | Limited* Level 1 | Insufficient/ Blank* |
|-------------------------------------|--|--|---|---|---|
| Display Content (_/2) | Student created a representation directly related to assigned topic. Display reflects complete understanding of topic. | Student created a representation related to assigned topic. Display reflects understanding of topic. | Student created a representation that is somewhat related to assigned topic. Display reflects little to no understanding of topic. | Student created a representation that is somewhat or not at all related to assigned topic. Display reflects student does not have an understanding of topic. | No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task. |
| Work effort (_/1) | The work was done well to the best of the learner's ability. Quality time and effort was put into the presentation. | The work was done with good effort that shows what the learner is capable of. It is evident that time was put into this display and presentation. | Work is done with fair effort, but the quality is still not what the learner is capable of. It is evident that the work was rushed or done with lack of effort. | Lack of effort on the learners' part. Work is incomplete. Learner is capable of doing better. | |
| Creativity (_/1) | Representation was very creative. Appearance is neat, well thought out, and obvious effort was made to create representation of topic. | Representation was somewhat creative. Appearance is neat, thought out, and some effort was made to create representation of topic. | Representation was somewhat creative. Appearance is neat but not thought out. More time was needed to show effort was made to create representation of topic. | Representation was not creative. Appearance is only somewhat neat or not neat at all. Not thought out or evidence of effort was not made to create representation of topic. | |
| Days Late (_/1) | 0 | 1 | 2 | 3++ | --Not Hand In |

Teacher's Comments – Area for Growth and Action Plans (if below “level 2”):

Please use the given time in the classroom wisely by *asking questions to further clarify the assignment or focus on the task at hand*. Also, you need to follow the sample work shown in the class (*if applicable*) as a guideline to achieve *level 3* in this rubric.

Name: _____

Class: _____

Date: __/__/____ (dd/mm/yyyy)

Student Reflections

1. Give a brief description of the project or activity you have completed.
2. **Outward-Looking:** What grade would you give it? Why?
3. **Forward-Looking:** What would you change if you had a chance to do this piece over again?
4. **Inward-Looking:** What did you learn about yourself as you worked on this piece?



Grade 6

Rubric for Student Reflections: _____

Date: __/__/____(dd/mm/yyyy)

Term: 1 2

Name: _____

Assessment type: D F S

Overall: Mark//Level: __//__ ; Class Average: __ Parent Signature: _____

| Criteria | Level | Proficient Level 3 | | | Adequate Level 2 | Limited* Level 1 | Insufficient/ Blank* |
|---|---|--|-----|-----|--|--|---|
| | Excellent Level 4 | 79% | 72% | 65% | | | |
| Reflective Thinking (_/2) | The reflection explains the student's own thinking and learning processes, as well as implications for future learning. | The reflection explains the student's thinking about his/her own learning processes. | | | The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process.. | The reflection does not address the student's thinking and/or learning. | No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task. |
| Analysis (_/1) | The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline. | The reflection is an analysis of the learning experience and the value of the derived learning to self or others. | | | The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear. | The reflection does not move beyond a description of the learning experience. | |
| Making Connections (_/1) | The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals. | The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals. | | | The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear. | The reflection does not articulate any connection to other learning or experiences | |
| Days Late (_/1) | 0 | 1 | 2 | 3++ | --Not Hand In | | |

Teacher's Comments – Area for Growth and Action Plans (if below “level 2”):

Please use the given time in the classroom wisely by *asking questions to further clarify the assignment or focus on the task at hand*. Also, you need to follow the sample work shown in the class (*if applicable*) as a guideline to achieve *level 3* in this rubric.