

STANDARDS			
THIRD	FOURTH	FIFTH	SIXTH
<p><b>Investigate</b>  <b>3.VA:CR2.1</b> Create personally satisfying <b>artwork</b> using a variety of artistic processes and materials.</p> <p><b>Reflect, Refine, Revise</b>  <b>3.VA:Cr3</b> Discuss, reflect, and add details to enhance <b>artwork’s</b> emerging meaning.</p> <p><b>Perceive</b>  <b>3.VA:Re7.1</b> Speculate about processes an artist uses to create a work of <b>art</b>.</p>	<p><b>Investigate</b>  <b>4.VA:Cr2.1</b> Explore and invent <b>art-making techniques</b> and approaches.</p> <p><b>Reflect, Refine, Revise</b>  <b>4.VA:Cr3</b> Revise <b>artwork</b> in progress on the basis of insights gained through peer discussion.</p> <p><b>Perceive</b>  <b>4.VA:Re7.1</b> Compare responses to a work of <b>art</b> before and after working in similar media.</p>	<p><b>Investigate</b>  <b>5.VA:Cr.2.1</b> Experiment and develop skills in multiple <b>art-making techniques</b> and approaches through practice.</p> <p><b>Reflect, Refine, Revise</b>  <b>5.VA:Cr3</b> Use <b>art</b> vocabulary to describe personal choices in artmaking and in creating <b>artist statements</b>.</p> <p><b>Perceive</b>  <b>5.VA:Re7.1</b> Compare one's own interpretation of a work of <b>art</b> with the interpretation of others.</p>	<p><b>Investigate</b>  <b>6.VA:Cr2.1</b> Demonstrate openness in trying new ideas, <b>materials</b>, methods, and approaches in making works of <b>art</b> and <b>design</b>.</p> <p><b>Reflect, Refine, Revise</b>  <b>6.VA:Cr3</b> Reflect on whether personal <b>artwork</b> conveys the intended meaning and revise accordingly.</p> <p><b>Perceive</b>  <b>6.VA:Re8</b> Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, <b>characteristics of form and structure</b>, and use of <b>media</b> to identify ideas and mood conveyed.</p>

Students Need To Know	Students Are Able To Do
<ul style="list-style-type: none"> <li>● Observational drawing techniques</li> <li>● Foreground, Middleground, Background</li> <li>● Overlapping, placement to create an illusion of space (depth)</li> <li>● Geometric Forms</li> <li>● Basic Shading</li> </ul>	<ul style="list-style-type: none"> <li>● Create a realistic drawing that has an illusion of space and shading.</li> <li>● Understand, answer questions, and participate appropriately in a classroom discussion about the creation of artwork using correct vocabulary.</li> <li>● Discuss specific techniques used to create an illusion of space in their artwork .</li> </ul>

<b>Formative Assessment</b>	Teacher observation of student artistic development (see Part 1).
<b>Vocabulary for the Lesson</b>	<p><b>Still life:</b> Subject matter within a work depicting mostly inanimate objects. Usually commonplace objects, which are either natural (food, flowers, plants, shells, etc.) or human-made (drinking glasses, books, vases, etc.).</p> <p><b>Subject:</b> Something represented or indicated in a work of art.</p> <p><b>Background:</b> The area/ and or/ objects farthest from the viewer, in the background, are usually higher in the picture plane; seem less clear in detail, and their colors are less intense than objects in the foreground and middle ground.</p> <p><b>Middle ground:</b> The area/ and or/objects at a medium distance from the viewer are perceived as being in the middle ground.</p> <p><b>Foreground:</b> The area /and or/ objects closest to the viewer, are usually located at the bottom of the picture plane.</p> <p><b>Overlapping:</b> The placement of objects over one another in order to create the illusion of depth and space..</p> <p><b>Placement:</b> A technique in art where objects placed higher in the composition appear farther away from the viewer and objects placed lower in the composition appear closer to the viewer.</p> <p><b>Shading:</b> A technique used in art by applying the media darker or lighter to create an illusion of depth on a 2-dimensional surface.</p> <p><b>Value:</b> The lightness or darkness of a color</p> <p><b>Highlight:</b> The lightest value on an object. It is where light can be seen being reflected off the object.</p> <p><b>Shadow:</b> An area in an artwork that is not in direct light.</p>
<b>Materials Needed</b>	Drawing paper Pencils

## Teaching Strategies

### Teacher Tips

*If this is being taught as independent from lesson 1 (i.e. a student was absent for lesson 1), students will observe/examine shapes within objects in the classroom and at recess).*

*Students can draw from observation of a photograph or objects in real life. Objects should not be too complex, yet complex enough to challenge students at their developmental levels.*

*Remind students to look for basic geometric shapes/forms, such as squares, circles, triangles and rectangles, in order to construct the objects.*

*Finding shapes in an object is easiest when you start with the biggest “organic” shape, i.e. The oval shape of a duck’s body, or the “u” shape of a tulip.*

*It’s good to simplify shapes and to draw lines very lightly with pencil, or to use a different colored crayon to draw the first “practice” lines.*

### Look, observe, and discuss

**REVIEW** from lesson # 1. Discuss how objects can be broken down into or simplified into basic geometric or organic shapes.

