

Notes/Reflections:



“Peonies-Full Bloom” by Santa Fe Artist Annie O'Brien Gonzales

Technology Extension:

<http://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/chatterpix/>

Technology Resources:

<https://www.annieobriengonzales.com/artist.html>

<http://pzartfulthinking.org/?p=40>

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Visual Arts • Creative Thinking • Writing • Still Life
Language



Students will explore still life art and use it as a tool for creative writing!

Students will build a still life composition, explore the space with their senses, sketch what they see and write a narrative from the point of view from one of the elements in their composition

Essential Question:

How can I use a still life as an engaging writing prompt?

Process

- Look at a contemporary still life painting using “step inside” thinking routine.
- Discuss elements of a still life.
- Create a collaborative still life installation as a group.
- Each student will find a place to carefully observe and draw the still life.
- Students will choose an element of their drawing and write a narrative from that point of view.
- As an extension students can pair up and write a dialogue between their element and someone else's.

Assessment

- Does the student's writing piece reflect the details in their sketch?

Materials

- Flowers, pots, plants, fabric or any other interesting elements.
- Paper
- Pencils
- Colored pencils or coloring materials

Vocabulary

Still Life- a painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware.

Composition- the placement or arrangement of the visual elements, such as figures, trees, and so on in a work of art, as distinct from the subject or the style with which it is depicted. It can also be thought of as the organization of the elements of art according to the principles of art.

Balance- how the elements of art (line, shape, color, value, space, form, texture) relate to each other within the composition in terms of their visual weight to create visual equilibrium.

Shape- in the visual arts, shape is a flat, enclosed area of an artwork created through lines, textures, colors or an area enclosed by other shapes such as triangles, circles, and squares.

Form- a three-dimensional composition or object within a three-dimensional composition.

Color- present when light strikes an object and it is reflected back into the eye, a reaction to a hue arising in the optic nerve.

Classroom Tips

Set up a space in the middle of the room to build the still life with access all the way around the composition..

Georgia Standards of Excellence: (Core Curriculum & The Arts)

VISUAL ARTS

GRADE K

VAK.CR.1: Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. **VAK.CR.3:** Understand and apply media, techniques, and processes of two-dimensional art.

GRADE 1

VA1.CR.1: Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. **VA1.CR.3:** Understand and apply media, techniques, and processes of two-dimensional art.

GRADE 2

VA2.CR.1: Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. **VA2.CR.3:** Understand and apply media, techniques, and processes of two-dimensional art.

Georgia Standards of Excellence:

(Core Curriculum & The Arts)

ENGLISH LANGUAGE ARTS

GRADE K

ELAGSEKRL7: With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text. **ELAGSEKW2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

GRADE 1

ELAGSE1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

GRADE 2

ELAGSE2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

National Arts Standards

VISUAL ARTS

GRADE K

VA:Cr1.1.Ka: Engage in exploration and imaginative play with materials.

VA:Cr2.1.Ka: Through experimentation, build skills in various media and approaches to artmaking.

GRADE 1

VA:Cr1.2.1a: Use observation and investigation in preparation for making a work of art.

VA:Cr2.1.1a: Explore uses of materials and tools to create works of art or design.

GRADE 2

VA:Cr1.2.2a: Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

VA:Cr2.1.2a: Experiment with various materials and tools to explore personal interests in a work of art or design.