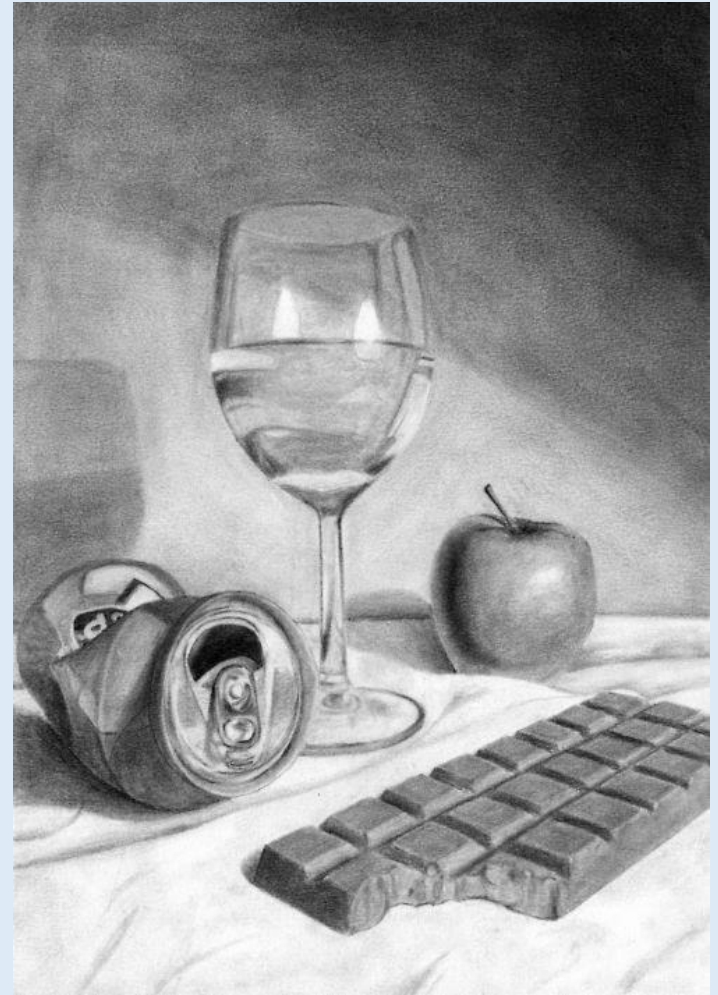


Still life Unit, BGE Learners

Mrs Thomson's classes



Developing Transferrable Skills



- **Communication** – reading, watching and listening
- **Employability** - using initiative and being self-motivated / organisational skills / working under pressure/ ability to learn & adapt
- **Enterprise** – through creation of a product
- **Health and wellbeing** – ability to learn & adapt / valuing diversity and difference
- **Numeracy** – measuring / shape and form
- **Problem solving** - develop and test possible solutions / analyse and evaluate results
- **Thinking** - remembering, identifying, understanding, applying, analysing, evaluating, and creating.

Still Life – Task 1, stage 1

We are learning to:

- understand the visual element of tone
- developing observational drawing skills using simple shapes and then showing accurate representation
- apply our understanding of tone to our drawings

EXA: 1-02a/2-02a/3-02a

1-03a/2-03a/3-03a

1-04a/2-04a/3-04a

1-05a/2-05a


1-07a/2-07a/3-07a

Success Criteria

- I can choose an object for my artwork that will sustain my interest
- I can use observational skills to create observational drawings from a primary source
- I can use simple shapes to help construct my drawings
- I can use pencil and my understanding of tone to apply a range of tone to my drawing
- I can identify my strengths and set targets for my learning

What is Still Life?

*something that
doesn't move*



Still life in Art is **the portrayal of something inanimate**:
a representation of objects such as fruit, flowers, personal
objects or food, often in a domestic setting, in paintings,
pictures, or photographs.

Still life includes all kinds of man-made or natural objects.

Historically still life was a celebration of material pleasures such
as food and wine, or often a warning of the over indulgence
of these pleasures and of the shortness of human life.

Look at **C17th Dutch still life** artworks online.

What is Still Life?

In modern art simple still life arrangements have often been used as means for artists to experiment with

their art materials – media and techniques

the style in which they work – the overall look

investigating the visual elements – **line, shape, tone, form, colour, pattern and texture.**



"Still Life with Apples" 1890-94. Oil on canvas

Cézanne



Georges Braque – Still Life with a Bunch of Grapes, 1912.

This artwork is cubist in style. Can you see how it is in fragments?



George Leslie
Hunter (1877-
1931)

Still Life

Hunter was a
member of the
Scottish
Colourists

Can you see his interest in colour and using a broad brush when painting?



Anne Redpath, Still Life of Flowers and a Teapot, c. 1950s
She was very **influenced by** the style of the French Impressionist artist **Matisse**.

