

Name:	V.Sun, D.Alkov, F.Quezada, C.Meade, B.Rios, K.Dinh
Lesson Title:	Rethinking Still-Lifes: The Assemblage and Execution
Grade Level:	9-12th

Vocab, Art History, Interdisciplinary Connections

Artist/Culture/Movement Connections: Spain: Francisco de Zurbaran, Salvador Dali, Pablo Picasso, Marcel Duchamp, Mexico: Frida Kahlo	Interdisciplinary Connections: History and English
Art Vocabulary: Still-Life, Concept, Activism, Self-Identity, Symbolism, Narrative,	Elements/Principles of Art: Composition, Balance, Line, Proportions, Space, Color, Value,
Media and Materials needed: Pencils, Acrylic Paint, Cup (for water), Pallet (can be paper plate, cardboard, etc), Canvas, Paper, Eraser, Ruler, Objects (found around home), Computer or Tablet (optional for digital work), Light Source (lamp with directional light), Internet access	

Content Standards

Creating-- Anchor Standard 3: Refine and Complete Artistic Work

- Share and talk about personal artwork **(PK.VA:Cr3)**
- Discuss and reflect with peers about choices made in creating artwork **(2.VA:Cr3)**

Presenting-- Anchor Standard 7: Perceive and Analyze Artistic Work

- Identify uses of art within one's personal environment **(K.VA:Re7.1)**
- Speculate processes an artist uses to create a work of art **(3.VA:Re7.1)**

Responding-- Anchor Standard 8: Interpret intent and meaning in artistic work.

- Identify art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media **(4.VA:Re8)**
- Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed **(8.VA:Re8)**

Learning Objectives

1. Students are to find and use common objects within their homes to make/assemble their own still-life.

2. Students will be able to create works of art (from life) based on the still-life they have set up.
3. Students will be able to reflect and advocate topics through the integration of personal items in their still-life.
4. Students will be able to learn and discuss with their peers the process of drawing from life and the society, personal, or social links the objects have.

Anticipatory Set:

Kahoot!: Students will be given a photo of a famous still-life and must match the artwork to the correct artist. After giving the answers, a brief description of the artist is then followed.

Shading Worksheet: To get the students familiarized/introduced to shading techniques, they will be given a worksheet to practice!

Big Idea:

By actively participating in making their own person still-life, students will be able to connect these objects to meaningful topics, narratives, or ideas that can later be discussed upon through collaborative discussions. The artwork they produce will then reflect their ability to retain art strategies that also modernize the concept of still-lives.

Essential Question:

How do collaborative discussions expand the creative process?

How might objects in an arranged still-life reflect meaningful topics and narratives?

What is the purpose of a still-life?

How might objects allude to certain symbolism?

How can still-life artwork become innovative/modernized from past still-life artworks?

Objective/Purpose:

Students are to be able to make their own still lives within their homes.

The objects chosen must, in some way, incorporate a narrative or symbolic message individually and as a whole.

Still-life arrangement must then be used to create their own version of a still-life piece of art by using acrylic paint.

By the end, students will be able to know how to make their own still-life and connect the objects chosen to a much bigger message (self-identity, political activism, etc). The students will be able to gain insight into the importance of still-lives and the specific objects chosen in relationship to the art world.

<p>Students will be able to look at the process of making a still-life, making an artwork from a still-life, and the deeper connection of tangible objects to intangible concepts.</p>
<p>Model:</p> <p>The teacher will demonstrate the skill through a class presentation demo as well as through a visual worksheet that summarizes the process.</p>
<p>Check for Understanding:</p> <p>Students will be able to show their understanding by completing the provided worksheets.</p> <p>Students will be able to demonstrate the learned objectives by being able to actively engage in class/group discussions.</p> <p>Students will be evaluated through the assignment rubric (evaluation of still-life setup and final artwork).</p>

Step by Step Instruction of Lesson

Instructional Strategies (what the teacher does)	Activities (what the students do)
<p>Day 1:</p> <p>STILL-LIFE LESSON</p> <p>First, teachers will introduce the class to the historical background of still-lives by integrating a lecture based on artists/artworks that... (need history notes).</p> <p>Anticipatory Set: Teachers will then give the students a Kahoot game where they will make the students match a still-life artwork to the artist!</p> <p>Second, after implementing the lecture, the teacher will ask the students to research still-life set ups and/or artists that exemplify different narratives (whether it is personal, societal, economic, political, etc.). Teachers will ensure that the class must research/connect the specific objects artists use to lead up to a narrative or concept they're exhibiting.</p> <p>Last, teachers will then prompt the students to discuss and collaborate on the</p>	<p>Day 1</p> <p>First, students will take insightful notes on the lecture given by the teacher about the historical context of still-lives.</p> <p>Anticipatory Set: Students will play a Kahoot matching game where they will try and identify still-life works of art to the artist!</p> <p>Second, students will use online resources to research a still-life artist or artwork. Students will keep in mind the different objects and narratives portrayed by the artist for further collaboration.</p> <p>Last, students will collaborate with 2-3 other students in breakout rooms on zoom about their researched artist/artwork and will answer the following:</p> <ul style="list-style-type: none"> - Who the artist is. - Show (screenshare) the still-life artwork they researched to their peers.