Project a photograph of a demonstration object so you and students can see the objects.

An example may be:



Ask students to find and name the basic shapes, lines and textures that compose the object and then describe them. Begin your review with the most prominent shape or line and add shapes, lines and details as the students recognize them. You can ask specifying questions like “Is it a thick line? Does the circular shape lean to the right?” Be sure to add an outline to the form and finally to add details such as texture and color.

**REVIEW** from lesson #1

### Challenge Content: Illusion of Space

Artists’ intentional placement of objects in a picture plane to create an illusion of space (aka depth). Using the projected image, discuss observations of the background, middle ground and foreground. Observe and discuss how overlapping and placement of objects contributes to the illusion of space.

Example:

*In observational drawing, the use of basic shapes for drawing objects is called “construction lines” and are drawn very lightly. Once the construction lines are drawn, use contour lines (a.k.a. outlines) to refine the object.*

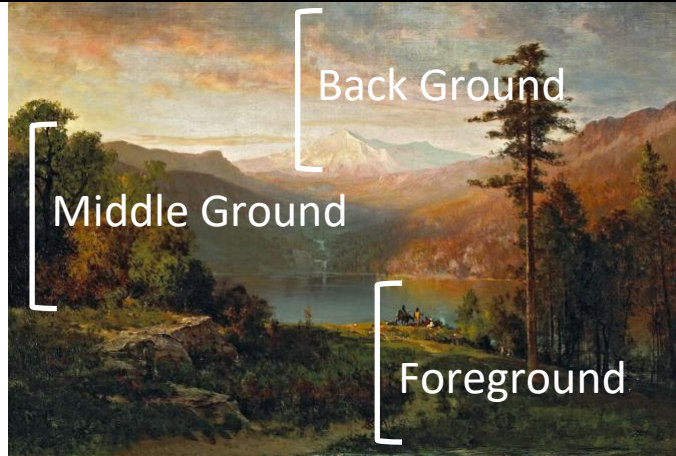
*Students want to capture what they see in the object in their drawing.*

*During observational drawing, It is important for students consciously to slow their eyes, brain and hand in order to achieve close observation of objects.*

**Challenge Content: Illusion of Space**

*In still-life drawing it is important to include the back or front edge of the table the objects are resting on in order to help convey a realistic illusion of space.*

*Draw still life using simple forms, emphasizing this is an observational drawing. A drawing based on careful, slow observations.*



**Look, observe, and discuss**

Project an artwork that is a still life. Some examples are:



Anne Vallayer-Coster, “The Attributes of Music” 1770

*Model this process for students. Be sure to include sides of boxes and rounded edges of cylinders and cones.*

*It is important to remember that the “rules” of foreground, middle ground and background, and placement and overlapping are not steadfast. They are flexible and can “broken” and the image can still be effective at creating an illusion of space.*

*Place still life objects on a white piece of paper or a light surface to see the cast shadows with greater ease.*

*Model how to create a different values by applying more or less pressure with the pencil. Also model how to apply value in layers to create the darkest darks.*

*A common skill builder for students learning to see values and create shading is to make a value scale. This is an example of a basic value scale.*

Audry Flack,  
“Queen”, 1976,



Paul Cezanne, “Still-  
Life With Apples”  
Acrylic on canvas  
1893-1894



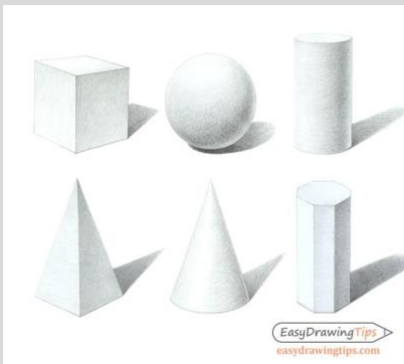
Engage students in a discussion where students describe what they observe in the artwork.

