Class: Intro To Art          Lesson: Still Life

Academic Standards:

Standard: History
Substandard(s): Standard 1, H.7.2 PROFICIENT: Identify function and how it relates to the history, aesthetics, and culture of the work.

Standard: Production
Substandard(s): Standard 7, H.7.1 PROFICIENT: Demonstrate skill in observation from real life (not photographs or flat imagery) to present convincing, accurately rendered objects or subject matter.

Performance Objective(s): The high school student will complete the pencil drawn still life with 100% accuracy of completion.

The high school student will complete the pencil drawn still life with 100% accuracy of shading technique.

Advanced Preparation by Teacher: The teacher will review shading technique and types to rendering a still life accurately. The teacher will have prepared one large still life that is set up in class. The teacher will be prepared to give a short power point over history of still-lifes. The teacher will be prepared to give a short demonstration over the still life. The teacher will have paper, pencils, erasers, and blending sticks ready for the students.

Procedure:

Introduction/Motivation: I will start out the day with a small brain break from school with a fun question. The question is: If you were stranded on an island and you could choose anybody to live with you, who would it be and why? I will allow the students two minutes to answer the question as I take attendance. Next, I will go over the day’s agenda, which will be on the black board and what I expect form the students and what the students should expect from me. After the day’s agenda I will hold up an object such as an apple, lamp, bottle, boot, or piece of wood; I will ask the students is this art? I will then let them explain to me what they think. After this I will begin to tell them that anything can be art if put into to the right manner. For example, all
these things can be considered art if they are drawn in a still life (Comprehension).

Step-by-Step:
1) After the introduction I will begin my anticipatory activity. To get the students excited and having fun with still-lifes I have decided to actually do still-lifes.
2) The students will pair in groups of two. I will have one student get into a funny position and freeze being completely still. The other student will then give a quick sketch of this, “Still Life,” (Application).
3) They will switch and it will be done again (Comprehension, Intrapersonal).
4) Now I will take the students through several slides of artists that have created works of art through still-lifes. I will explain that it is necessary technique to improve art skills (Verbal).
5) Next, I will explain that we will be creating illusion of depth like we did with the linear projects, but we will be doing it in a nonlinear fashion (Knowledge).
6) I will be explaining to the students that the nonlinear techniques we will be using are value, and positioning (Knowledge, Verbal).
7) Next, I will gather my students around and begin demonstrating how to create a still-life. I will show the students the proper way to shade and the proper way to size up and object.
8) I will remind students that it is important not to look at the object as the object but as the negative space around it and value changes (Verbal).
9) In my still life that I have set up in my room I will have it out in the center of the room so it can be seen from all sides.
10) I will make sure that my gifted and talented students sit on the harder side of the still life.
11) Next, I will write my objective and instructions on the board, which are, Students must complete a still life that is using techniques of nonlinear perspective.
12) After my demonstration I will turn my students loose to begin working on the piece of work. During this time I will circulate the room to help with technique and to help work through their difficulty of depicting the still life (Application, Interpersonal).

Closure:
13) With 5 min to go I tell my students to begin picking up there station and that they will need to sit in the same seat tomorrow until they have their still life done.
14) Last, I will remind my students that they need to work hard on this because we will not be able to finish out of class because it is a still life. I will also tell my students that we will be working on this for 4 more days and then we will begin drawings from a picture. I will tell
the students that they will need to begin looking through magazines at home to find something to draw.

**Adaptation/Enrichment:**

**Gifted and Talented:**
1) Have students analyze artwork to find more than just beauty in a painting or sculpture.
   - When showing the slides I will have the students further analyze them
2) Allow students to create guidelines of their own within the specific perimeters of a project.
   - I will allow my students to sit where they would like when drawing the still life
   - I might allow my students to create their own still life
3) Encourage self-expression through all mediums of art.

**Bloom’s Taxonomy:**

**Knowledge:** The teacher will go over the vocabulary that is already known and will teach the students how to shade to create an illusion of depth in a nonlinear way.

**Comprehension:** Students will show their comprehension from introduction activity and the anticipatory activity.

**Application:** Students will work through the still life to create an illusion of depth. Students will work with the anticipatory activity.

**Gardner’s Multiple intelligences:**

**Verbal/Linguistic:** The teacher will explain what they will be doing and will give instructions. The teacher will also write instructions on the board. The teacher will take the students through slides.

**Interpersonal:** Students will work by themselves through nonlinear perspective to create a still life.

**Intrapersonal:** The students will pair up and will practice a still life warm up.