<p>still-lives or artists they found in zoom breakout rooms (2-3 classmates). The teacher explains that the students must answer the following:</p> <ul style="list-style-type: none"> - Who the artist is. - Show (screenshare) the still-life artwork they researched to their peers. - The objects found in the work of art. - The artist intent they wanted to portray. - The student's input on the objects the artist used and how those objects alluded to a specific message. <p>Teachers will then offer the students two worksheets that will engage them in their knowledge of analogous colors as well as another worksheet that goes over shading and value. The teacher informs the class that they must complete these two worksheets by the next class period and have it turned into the drop box.</p>	<ul style="list-style-type: none"> - The objects found in the work of art. - The artist intent they wanted to portray. - The student's input on the objects the artist used and how those objects alluded to a specific message. <p>Students will complete two worksheets about analogous colors and value shading as their homework assignment. Students will complete these two worksheets by the next class period through drop box.</p>
<p>Day 2:</p> <p>MAKING + PICKING STILL LIFE OBJECTS</p> <p>First, teachers are to demonstrate how to build a successful still-life by going through the visual worksheet given to them.</p> <p>Second, the teacher will ask the class to go into breakout rooms and write down/collaborate with their peers a list of the potential meaning's objects may have. This can include symbolism of the object's:</p> <ul style="list-style-type: none"> - Color - Size - Utility - Etc. 	<p>Day 2</p> <p>First, students will take insightful notes on how to build a successful still-life.</p> <p>Second, the students will go into breakout rooms and write out/collaborate with their peers a list about the potential meaning's objects may have. This can include symbolism of the object's:</p> <ul style="list-style-type: none"> - Color - Size - Utility - Etc. <p>Last, students at home will find 3-5 objects within their homes as their homework assignment. Students will have to keep in mind how these objects will evoke a message about their identity,</p>

<p>Last, the teacher prompts the class to a homework assignment to find specific objects (3-5) in their homes that evoke a message about their identity, specific narrative, political voice, etc. After the students have found 3-5 objects, the teachers ask the students to post their chosen objects on the class social media site for viewing.</p> <p>The teacher notifies the class that when replying to their peers they must consider:</p> <ul style="list-style-type: none"> - How the objects their classmate chosen can relate/allude to another message/symbol. - Suggestions on how the arrangement of the objects can relate to a theme. 	<p>specific narrative, political voice, etc. Students will then take photos of these objects and post it onto the class social media site.</p> <p>Additionally, students are to comment on their classmates' objects with these questions in mind:</p> <ul style="list-style-type: none"> - How the objects their classmate chosen can relate/allude to another message/symbol. - Suggestions on how the arrangement of the objects can relate to a theme.
<p>Day 3:</p> <p>ARRANGING A STILL-LIFE + THUMBNAIL SKETCH</p> <p>First, to start the class off, the teacher will give an anticipatory worksheet that introduces the class to the concept of different shading techniques! The intent of this worksheet serves as an introductory to how shading can give objects depth.</p> <p>Second, using the items the students collected, the teacher tells the class to adjust/set up their still-life three different ways. The teacher informs the class that the students must take pictures of the three different still-life's and post it on the class social media site for other classmates to see. The still-life must provide the following:</p> <ul style="list-style-type: none"> - 3 or more still life objects that evoke a message that can range from personal to societal. - A light source projected onto the still-life. - Intent in the arrangement of still-life objects. 	<p>Day 3</p> <p>First, the students will do an anticipatory worksheet that introduces them to the concept of different shading techniques. The intent of this worksheet serves as an introductory to how shading can give objects depth.</p> <p>Second, with the items that students have selected from the homework assignment, students will set up three different arrangements with these objects and record them by taking pictures of the still-life. Students will then post the three different arrangements onto the class social media site for their other classmates to see. The student will make sure that the still-life has:</p> <ul style="list-style-type: none"> - 3 or more still life objects that evoke a message that can range from personal to societal. - A light source projected onto the still-life. - Intent in the arrangement of still-life objects.

