

Elementary Still Life Unit

Bob Reeker

Eastridge Elementary School

breeker@lps.org

Lesson Title: Stuffed Animal Still Life

Enduring Theme: Artists make personal connections through art.

Rationale: Students must explore personal connections through art. It is important for personal expression and meaningful reflection.

Lesson Overview: Primary students are introduced to the genre of still life through a study and mixed media art production using stuffed animals provided by teacher as well as stuffed animals brought by students.

Grade Level: Elementary (primary K-2)

Media Type: Most any 2-dimensional medium would work. I used mixed media (crayon, marker and watercolor) in my unit.

Vocabulary: Still Life, observation, geometric shapes, proportion, bleeding off the edge

Duration: About 5 sessions, each session 50 minutes in length.

Lesson Imbedded: This was the second unit for my 1st graders in 2013-14. The first unit was based on the book, My Crayons Talk. I connected the two units by talking about artist personal connection to topics. In both units, personal expression/connection was key. Also, students performed a still life unit in Kindergarten, so previous knowledge was reviewed.

Objectives:

The student will (TSW)...

1. understand the definition of still life.
2. comprehend the importance of observational drawing and use of geometric shapes when drawing objects.
3. utilize the sketch process in developing an idea for a final draft art work.
4. create a mixed media art work.

Assessment:

Formative check for understanding – review of definition of still life. Done both verbally and through use of small white board/white board marker written responses.

Formative observation – observational drawing. Done by teacher observing children drawing.

Summative – use of geometric shapes. Done by teacher viewing sketches and final art work.

Summative – sketch process. Students create a series of three stuffed animal sketches and place a sticker on the one considered by students as their “best” solution.

Content and Achievement Standards:

Content Standard #1: Understanding and applying media, techniques, and processes

Achievement Standard: Students know the differences between materials, techniques, and processes. Students describe how different materials, techniques, and processes cause different responses. Students use different media, techniques, and processes to communicate ideas, experiences, and stories. Students use art materials and

tools in a safe and responsible manner.

Content Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard: Students explore and understand prospective content for works of art.

Students select and use subject matter, symbols, and ideas to communicate meaning.

Content Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Achievement Standard: Students understand there are various purposes for creating works of visual art.

Students describe how people's experiences influence the development of specific artworks. Students understand there are different responses to specific artworks.

Materials:

1. samples of still life works
2. stuffed animals
3. small lunch sacks with notes attached explaining the bringing of stuffed animals to school.
4. large boxes to place stuffed animals during stay
5. sketch paper
6. pencils
7. stickers
8. white drawing paper
9. mixed media (crayon, marker, watercolor)
10. Practice worksheets for textures, patterns, and watercolor

Procedure:

Lesson 1

Introduction: Introduce or review still life by looking at samples of still life (teacher choice). **Still Life:** drawing, painting, or sculpting objects that do not move on their own, usually an indoor image. Share enduring theme: Artists make personal connections through art.

Demonstration: Model drawing a stuffed animal provided by teacher.

Studio Time: Sketch two animals on front & back of paper.

Assessment: Thumbs Up or Thumbs down: Still Life is art of objects that move on their own.

Conclusion: Review still life and share that each will bring an animal to class next time in small lunch sack provided, note attached. I also write student names on the bags. A note may say:

Dear Parent/Guardian,

In art, we are starting a unit on still life. Your child may bring to school a small stuffed animal that fits in this bag. We will return the animals in a couple weeks, so please do not bring “favorite” animals to school. If you don’t bring an animal, I have extras for students to use.

Provide classroom teacher a large box to collect animals.

Lesson 2

Introduction: Using small white boards, review still life. Using multiple choice, True or False, answer questions:

1. Still life always happens outdoor.
2. You can draw fruit or pottery in a still life.
3. I can add my pet dog into the still life.
4. Objects do not move on their own in a still life.

Allow each child to share stuffed animal brought from home and why they chose the animal.

Demonstration: Model again drawing a stuffed animal using animals children brought.

Studio Time: Sketch own animal on new paper and staple all sketches together.

Assessment: Provide a sticker and have children place sticker on “best” sketch.

Conclusion: Tell a neighbor what still life means.

Lesson 3

Introduction: As students enter, modeling proportions by enlarging animal on bigger paper.

Demonstration: Model in introduction.

Studio Time: Students enlarge “best” sketch on 12X18 paper.

Demonstration: Model tracing pencil lines with crayons and/or markers.

Assessment: Through observation, formative assessment about proportions and tracing. Provide feedback as teacher monitors progress.

Conclusion: Share with teacher why your enlarging today was successful.

Lesson 4

Introduction: Introduce or review texture and pattern.

Demonstration: Using crayons and/or markers, demonstrate creating textures (you can use textures created by teacher) as well as patterns created by drawing.

Practice: On practice paper, students design 6 boxes using textures and patterns.

Studio Time: Add textures and patterns to large stuffed animal drawings.

Assessment: Walk around and view images. Share ideas about what was seen.

Conclusion: Share your favorite texture or pattern with your neighbor.

Lesson 5

Introduction: Introduce watercolor techniques (wet on dry and wet on wet).

Demonstration: See introduction

Practice: On previous practice paper of textures and patterns, practice wet on dry and wet on wet.

Students will see what effect the watercolor has on crayon & marker.

Studio Time: Add watercolor to final draft.

Assessment: Thumbs up or down: The watercolor has added to the quality of your art work...in other words, it made my picture look better.

Conclusion: Share with teacher the effects watercolor had on crayon & marker.

Lesson 6

Introduction: Have all paintings out on table and do walk around as students enter.

Demonstration: Adding a name card to the bottom of the art on the front.

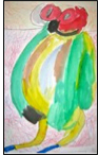
Studio Time: Finish the work and add name card. In pairs, share with each other:

1. What is most successful about the art?
2. What could I do better next time?
3. What is the title of my work?

Assessment: Teacher will hang work and assess if student followed criteria.

Conclusion: Final review of still life.

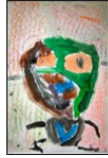
Insert examples of student work from this lesson here:



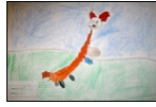
by James8042
grade 1



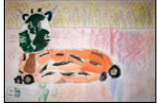
by Braydon217
grade 1



by Ben5368
grade 1



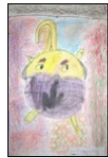
by Amber4836
grade 1



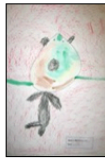
by Jady328
grade 1



by Josie954
grade 1



by Elyse245
grade 1



by Seliah63
grade 1

Insert any teaching resources used in the lesson:

Texture and Pattern Practice

Name _____

