MY FAVORITE STUFFED ANIMAL STILL LIFE
Grade Band: 4
Content Focus: Visual Arts & Health



LEARNING DESCRIPTION

Students will learn about the art of still life while connecting it to a favorite stuffed animal. Students will learn how we connect with objects that make us feel happy and safe.

LEARNING TARGETS

Essential Questions	"I Can" Statements
How can I use the Elements of Art to draw a still life?	I can use my observation skills to create a still life based on a stuffed animal.

GEORGIA STANDARDS

Curriculum Standards (if applicable)	Arts Standards
HE4.1 Students will comprehend concepts related to health promotion and disease prevention to enhance health. HE4.1.c Describe basic health concepts of mental and emotional well-being.	VA4.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

	VA4.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist. VA4.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes. VA4.RE.1 Use a variety of approaches for art criticism and to critique personal

SOUTH CAROLINA STANDARDS

Curriculum Standards (if applicable)	Arts Standards
Standard 6: "Students will demonstrate the ability to use goal-setting skills to enhance health" (NHES, 2007). **M-4.6.1** Develop a plan to reduce and manage stress.	**Anchor Standard 1:** I can use the elements and principles of art to create artwork. **Benchmark VA.CR** I can combine several elements of art to express ideas. **Indicator VA.CR NM.1.2** I can combine several elements of art to construct 2D or 3D artwork. **Anchor Standard 2:** I can use different materials, techniques, and processes to make art. **Benchmark VA.CR NM.2** I can use some materials, techniques, and tools to create artwork. **Indicator VA.CR NM.2.1** I can use two-dimensional art materials to explore ways to make art. **Anchor Standard 4:** I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media. **Benchmark VA.P NL.4** I can show and describe the idea of my artwork. **Indicator VA.P NL.4.2** I can describe my artwork.

KEY VOCABULARY

Content Vocabulary (if applicable)	Arts Vocabulary
• Security - The feeling of safety, stability, and confidence	• Still life - A type of artwork—most often a painting, drawing, or photograph—that depicts inanimate objects arranged in a composition • Line - A continuous mark made on some surface by a moving point. It may be two

	dimensional, like a pencil mark on a paper or it may be three dimensional (wire) or implied (the edge of a shape or form) often it is an outline, contour or silhouette. • Shape - A flat, enclosed line that is always two-dimensional and can be either geometric or organic • Form - An object that is three-dimensional and encloses volume (cubes, spheres, and cylinders are examples of various forms) • Texture - The surface quality, or "feel" of an object, such as roughness, smoothness, or softness. Actual texture can be felt while simulated textures are implied by the way the artist renders areas of the picture. • Color - An element of art with three properties: 1) Hue: the name of the color, e.g. red, yellow, etc.; 2) Intensity: the purity and strength of the color (brightness or dullness); 3) Value: the lightness or darkness of the color (shades and tints) • Value - This describes the lightness or darkness of a color. Value is needed to express volume. • Space - The distance or area between, around, above or within things. **Positive** space refers to the subject or areas of interest in an artwork, while **negative** space is the area around the subject of an artwork. It can be a description for both two and three-dimensional portrayals.

MATERIALS

- 9x12 paper
- Pencils
- Sharpies
- Markers
- Colored Pencils
- Oil Pastels
- "Still Life with Sugar" by Paul Cezanne
- "Still Life with Lemons" by Picasso
- "Sunflowers" by Vincent Van Gogh
- "Roses" by John Singer Sargent

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Students will view various examples of still life artworks.
  - "Still Life with Sugar" by Paul Cezanne
  - "Still Life with Lemons" by Picasso
  - "Sunflowers" by Vincent Van Gogh
  - "Roses" by John Singer Sargent
- Discuss how artists use direct observation to draw from life to create their unique artwork.
- Ask students to observe the lines, shapes, forms, textures, colors, values and use of space in the still life examples.

Work Session

- Lead a discussion around how objects can carry meaning and make us feel secure and safe. Ask students if they have or had a favorite stuffed animal that gave them a sense of security.
- Students will need to bring to school either a favorite stuffed animal or a picture of one.
- Demonstrate how to use simple lines and shapes to begin building the artwork before adding the fine details and colors.
- Students will practice drawing sketches of their stuffed animal before beginning the final drawing.
- Students will start with a pencil and the trace over with a sharpie. However, they will have a choice in how they add color. Students must include a background created from memory or imagination.

Closing/Reflection

- Have students think about their stuffed animal and how it makes them feel. Students will write a few sentences about why it is special to them. They can also describe their favorite memory with it, or what feelings they wanted to show in their artwork.

ASSESSMENTS

Formative

- The teacher will observe whether students:
  - Are using the elements of arts in a way that aids in the creation of their artwork.
  - Are using appropriate lines and shapes that correctly represent the size and shape of their stuffed animal.

Summative
• Artwork rubric

DIFFERENTIATION

Accelerated: Students can turn the artwork into a short story or comic in which the stuffed animal is the main character.

Remedial: These students may use shape tracers as guides to begin creating their shapes for the more detailed version.

ADDITIONAL RESOURCES

CREDITS

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**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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