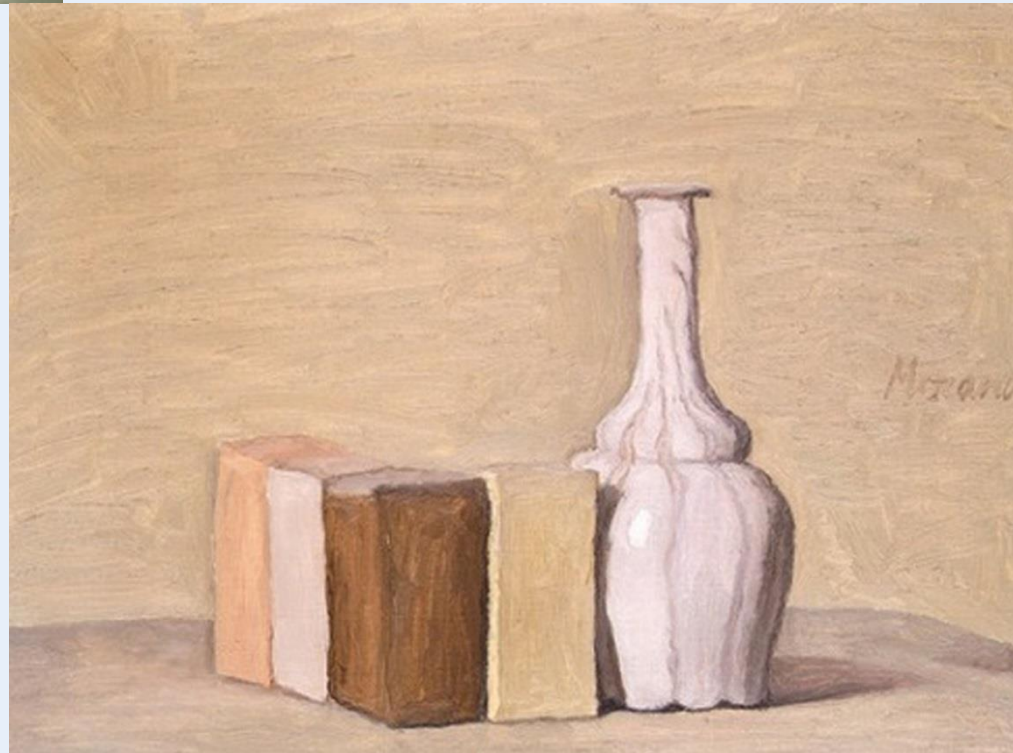
Giorgio Morandi (1890 –1964)



Morandi was fascinated in the way that light acted on objects. His work paid a great amount of attention to the visual elements of

colour

form





"Coloured Still Life", 1967
Patrick Caulfield (1936-2005)

He has a very **graphic style**, like artists who belonged to the **Pop Art** Movement.
He uses bold, vibrant flat colour.



Audrey Flack "Jolie Madame", 1973.

Flack was interested in representing femininity. This is a painting, NOT a photograph. This style is called **photo realism**.

Still Life – Task 1, stage 1

Before creating your Task 1: Draw an object from observation using pencil, complete the following...

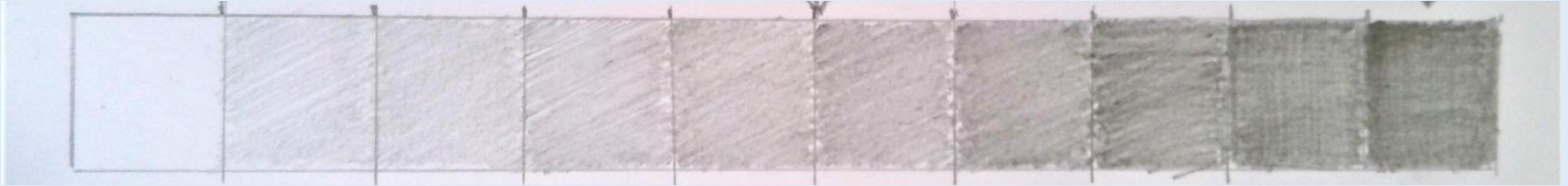
☐ **Watch** the following for a classroom demonstration on tone:

<https://sway.office.com/yPpoCkUdyb8xrMdH?ref=Link>

☐ Create your own tonal gradient. Evaluate your tonal gradient.

