

OBJECTS: A bowl of apples

FORM: DRAWING

STAGE: 1

ACTIVITY: 1

OBJECTIVE

Create artworks by developing subject matter, skills and techniques and organising the elements of visual arts,

OUTCOMES

- To demonstrate achievement students can:
- talk about how artists respond differently to their world
 - arrange the still life composition to fill the whole frame
 - explain why it is that everyone's work is different.

TEACHING NOTES

Collect baskets, plates or bowls, and apples. Allow (groups of 4-5) students to decide on the arrangement of their still life. Discuss the way the light falls on the apples to create tone and reflections. Draw the students' attention to the way artists capture light, shadows, shape and colours in their still life drawings. Encourage use of the whole sheet of paper. Mediated images, such as *Still Life with Teapot* by Degas, could be used to introduce the lesson. Other prints of artists' work can be used to show that artists paint and draw in different ways.

LANGUAGE

| | | | |
|-------------|---------|---------|---------|
| collection | circles | light | crayons |
| composition | colour | space | tone |
| overlap | shape | pastels | |

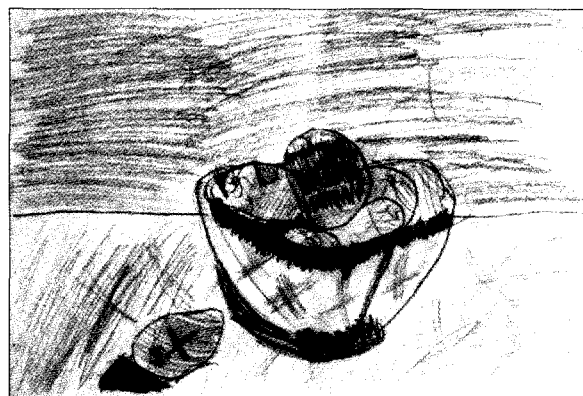
RESOURCES

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| oil pastels | variety of mediated images as a stimulus to artmaking e.g: |
| crayons or charcoal | William Delafield Cook, <i>Pumpkin</i> 1977. |
| large sheets of drawing paper | Piet Mondrian, <i>Still Life with Ginger Pot</i> . |
| apples (or other fruits) | |
| collection of baskets, plates or bowls | |

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- suggest meanings for the term 'still life'
- look at still life works by other artists. *What objects has the artist selected for his or her still life? Are the colours realistic? Is light being reflected off the fruit, flowers etc? How does the artist show the areas of shadow? What colours were used? Where can you see overlapping of objects? What is being hidden?*
- organise their objects into a still life arrangement. *Where can you see circular shapes? Which parts are overlapping?*
- move around the arrangement. *What parts can you see now? What parts are hidden? Do the areas of lightness and darkness stay the same?*
- experiment with drawing media to express the visual qualities of colour, light, shade, pattern, and shape
- use pastels or crayons to complete their observational still life drawing.



ASSESSMENT

- Were the students able to:
- describe and discuss the observed shapes?
 - perceive the objects from a variety of viewpoints?
 - experiment with colour to show areas of light and dark?
 - manipulate drawing materials to express their individual observations?
 - use the whole sheet of paper?

EVALUATION

- Did the students enjoy making the drawing? Why?
- Did students have enough opportunity to experiment with media in their investigations of qualities and relationships?
- Were students encouraged to look directly at their arrangement while working, perceiving visual qualities, and the arrangement of objects?
- Were students encouraged to share their artmaking experiences through discussion and display?

LINKS WITH OTHER:

Visual arts activities

Visual Arts K-6 Syllabus and Support Statement pp78,79,90,99. Other still life experiences could be provided by varying the objects used and techniques i.e. collage. Apples or other fruit may be used as tools for printing fabrics.

Key learning areas

Maths: shapes perceived and represented as a dimensional object: other 2-dimensional shapes can be studied.
I'D, Health, PE: Healthy foods help our minds and bodies grow.

OBJECTS: A vase of flowers

FORM: PRINTMAKING

STAGE: 1

ACTIVITY: 2

OBJECTIVE

Create artworks by developing subject matter, skills and techniques and organising the elements of visual arts.

OUTCOMES

To demonstrate achievement students can:

- discuss the visual qualities evident in their artwork and the artwork of others
- use sections of fruit and vegetables as printmaking tools to achieve a range of effects
- know that artists interpret the same images and objects differently.

RESOURCES

| | |
|--------------------------|--|
| large paper or newspaper | segmented fruits i.e. apples, oranges |
| butchers paper | Margaret Preston, <i>Fuchsia</i> 1928. |
| paint | |
| printing inks | |
| black crayons | |

LANGUAGE

| | | |
|---------------|----------|------------|
| foreground | textures | colour |
| middle ground | line | print |
| background | diagonal | impression |
| patterns | down | |
| inside | across | |
| fruit | circles | |

TEACHING NOTES

Compare whole and sliced sections of fruit. Discuss how the lines, colours, shapes, textures and patterns inside the fruit differ.

