

## Title: DRAWING A STILL LIFE WITH WORDS

### Goals/Learning Outcomes:

- Write descriptions of objects in relation to each other in a still life.
- Draw a still life.
- Increase perception and hand-eye coordination.
- Look at still life art.
- Learn and use art vocabulary.

### Smart Goals/Objectives:

- Increase observation skills.
- Write descriptions of objects in relation to each other in a still life.
- Share written descriptions with classmates.
- Draw a still life.
- Look at examples of still life art from history.

### Images and Materials Needed:

Still life objects, spot light(s), sketchbooks, drawing paper, drawing boards, pencils, erasers, posters of still life art displayed in room throughout lesson ("Still Life With a Ham and a Roemer," by Willem Claesz. Heda, and more)

### Description of Lesson:

Day 1 & 2 - Ask students what is meant by the saying, "A picture is worth a thousand words."

Discussion follows and the lesson is described to the students. They are told they will start by writing descriptions of what is happening in the still life. Then they will make a drawing of the still life. Should they choose to, they may later paint the still life during their free time.

-Students look closely at a still life and write about it in sketchbooks with the intent to increase their perception of the arrangement. Describe the still life in words, listing shapes, colors, textures, lines, tones, textures, space patterns, balance, center of interest, repetition, etc (elements and principles of art). Students list 15 or more words, phrases, or sentences that describe objects in a still life, the objects' relationships to each other in the space. Students are asked to keep in mind that someone who reads this should be able to visualize the still life with some measure of accuracy. (Example: The blue bottle is smooth and shiny. It is behind the red box. The red color of the box reflects on the blue bottle. I can only see the left side of the blue bottle. The basket is gold and brown, it is bumpy. A shadow from the blue bottle crosses over the left side of it. The shadow looks bumpy since it is cast on the basket. A spot light is on the left. All of the shadows fall on the right of the objects.....) Students see demonstration on pencil measuring techniques, to assist in their descriptions.

-Students share their lists of descriptive words in a discussion about the still life. Some phrases/sentences are written on the board. As we read the lists, we compare the statements to the still life. We look at each object and confirm where it is and what is near it. In addition, students look at how tall each object is compared to the others; describe which objects are in front of other objects, how much is hidden and how much we see. We then look at colors, textures, tones, etc. Look at shapes and find those shapes repeated in the display.

Days 3 & 4 - Students use pencil to draw the still life with pencil on 12"x18" white paper. They are asked to refer to their notes to see if their drawings match the way they described the objects. They may

choose to reword some descriptions.

Day 5 - Critique of the finished drawings. Discuss the writing activity in relation to the drawings. Students decide if this activity helped their drawings. Discuss other techniques we could use to improve our drawing skills. Look at still life art posters and describe ways artists may have achieved realistic accuracy. Talk about reasons why realism is important or not in art.

#### Bibliography/References:

[http://en.wikipedia.org/wiki/Still\\_life](http://en.wikipedia.org/wiki/Still_life)

#### PA Art Standards:

**9.1 Production, Performance and Exhibition:** The goals for this area focus on the manipulative skills and conceptual understanding to be achieved by the learners in order to produce, perform and exhibit their own works in the arts.

- A. Know and use elements and principles in age/developmentally appropriate manner to create personal works in the arts.
- B. Know and use elements and principles in age/developmentally appropriate manner to evaluate and revise personal works in the arts.
- C. Know and use vocabulary related to production and exhibition of works in the arts.
- D. Use knowledge of cultural and historical styles to create works in the arts and when developmentally appropriate, develops own style to create works in the arts
- G. Explain the function and benefits of rehearsal and practice sessions.

**9.2 Historical and Cultural Contexts:** The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to identify, compare, contrast and analyze works in the arts in their historical and cultural context. Effort should be made to coordinate with district's social studies, literature and other curricula when possible.

- C. Relate works in the arts to varying styles and genre and to the periods in which they were created.
- F. Use vocabulary related to social studies, literature and other subject areas.
- L. Identify, explain and analyze common themes, forms and techniques from works in the arts.

**9.3 Critical Response:** The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to examine, analyze, interpret and evaluate works in the arts. Emphasis should be placed on developing various processes of critical analysis that will allow the learner to interpret meaning(s) of a work of art.

- C. Identify, classify and apply understanding of styles, forms, types and genre to form critical response.
- D. Use the vocabulary of critical response to analyze, evaluate and interpret works in the arts.

**9.4. Aesthetic Response:** The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to investigate the philosophical aspects of works in the arts. The learner explores personal and historical definitions of art and art's varied purposes. Emphasis should be placed on examining how aesthetic choices impact the intended and/or interpreted meanings.

D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.