

Lesson Title: Still Life-Ish

Targeted grade Level: 4th

Anticipated Time Frame: 6 days

Lesson Plan	Rationale
Conceptual Structure/Big Idea: <i>Imperfection</i>	This is relevant for students at this grade level because at this age they value realism in artworks. Because of this they will be interested in this lesson because it is teaching drawing skills. But this lesson also gives them knowledge about why it's okay to not be perfect, and how important practice is in making art. This lesson is also about how the art making process is all about expression and representing something rather than creating a replica.
Key Concepts: (<i>What ideas, facts, and new knowledge will the students acquire? List the key art concepts that will help students to understand the big idea as an artist.</i>) Students will: <ol style="list-style-type: none">1. Students learn how to use a contour line drawing to create fast sketches.2. Students will read and learn about how artists create still lifes to expand their art vocabulary.3. Students will learn about what makes a piece of art "finished".	Understanding contour line drawings is an important art skill for students to learn and remember what it is. By including some vocab words in the enduring understandings the students can be reminded of them during class. It also can give them a hint as to what else other than a reading activity we would be doing in class. Being able to remind students of the big idea with the idea of what being finished means I think can help them to conceptualize and think about the final product they are going to create and what they have to create before they can get to that point.
Objectives: (what students will DO) Students will: <ol style="list-style-type: none">1. Learn about contour line drawings and how to use them and why artists create still lifes.2. Learn still life relevant vocabulary and about what perfectionism means in art.	

Essential Questions: (BIG overarching questions)

1. Does everything we make have to be perfect?
2. How do artists create still lifes?
3. How do we use a line to represent an object?

Teaching students about art making processes and artworks is important because they can only be taught this in the art room. Learning about why artists do the things they do can help students understand the amount of work and practice that goes into creating artwork. Line is an element of art so learning how to use it effectively in artwork is important. It also can lead to discussions about how to represent an object. Asking students about perfection I think can lead to interesting discussions, and change the students perspective about their own artworks.

Standards:

MI VPAA Standards:

[https://www.michigan.gov/mde/0.4615.7-140-28753_38924_41644_42820---,00.html](https://www.michigan.gov/mde/0,4615,7-140-28753_38924_41644_42820---,00.html)

Michigan

Perform: ART.VA.I.4.3 Analyze and reflect on the elements of art and design to communicate ideas.

Create: ART.VA.II.4.5 Discuss and debate how artists from various cultures convey ideas differently.

Analyze: ART.VA.III.4.2 Recognize that artwork may serve functional purposes, be purely decorative, or serve multiple purposes.

Integrated Standards: English Language Arts (ELA)

Michigan ELA:

1. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Teaching Resources: (artwork, videos, books, etc.)

1. Art for Kids: Drawing: The Only Drawing Book You'll Ever Need to Be the Artist You've Always Wanted to Be by Kathryn Temple
2. The Still Life Sketching Bible by David Poxon

3. Paul Cezanne



4. Diego Velázquez



5. Ish by Peter Reynolds
6. Reading Guides
<https://docs.google.com/presentation/d/1FCE2TI78aujS-45f9TzxtAEm1bbarYRJa2M9dqLr1wA/edit?usp=sharing>

Both of the nonfiction books, Art for Kids: Drawing: The Only Drawing Book You'll Ever Need to Be the Artist You've Always Wanted to Be by Kathryn Temple and The Still Life Sketching Bible by David Poxon, are used as in class texts for students. The reading guides are based on both of them and are used to teach students the history of still lifes and also to further their understanding of the elements of art and how to apply them. Both artists I have chosen approach still lifes in different ways and I think students seeing both styles will interest them. They also have lots of objects in their still lifes that students will be able to try and decode. The book Ish by Peter Reynolds is used to teach students the importance of practice, and why it's important to continue creating even if what you're making isn't necessarily perfect.

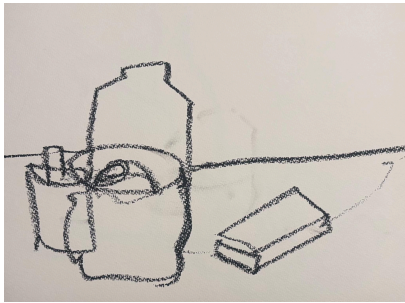
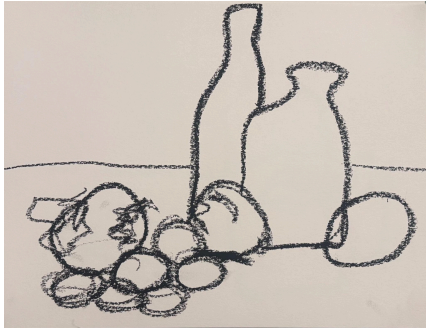
Lesson Plan Sequence: (4 steps)

1. Day 1: Start class with reading guides about the history of still lifes. And as a class we attempt to draw a still life.
2. Day 2: Start class by reading excerpts from Art for Kids: Drawing: The Only Drawing Book You'll Ever Need to Be the Artist You've Always Wanted to Be by Kathryn Temple. Students will then create a word wall by defining vocabulary. The main vocab words for this project are contour drawing, line, realistic, symbolic,

artistic eye, and still life. Have students draw a still life of their own creation upside down.

3. Day 3: We read Ish by Peter Reynolds as a class and talk about the importance of practice and the unimportance of perfection. Have students draw a still life without looking at their paper.
4. Day 4: Students will do multiple contour line drawings each with a different time 5,7,8, and 10 minutes.
5. Day 5: Start class with VTS of a Diego Velázquez still life. Discuss Paul Cezanne's still life in contrast to the Velázquez work we just looked at. Paint final still lifes
6. Day 6: Finish painting final still life if needed. Display finished paintings.

Photo of Teacher Exemplar (add when completed)



There is an example of a blind contour, one of the contour line quick drawings, and one of the final product. I would demo what they should be doing before we do the exercises as a class together, so they have an understanding of how they should be using their time.

Presenting:

I will hang student work in the hallway and display the still life contents nearby.

I think for this specific project having students do a peer review crit doesn't make sense because they are trying to develop skills and I don't want them to have to worry about being compared to their classmates. By having the art work be displayed in the hallway it can show others how we learn in the art room as well as show off the students drawing skills.

Assessment Strategies:

Formative Assessment

1. Drawing activities
2. Reading guides

Summative Assessment

1. Final drawing
2. Word wall

The drawing activities help to both build the students skills, but also teach them about how artists practice and improve. The reading guides teach students new art vocabulary that they will be able to use in future art classes. By using a word wall students can collaborate and define these terms for the class as a way to remind themselves of the definitions during the lesson. The final drawing is able to show them how they have improved.