<p>Last, after students are done with their arrangement, teachers will put the students into breakout rooms to discuss their three different still-lives they made with their peers. Teacher prompts that the students must discuss/show the following:</p> <ul style="list-style-type: none"> - Students must showcase the three different still-lives set up by sharing their screen. - Exemplify and elaborate their favorite one. <p>Teacher will join breakout rooms and offer critique and insight. After offering critique, the teacher will then introduce the class to drawing a mini still-life thumbnail. After explaining how to do so through a short demonstration, they are to make three different thumbnail sketches and post it onto the class social media site as their homework assignment. The thumbnail must:</p> <ul style="list-style-type: none"> - Show an attempt to explore different perspectives (horizontal, vertical, proximity, composition). 	<p>Last, students are then put into breakout rooms with 2-3 other peers and discuss their still-life arrangements. The students will:</p> <ul style="list-style-type: none"> - Showcase the three different still-lives set up by sharing their screen. - Exemplify and elaborate their favorite one. <p>Students will get insight into their still-life and adjust items if needed. Students will then sketch three different thumbnail sketches as their homework assignment and post it onto the class social media site for all their peers to see. They must:</p> <ul style="list-style-type: none"> - Consider and attempt to explore different perspectives (horizontal, vertical, proximity, composition).
<p>Day 4:</p> <p>WORKDAY</p> <p>First, the teacher will set out and overlook each individual student's thumbnail sketch and offer insight on which sketch would work best for their final artwork. The teacher will then go over the criteria/rubric of the assignment.</p> <p>Second, the teacher will be available to help any students having issues with either their still-life or their actual final work of art.</p> <p>Last, the teacher will remind the class of the due date of the assignment and offer any advice or answer any further questions.</p>	<p>First, students will get feedback about their thumbnail sketches and pick/adjust one for their final piece. Students will listen attentively to the teacher as they go over the criteria/rubric of the assignment.</p> <p>Second, the student will ask any questions they need support with (regarding either their still-life or final artwork).</p> <p>Last, students will be courteous of the due dates and ask any questions they may be confused about (or ask the teacher for any further help).</p>

<p>Day 5:</p> <p>CONT. WORKDAY</p> <p>First, the teacher will go over the criteria/rubric of the assignment.</p> <p>Second, the teacher will be available to help any students having issues with either their still-life or their actual artistry work.</p> <p>Last, the teacher will remind the class of the due date of the assignment and offer any advice or answer any further questions.</p>	<p>First, students will listen attentively to the teacher as they go over the criteria/rubric of the assignment.</p> <p>Second, the student will ask any questions they need support with (regarding either their still-life or final artwork).</p> <p>Last, students will be courteous of the due dates and ask any questions they may be confused about (or ask the teacher for any further help).</p>
<p>Day 6:</p> <p>CONT. WORKDAY</p> <p>First, the teacher will go over the criteria/rubric of the assignment.</p> <p>Second, the teacher will be available to help any students having issues with either their still-life or their actual artistry work.</p> <p>Last, the teacher will remind the class of the due date of the assignment and offer any advice or answer any further questions.</p>	<p>First, students will listen attentively to the teacher as they go over the criteria/rubric of the assignment.</p> <p>Second, the student will ask any questions they need support with (regarding either their still-life or final artwork).</p> <p>Last, students will be courteous of the due dates and ask any questions they may be confused about (or ask the teacher for any further help).</p>
<p>Day 7:</p> <p>CRITIQUE PRESENTATION DAY</p> <p>Teachers will (once again) go over the criteria for an A (100-90), B (89-80), C (79-70), and D/F (69 and below) work.</p> <p>As a class, teachers will allow students to present their work to the class and talk about their process. They must present:</p> <ul style="list-style-type: none"> - Their final artwork and their still-life set up. - The meaning/intent the objects have. - One thing they had fun with during this assignment. 	<p>Students will be mindful of the criteria for getting an A, B, C, and D/F grade.</p> <p>Students will present their work on zoom and talk about their process. They must talk about:</p> <ul style="list-style-type: none"> - Their final artwork and their still-life set up. - The meaning/intent the objects have. - One thing they had fun with during this assignment. - One thing they found they had difficulties with during the assignment.

<p>- One thing they found they had difficulties with during the assignment.</p> <p>Other students will provide insight by commenting (in the zoom chat) on an aspect of the student's work they enjoyed</p> <p>(Students who are not the presenter must comment at least once on each of their peers' work.)</p>	<p>When students are not presenting, they must comment in the zoom chat box on an aspect of their peers' work that they enjoyed.</p> <p>(Students must do this for each of their peers' work.)</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Critique/Discussion:

Students will be graded and scored based on the given rubric that follows the student's final artwork and their ability to make a successful still-life.

Students will also be able to elaborate their work in the final presentation critique to the class.

Students will have to be able to provide insightful comments onto other's artwork.