Discuss 'direction' and how media can be applied across (diagonal or horizontal), up or down (vertical) to create different marks and effects. Explain through practical

demonstration how the paint or ink adheres to some parts of the fruit and not others. How can this be used to advantage? Arrange a vase (or vases) of flowers for sketching. Margaret Preston's painting 'Fuchsia' can be shown as representing her environment through the medium of printmaking, followed by the addition of hand painted colour.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- recall how artists arrange their compositions using overlapping, scale, and colour to create depth, interest, and communicate ideas and feelings
- observe, then use crayon to sketch the outline of a vase of flowers onto a large sheet of paper. Fill the whole space
- use their imagination to visualize an 'environment' for their vase of flowers. Paint the foreground, middle ground and background of the picture
- experiment with shapes, patterns, textures and colours by printing with pieces of fruit and vegetables onto newspaper or spare paper
- create different impressions and marks by manipulating the fruit pieces and paint and inks: diagonally, horizontally, up, around the vase etc.
- evaluate their explorations and make choices about which effects they will use in their interpretation of the vase and flowers

* complete their artwork. Students may like to create a dramatic effect by contrasting and emphasising parts of their print with a black crayon

hang the work to dry.



ASSESSMENT

Were the students able to:

- describe and make comparisons between the use of lines, textures, shapes, colours and patterns in each other's work?
- discover ways materials and equipment can be manipulated to create patterns, lines, colours, textures and shapes?
- respond to the artworks of others by offering opinions?

EVALUATION

- Were students encouraged to find new ways of working with familiar and unusual materials?
- Did students have enough opportunity to share their observations, thoughts, and ideas?
- Did the students enjoy working creatively?

LINKS WITH OTHER:

Visual arts activities

Visual Arts K-6 Syllabus and Support Statements 1989, p. 90. Patterns can be used in fabric design.

The printed 'practice' paper can be used for book covers or in collage activities.

Locate other 3-dimensional objects in the classroom; using wire and papier mâché, construct a sculpture.

Key learning areas

Maths: Halves and quarters perceived and represented as a 3-dimensional object.

OBJECTS: Modelling fruit

FORM: 3D

STAGE: 1

ACTIVITY: 3

OBJECTIVE

Create artworks by developing subject matter, skills and techniques and organising the elements of visual arts.

OUTCOMES

To demonstrate achievement students can:

- differentiate between two-dimensional and three-dimensional forms
- manipulate materials to make a three-dimensional artwork
- explain how they solved problems.

TEACHING NOTES

See *Handy Hints* for play dough recipes.

Demonstrate different modelling techniques such as Additive: by joining, pressing, rolling, twisting, flattening, and Subtractive: by cutting, gouging, and scratching the material.

Demonstrate methods for creating textures in clay by pinching, scratching, stamping or pressing into fabrics, bark, sand. The application of a clear gloss lacquer to the finished works will alter the appearance of the sculpted forms.

Expose students to various artworks which show how artists have worked with the same subject matter, but used

different styles and media, for example:

- Roy Lichtenstein *Still Life with Crystal Bowl* (simplified colours, lines and shapes of fruit in a bowl)
- William Delafield Cook *Pumpkin*, 1997: National Gallery of Victoria (black and white photo-realist charcoal and pastel conté drawing of a pumpkin).
- Paul Cezanne *Still Life*, 1885: Musee d'Orsay, Paris. (emphasis of colour, tone, form, shape and texture.)

RESOURCES

| | |
|-------------------------------------|---|
| assortment of fruits and vegetables | used to add leaves, and stalks such as raffia, wire, straws |
| clay or playdough | paint |
| other materials that could be | edicol dyes |

LANGUAGE

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|-------|-------------|-------|
| model | round | paint |
| size | adding | tone |
| shape | subtracting | feel |
| clay | senses | |

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

with closed eyes, use their sense of touch, taste and smell to explore the qualities of various fruits and vegetables

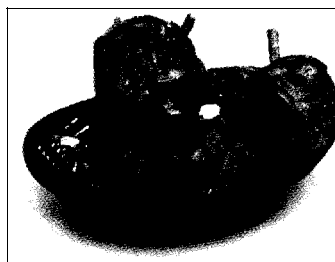
discuss their sensory experiences of smelling, feeling and tasting the different fruits and vegetables. Feel the shape. *Is it round, oval, long, curved? What does the surface feel like? Is it smooth, shiny, rough, prickly, hairy?*

use their hands to model the shape of their selected fruit or vegetable

observe the colours and tonal variations evident in their chosen fruit or vegetable using paint, transfer these observations to the surface of the constructed 3D form

suggest ways to enhance their artwork. *What other materials could you select to make the stems or the leaves? How would you go about it?*

suggest differences between a sculpture (3D) and a drawing (2D). *What can you do with your sculpture that you cannot do with your drawing? How is the experience of working*



3-dimensionally different from working 2-dimensionally?

arrange the sculpted forms in bowls for display and appraisal.

ASSESSMENT

Were the students able to:

- perceive and compare the 2-dimensional and 3-dimensional shapes?
- discover ways to recreate the observed qualities of their chosen fruit or vegetable?
- find solutions to the challenges of working three-dimensionally?

EVALUATION

Was enough space provided for the display of all children's work?

Did you provide ample opportunities for students to talk about their works and the works of others?

In your questioning, did you refer to past experiences, skills and knowledge acquired by the students?

LINKS WITH OTHER:

Visual arts activities

The class could visit local art galleries and public spaces to look at other sculptures. Sketch the work. Discuss scale, shape, space. Look for other 3-dimensional objects in the classroom and in the school yard. Draw these.

Use other materials, for example: wire, papier mâché, cardboard, soap, aerated concrete or plaster, and

techniques such as assembling, constructing, carving and moulding to make 3D objects.

Visual Arts K-6 Syllabus and Support Statements 1989, p. 98

Key learning areas

Maths: Looking at mapping. Objects and places in the environment from different points of view.