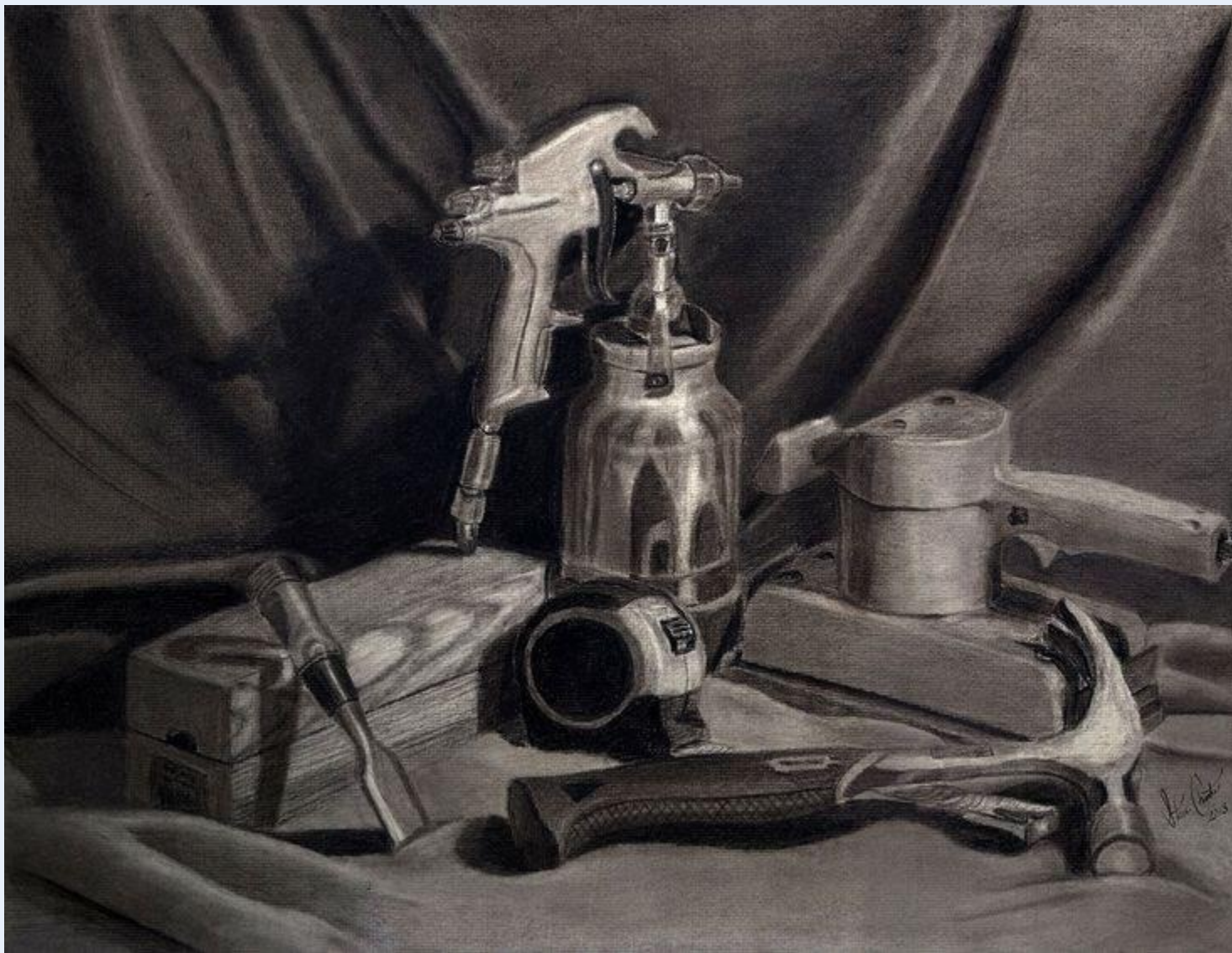
☐ Check for understanding - can you spot the highlights, light tones, mid tones, dark tones in the still life picture?

Evaluate your Tonal Gradient



	I am confident
	I need more practice
	I do not yet understand

**Please upload a photograph of your work
and evaluation to your Team Page**



Checking for Understanding

Can you spot the highlights, light tones, mid tones, dark tones in this artwork?

Still Life – Task 1, stage 2

You are now ready to start Task 1: Draw an object from observation using pencil, complete the following...

- ❑ **Watch** the following classroom demonstration about drawing an object and applying tone:

<https://sway.office.com/x7CCWsaQiznSGSK2?ref=Link>

- ❑ Look at the dos and don'ts on the next slide. Use your tonal gradient for your drawing. Is the tone in your drawing light / dark enough
- ❑ Evaluate your work against the success criteria

Task 1: Draw an object from observation using pencil

DO

- Pick an object that you want to draw but that is also going to challenge you.
- Draw the object using simple shapes (circles, squares, rectangles, triangles, lines). Then observe all details in the object.
- Use a wide range of tone (shading).
- Try to capture light hitting the object.
- Try to show gradual blending with pencils.
- Pay more attention to the object you are drawing.
- Spend at least one hour on this task.



Task 1: Draw an object from observation using pencil

DON'T

- Sketch the outline with harsh outlines or by pressing hard.
- Shade in just one tone.
- Pay more attention to the drawing than the object.
- Draw something too easy.



Success Criteria

- I can choose an object for my artwork that will sustain my interest
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- I can use simple shapes to help construct my drawings
- I can use pencil and my understanding of tone to apply a range of tone to my drawing
- I can identify my strengths and set targets for my learning

Home Learning Evaluation

How
happy are
you with
your home
learning?



What is the best thing about it?

How could you have improved
it?

**Please upload a photograph of your work
and evaluation to your Team Page**