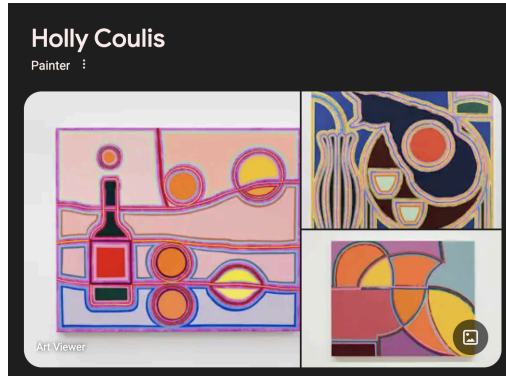


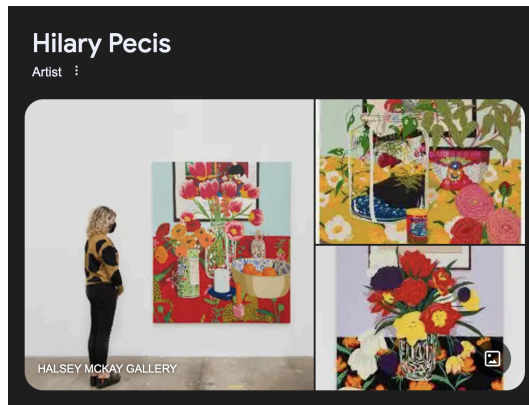
Title of Lesson: A Piece of Life

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Grade Levels: Choose one: 6th 7th 8th	Overview/Background The Big Idea/theme for this lesson is the every day, home life, and traditions. In this lesson, students will learn about identifying, Describing, and visually documenting objects of personal significance. They will create a still life of their personal objects. They will reflect on their work by documenting, discussing, and presenting their process and final outcome. They will share their work in a class gallery walk.	
OR HIGH SCHOOL: Proficient OR Accomplished	Materials What will students use/need? Include everything here. <ul style="list-style-type: none">● Pencils● Color pencils● Crayons● Markers● Paint● 8 x 11 White Paper● Erasers	Vocabulary Art Vocabulary AND Lesson Content Vocabulary – if it's science-based, use science-specific terms, or history, etc. <ul style="list-style-type: none">● Two-dimensional● Observation● Compose● Color● Form● Objects● Documenting● Visual communication● Mixed media● research
Resources (*In Art 483/L, include your Contemporary Artists Presentation slideshow here, too) Videos, websites, books, etc. – include ALL website links, artists' names, etc. If you used another existing LP as a resource for yours, link it here or identify the title and person who created it. If you are showing a presentation, link it here and identify it by name. Include a variety of artists with at least 1 or 2 who are contemporary (making art now) and diverse (BIPOC, LGBTQIA+). You may include visual examples at the end of the LP. <ul style="list-style-type: none">- Holly Coulis, https://klausgallery.com/artist/holly-coulis/		



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- Hilary Pecis, <https://www.davidkordanskygallery.com/artist/hilary-pecis>



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- Dave Pollot, <https://www.davepollot.com>



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- Vincent Van Gogh, <https://www.vangoghmuseum.nl/en/art-and-stories/art/vincent-van-gogh>



- [▶ How to Draw Basic 3D Shapes for Beginners: Narrated Step-by-Step](#)
- [▶ Introducing Formal Analysis: Still Life](#)
- [▶ Contemporary Still Life Painting: 8 Still Life Painters You Need To Know](#)
- https://youtube.com/playlist?list=PLnifj-hFGWC_nnBs2U_ey5pcuUZV1FJtA&si=xDmJuc_4XX4hO6OY - Circle Line Art School channel, How to draw still life playlist

Procedures Do NOT include the number of days it will take, as you won't know until you are teaching it.

Use steps/numbers or bullet points for each section below to describe what you or the students will be doing. Each LP should include at least 8 - 12 steps total covering all 6 sections below; some will require many more, especially if you break it up into skillbuilder and project sections. Be sure to support student choice/agency in creating work that is meaningful to them personally.

Introduction/Inspiration – how will you introduce the lesson in a way that engages students? Do NOT start with a boring lecture! Ask questions, have them look at art, share ideas, lead a discussion. Introduce CONTENT/Big Idea here (skills = demonstration section)

1. Introduce the lesson by giving students an “art gallery walk” in the class of still-life artworks from famous artists.
 - a. Give students time to walk around and observe the composition, use of color, and objects depicted
2. Begin a discussion with questions about the gallery seen.
 - a. “What objects stand out to you most?”

