



eva

ELEMENTARY VISUAL ARTS

Park City Education Foundation • Kimball Art Center

LESSON

3

Maynard Dixon

Landscape and Perspective

Verbal Directions

MAYNARD DIXON
APR. 1916

LESSON OVERVIEW

Maynard Dixon (1875-1946) was a Utah artist who captured the landscapes of the American West before the common use of photography. Students will discover how to break down the landscape into simple shapes in the style of Maynard Dixon with collage and learn how to create depth with the use of perspective.

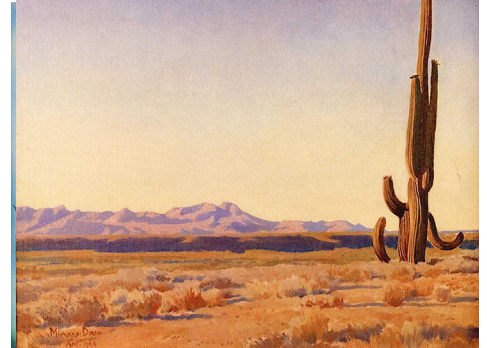
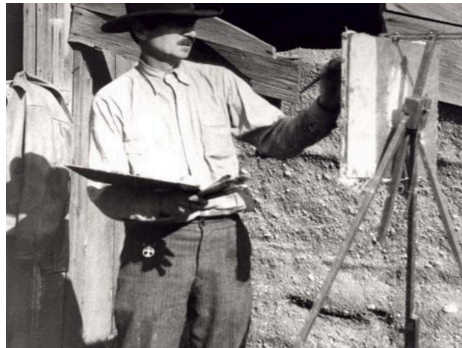
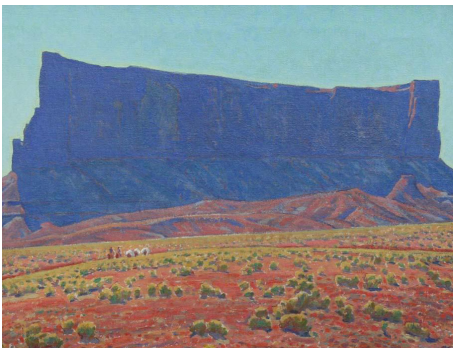
INSTRUCTIONAL OBJECTIVES

- Learn about Maynard Dixon.
- Learn about the shapes in Utah Landscapes
- Learn about the use of perspective to create depth.
- Create a collage of a Utah Landscape.

SUPPLIES

- Images of Dixon's artwork
- Samples of Landscape Collages.
- Construction Paper.
- Glue.
- Scissors.
- Pencils.
- Landscape Images of Utah Landscapes for Reference.
- Copies of silhouettes of horses and figures.

MAYNARD DIXON



Maynard Dixon (1875-1946) was an American largely self-taught artist whose body of work focused on the American West. Dixon gained international fame for his western subjects with the sky colors that became his distinctive trademark. By the 1920s, Dixon's work turned more to architectural structures and bold masses painted with a dynamic palette. He began to develop a Cubist-Realist style with angular forms and abstract color. Dixon was considered a colorful character with a good sense of humor. He often dressed like a cowboy and seemed determined to impart a Western style, most often in the form of a black Stetson, boots and a bola tie.



LESSON PLAN

1. Introduce students to Maynard Dixon's life and work. Discuss Dixon's painting style and subject matter. Dixon was often paid to paint images for magazines to share the beauty of Utah with others (since cameras were not easily available to everyone at the time).

- What do you notice about Dixon's style?
- Who are the people in his paintings?
- How does Dixon create depth in his compositions?
- What is iconic about the Utah landscape?
- What is your favorite place in Utah?

2. Look at images of Utah Landscapes. Name colors and features of these places. Show how Dixon simplified the features of the landscape in his paintings. Point to the shapes of the shadows, some objects are just one block of color. Explain to students that they are going to collage shapes of paper to create a landscape.

3. Pass out construction paper, glue sticks and scissors. Start with a sheet of blue paper, the color of the sky (students can choose a shade or even a different color to capture the weather or time of day). *This is the background.* Have students draw a horizon line on the paper - in a landscape the horizon line is an imaginary line at eye level that separates the foreground from the background. Using red, orange, brown or pink construction paper have students create plateaus or mountains to glue on the horizon line. *This is the middle-ground.* Use other colors to fill in the rest of the composition. *This is the foreground.*

4. Discuss perspective. One way of showing depth in 2D artwork is by adding cool colors in the background. Students can cut out blue shadow shapes to show depth. Another way of showing depth is perspective. Objects appear smaller as they move towards the back-ground. Point this out in Dixon's artwork where the sage bush becomes smaller from the foreground to the back-ground. Show students how to cut out sage bush and cactus shapes to add to their landscape.

5. (optional) Pass out cut-outs of figures, animals and plants to add more elements to their landscape. Remind students about the rules of perspective: larger figures in the foreground and smaller one in the background. When finished students can discuss the perspective in their paintings.





KEY IDEAS THAT CONNECT TO VISUAL ARTS CORE CURRICULUM:
Based on Utah State Visual Arts Core Curriculum Requirements (1st Grade) Click on links to see more.

1.V.CO.2:

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding that people from different times and places have made art for a variety of reasons.

1.V.CR.1:

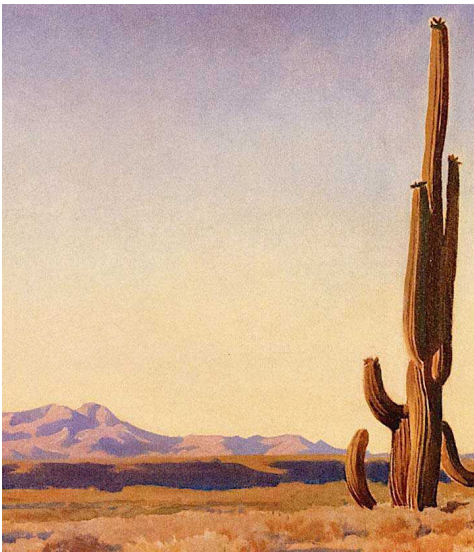
Engage collaboratively in exploration and imaginative play with art materials, and use observation and investigation in preparation for making a work of art.

1.V.CR.3:

Use art vocabulary to describe choices while creating art.

STUDIO HABITS OF THE MIND

Develop Craft: Learning to use tools, materials, artistic conventions; and learning to care for tools, materials, and space



ADDITIONAL REFERENCES

Click on links to learn more.

- <https://www.maynarddixon.org/biography/> • <http://visualartspdfs.blogspot.com>
- <http://www.lib.utah.edu/collections/utah-artists/UAP-L.Maynard-Dixon.php>
- <https://digitalcollections.nypl.org/collections/early-landscape-photography-of-the-american-west#/?tab=navigation>
- <https://www.jerrysartarama.com/free-art-instruction-videos/painting-shapes-oils-nicole-kennedy>

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