Airplane Over Land

Space, Texture & Watercolor Resist
I love a good watercolor resist lesson. Fields of crayon texture rubbings and liquid watercolors grace the background of an airplane flying high in the sky. The element of space is accentuated by the large plane in the foreground, while the fields, buildings and river look tiny below.

If you have plastic texture rubbing sheets, that’s great. If you don’t, you can make your own by drawing designs on cardboard pieces with hot glue (see my examples in the lesson). Another option is to have your students go on a “texture hunt” around your room. There are textures everywhere if you are looking for them!

This project was inspired by an image from the book *Planes Fly!* by George Ella Lyon of a plane flying high above a beautiful, checkered landscape.
Begin by drawing the background on a 9" x 12" piece of white sulphite paper. Choose a light colored crayon and draw angled lines across the paper. Draw angled lines in the opposite direction, breaking up the space into individual fields of various sizes. The next step is to use crayons and do texture rubbings in each field space.

Texture Rubbing Options:
- Plastic texture rubbing sheets
- Cardboard and hot glue: Cut rectangles of cardboard or tagboard (I used cereal boxes). Use a hot glue gun to draw designs on each rectangle. Focus on drawing different types of repeating lines and organic shapes.
- Texture Hunt: Another option is to have your students go on a "texture hunt" around the room. Encourage them to find textures and then carefully make a rubbing with crayon.

Fill in each field space with a texture rubbing. Use a variety of crayon colors and a variety of textures to give your project a lot of interest.

Next, use liquid watercolors to paint each field section. Your crayon rubbing should "shine through" the watercolor paint.
While your background is drying, draw the airplane.

Draw the airplane on a 6” x 9” piece of white or light colored sulphite paper. Draw with pencil first. Then go over all of your pencil lines with black permanent marker and add any additional details.

You can use the drawing guide on the page 7 to draw a jet airliner passenger plane. There is also an airplane handout on page 8 that shows a couple of different types of planes if your students want to draw a plane other than the jet airliner.

I find that many students will enjoy drawing their airplane and want to add a lot of details. Give them a lot of freedom to draw their airplane however they wish and as detailed as they want.

Use crayons to color the airplane. Use shading to make your airplane look 3D by coloring darker on the belly and tail of the plane.

Cut out the airplane.
For the next part, your students will need to imagine what it’s like to be up in an airplane looking down at the ground. Everything is very small.

Use paint markers or oil pastels to add details to your landscape. I used Posca brand markers for my landscape.

A good starting place is to draw a river through the landscape with blue. Remember that everything is small, so make sure the river is thin.

Next, add thin roads. The roads can be straight or curved. An easy way to add bridges over your river is to draw the road and when it reaches the river, add a bump over the river.

Use the paint markers to add small square buildings. Group buildings together if you want them to look like a town.

Add small flower shapes to represent bushes and trees.

Encourage students to add details such as tiny animals in the fields and tiny sailboats on the water. Students can even add miniature cars driving on the roads!
Now put it all together.

Cut a piece of foam sheet into 6 small rectangles.

Glue 3 rectangles together in a stack on the back of the plane. Repeat. I like to stack the foam rectangles to make them even thicker.

Glue the plane to the background. Because of the foam, the plane is raised off the background paper.

This gives a nice 3D effect and a neat shadow behind the airplane.
1. Just below the center of the paper, draw a long curved line. It looks like a wide smile.

2. On one side, draw a bump for the nose of the plane. Draw a curved line back towards the tail of the plane.

3. On each side of the plane, draw the wings. The front of the wing angles back, while the back of the wings are straight out from the plane.

4. Add two curved lines to the back of the plane to create the tail.

5. Add a windshield and windows.

6. Add additional details such as stripes or a logo.
Airplane Handout
CREATING

- Generate and conceptualize artistic ideas and work — brainstorm approaches for design problem—set goals and create purposeful and meaningful artwork
- Organize and develop artistic ideas and work — explore and invent art-making techniques—care for materials while art-making—document and describe environments
- Refine and complete artistic work—revise artwork in progress through insights gained from peers and discussion

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation— Analyze how past, present and emerging technologies have impacted preservation and presentations of artwork
- Develop and refine artistic work for presentation — Analyze the various considerations for presenting and protecting work in all settings and forms
- Convey meaning through the presentation of artistic work — compare and contrast purposes of art museums, etc. and the types of personal experiences they provide

RESPONDING

- Perceive and analyze artistic work- compare responses to artwork after experiencing the medium analyze messages in visual imagery
- Interpret intent and meaning in artistic work — interpret art by referring to contextual info and analyzing relevant subject matter, characteristics and media
- Apply criteria to evaluate artistic work— apply one set of criteria to evaluate more than one work of art

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art- create works of art that reflect community cultural traditions
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding
I CAN STATEMENTS FOR AIRPLANE OVER LAND

• Today I will learn about WATERCOLOR RESIST, so that I CAN create TEXTURE RUBBINGS that show underneath the wash of colors.

• Today I will learn about SPACE, so that I CAN create a landscape with a BIRD’S-EYE VIEW.

• Today I will learn about LINE and SHAPE, so that I CAN draw an AIRPLANE with PENCIL and SHARPIE.

COMMON CORE STANDARDS FOR AIRPLANE OVER LAND

CCSS.ELA-Literacy.W.4.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
After students finish their art, you can have them fill out the artist statement worksheet (located in Teacher Aids). This information leads them to reflect on the process of art making while forming an opinion about their own work based on the processes used, materials used, inspirations, etc.

CCSS.ELA-Literacy.L.4.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
You can communicate to students that using conventions of standard English grammar when writing their answers to the artist statement worksheet should be emphasized. This is a wonderful way to help students see cross curricular connections between subjects!

CCSS.Math.Content.4.G.A.1
Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
As students draw their intersecting lines for the ground below their plane, have them point out which lines are parallel or perpendicular. This can lead into a discussion about how artists use different kinds of lines and angles (like in math class) in different kinds of subject matter.
ASSESSMENT CHECKLIST

MAIN IDEAS FROM:
AIRPLANE OVER LAND

STUDENT NAME: _______________________

- Did the student achieve a variety of different textures?
- Did the student create a bird’s-eye view?
- Did the student draw a detailed plane?