- b. "How do you believe artists chose the objects shown?" - "What do these objects mean to them"
3. Encourage students to share their answers with the class and to share other comments/questions about the gallery and its significance.
4. Reintroduce the content by explaining how art allows us to express our stories through the objects we choose to depict and how still-life drawings are one way to express them.

Brainstorm/Generate Ideas - have students generate ideas in pairs or individually - they might make mind maps/concept maps, sketches, conduct research, or engage in other ways of considering multiple possibilities for their project (NEEDS A STANDARD)

5. Have students work on a concept map listing potential objects to draw that convey their at-home life and/or the traditions they partake in.
 - a. 6.VA:Cr1.2 : Formulate an artistic investigation of personally relevant content for creating art.

Demonstration – how will you demonstrate the lesson? What will you show them? Include information here about teaching the vocabulary words and demonstrating the steps and SKILLS for planning and research. Be specific.

6. Show students a step-by-step demonstration of drawing a still life, including teaching essentials of composition, proportions, shading, contrast, and color.
 - a. Breaking down basic shapes
 - b. Showcasing observational skills
 - c. Demonstrating depth and form.
 - d. Adding in color to bring the piece to life, making it more visually appealing.

Process - What will students do during the process of working? Explain what they are actually making here. (NEEDS A STANDARD)

7. After students have chosen their objects, they will begin sketching their still-life piece based on the object, applying observational skills and the techniques learned.
 - a. 5.VA:Cr2.3 : Identify, describe, and visually document places and/or objects of personal significance.
8. Finalize sketches

	<p>Reflect - how will students reflect? In writing? In small groups? By creating an exhibition? Presenting to the class? (NEEDS A STANDARD)</p> <p>9. Reflect on the process by having students write what they have learned ex: what they've learned about their object and themselves, what challenges they've faced, what they most enjoyed about the process</p> <p style="padding-left: 40px;">a. 6.VS:Cr3 : Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p>10. Create an exhibition, similar to the beginning gallery, of students' work</p> <p style="padding-left: 40px;">a. Have students discuss with the class any positive insights/comments about others' work.</p> <p>Clean up – how will students clean up? Provide clear and specific procedures</p> <p>11. After the sessions, students are instructed to return all art supplies and ensure no trash or pieces are left behind. Encourage students to have a final check for any leftover items before doing the final check yourself.</p>
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Art Processes	Objectives	Standards (# and sentence)	Assessments/Evidence (Formative and/or Summative)
<p>Creating</p> <p><small>This Process must have 2 objectives, standards, and assessments: one for brainstorming/generating ideas and one for the actual creation of the work.</small></p>	<p>Students will determine what object of personal significance will be depicted.</p> <p>Students will create a flat still-life composition of the chosen object.</p>	<p>6.VA:Cr1.2 : Formulate an artistic investigation of personally relevant content for creating art.</p> <p>5.VA:Cr2.3 : Identify, describe, and visually document places and/or objects of personal significance.</p>	<p>Formative: (process): Sketches, prepared objects, concept maps.</p> <p>Summative: (final product): Final still-life piece.</p>
<p>Presenting</p>	<p>Students will explain the significance of their object and how they arrived at their choice</p> <p>Students will showcase their final piece, demonstrating techniques and knowledge of</p>	<p>7.VA:Cr1.2 : Develop criteria to guide making a work of art or design to meet an identified goal.</p>	<p>Formative: Presenting final pieces to class, discussing how the outcome was achieved.</p>

	the lesson.	PK.VA:Pr4 : Identify reasons for saving and displaying objects, artifacts, and artwork.	Summative: Gallery and explanation
Responding	Students will reflect on their own work and each other's work by discussing questions and comments with the class.	6.VS:Cr3 : Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	Formative: Engage in a reflective discussion and share questions and comments with the class Summative: Final reflection

Subject	Objectives	Standards (# and sentence)	Assessments
English Language Arts: WRITING or SPEAKING & LISTENING	Students will present an understanding of the art form and share their creative process with their classmates in a collaborative and engaging way, speaking clearly and confidently about their artistic art choices.	Speaking standards: Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Formative:N/A Summative: Spoken presentation.
English Language Development (ELD)	Students will collaborate with their classmates to exchange ideas and explain product.	Part I: Interacting in Meaningful Ways. Collaborative: Exchanging information and ideas via oral communication and conversations	Formative:N/A Summative: Orally describe the product