Ask:

- *How true or realistic do the objects appear to be, why?*
- *What shapes or lines might the artist have seen in the real object when they observed and created the artwork?*
- *What do objects are in the foreground? What objects are in the middle ground? What objects are in the background?*



*Another common skill builder for students learning to shade realistic objects is to observe and recreate shadows and highlights on basic geometric forms as seen below.*



*Draw highlights, shadows and value carefully, emphasizing to shade what is actually seen on the object.*

*A goal is to make the most realistic observation drawing that you can.*

Talk about organic and geometric shapes. When an artist draws from observation, many of the shapes are organic and don't have a specific name, however they are still shapes i.e. blob, circular, squarish, star-like, etc.

### **Teacher modeling**

Project a photograph of a demonstration object or set up a real object(s)(or still-life) so you and students can see objects as they are being drawn. Objects can be found in the classroom (As long as they are large enough for everyone to see comfortably).

### **Create**

#### **Students Create Independently**

Students use photographs or real object(s) as drawing reference. If possible, give each table their own object(s) or allow students to choose their object(s). Objects can be items found in the classroom

Students will start their drawing by lightly sketching the most definitive, recognizable, biggest, shapes within the object or image. Then they will add smaller to complete the object. Next they will add outlines and line details. Finally add textural or other specific details, such as color, etc..

When students need more guidance, ask them where they see more shapes. Ask them about colors or textures they see. Have students turn to their collaborative partner for suggestions about more shapes, lines, textures or colors.

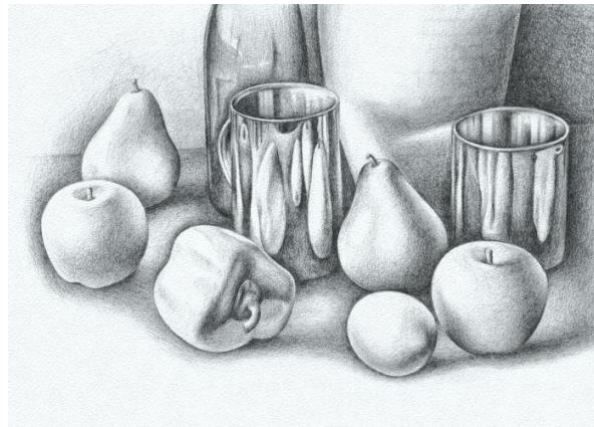
#### **Create: Challenge Content: Illusion of Space**

##### **Students Create Independently**

Students create foreground, middle ground and background in their image in order to portray a realistic illusion of space. Remind students to use overlapping and placement of objects to create the illusion of space.

When students need more guidance, ask them where they can include more shapes or objects to create interest or to make the image look more complete. Remind students to include colors and textures. Have students turn to their collaborative partner for suggestion or feedback about the illusion of space, specifically overlapping and placement.





**Look, observe, and discuss**

Look at black and white still-life drawings.

Note the range of dark and light shading (value) in each drawing. Call attention to the wide range of darks and lights, highlights and cast shadows. Also make a note about how the darks and lights (values) fade (graduate) from one value to another.

**Discuss:**

Students discuss in pairs and report out to the whole group.

- What is in the foreground of the picture? What is in the middle ground of the picture? What is in the background of the picture?
- Explain how overlapping helps to create an illusion of space.
- Explain how placement of objects on the surface they are resting on, helps to create an illusion of space.
- Explain where the highlights can be found.
- Explain where shadows can be found on objects and the table surface.

**Create**

Looking at photographs or real objects students make an outline sketch of objects. Remind students to break down complex objects into their basic geometric forms. Also remind students to work to place and overlap objects as they actually see them. After their outline sketch is complete then students will shade the drawing. Encourage students to create a wide range of darks and lights that smoothly fade (graduate) from one value to another. Be sure to include highlights and shadows.

**Reflect**

Students share their finished artwork with small or large group.

*Project a few questions that will spark discussion,*

- *Explain how you created an illusion of space in the work*

Introduce or discuss briefly the structure and purposes of artist statements.

Have students write a brief written statement explaining their personal artistic choices and how they created an illusion of space of space in their work. Encourage the use of the language of visual arts.

**Preserve artwork**

Facilitate a discussion about why and how to properly store artwork. Discuss the importance of where to put your name on your artwork. Your name should be written small and legibly so it does not interfere with the subject of the work and can be clearly read. Artwork should not be folded or wrinkled.

Artwork should be stored somewhere easily accessible and safe within the classroom.



	*Student portfolios/collections of artwork will be important in future lessons when students will be curating a show of their own work.
--	---

**NOTES and REFLECTIONS**