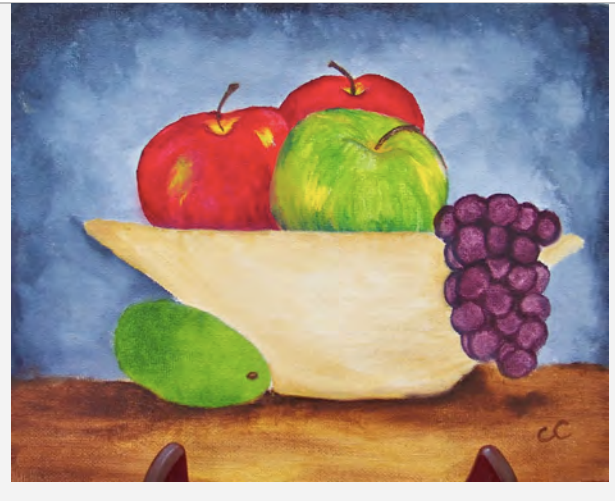


**GRADE 6 LESSON PLAN
DUTCH MASTERS STILL LIFE– PAINTING**

Still-Life Inspired by Dutch Painters – Painting Lesson Plan Information	
Grade: 6 Subject: Arts (Visual Arts), Science and Technology (Understanding life systems) Topic: Biodiversity Duration: 2 hours	
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Curriculum Expectations
The Arts
D1.2 Demonstrate an understanding of composition using selected principles of design to create narrative art works or art works on a theme or topic.
D1.3 Use elements of design in art works to communicate ideas, messages, and understanding.
D3.1 Identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places.
Science and Technology – Understanding life systems: Biodiversity
2.4 Use appropriate science and technology vocabulary, including classification, biodiversity, natural community, interrelationships, vertebrate, invertebrate, stability, characteristics, and organism, in oral and written communication
3.1 Identify and describe the distinguishing characteristics of different groups of plants and animals and use these characteristics to further classify various kinds of plants and animals
3.2 Demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them
3.5 Describe interrelationships within species, between species, and between species and their environment, and explain how these interrelationships sustain biodiversity
3.6 Identify everyday products that come from a diversity of organisms

Fundamental Concepts for Grade 6
Elements of Design
<i>line</i> : lines that direct the viewer’s attention; lines that create the illusion of force or movement (e.g., wavy and wiggly lines used in op art); contour drawings of objects that are not easily recognizable (e.g., crumpled paper)
<i>shape and form</i> : exaggerated proportions, motifs, fonts; geometric (e.g., conical, pyramidal) shapes and forms
<i>space</i> : centre of interest (focal point) and one-point perspective; basic facial proportions; horizontal and vertical symmetry

colour: the colour wheel; tertiary colours; colour for expressive purposes; colour for creating naturalistic images

texture: textures created with a variety of tools, materials, and techniques (e.g., gouged marks in a soft-lead print)

value: shading that suggests volume; gradation

Principles of Design

balance: arrangement of the elements of design to create the impression of equality in weight or importance (e.g., a formal or symmetrical arrangement produced through distribution of shapes; an informal or asymmetrical arrangement produced through use of colour); colour concepts to be used in creating balance (e.g., light or neutral colours appear lighter in “weight” than dark or brilliant colours; warm colours seem to expand, cool colours seem to contract; transparent areas seem to “weigh” less than opaque areas)

Lesson Plan Overview and Objectives

Students learn about still-life paintings by Dutch painters from the 1600s as well as their meanings. Students create a still-life painting inspired by Dutch painters. They learn to use the rule of thirds and colour mixing techniques to create their naturalistic still-life. Through their painting, they will demonstrate their understanding of elements of design and principles of design (focusing on balance).

AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE

Still-Life Inspired by Dutch Painters – Painting	
Materials	Reference images (paintings by Dutch painters), drawing tools, canvas panel (8’x10’), viewfinder, paper scraps (for tertiary colour practice), brush, liquid acrylic, palette
Introduction Inspiration	<p>The instructor introduces still-life paintings by Dutch painters in 1600s. Discuss still-life subjects and their meanings.</p> <p>Students will explore the distinguishing characteristics of plants, animals and objects that were used in the still-life paintings. Discuss how Dutch painters used elements of design and principles of design to create their still-life paintings.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> - Describe objects that are depicted in the painting. Why do you think the artist has picked the following objects? - What do you feel when you look at still-life paintings by Dutch painters? Why do you feel that way? - Where is the light source? How does the artist use value? - How are the still-life objects arranged to create a balance? What is in the background? What is in the foreground? <p>Art terms to be covered:</p> <ul style="list-style-type: none"> - Elements of design - Principles of design - Still-life - Symbolism - Balance

	<ul style="list-style-type: none"> - Painting - Tint - Shade - Tone
Demonstration Activity	<p>The studio will be set up with two different sets of still-life. One still-life table will have a vase of flowers. The second still-life table will have an arrangement of everyday objects and fruit.</p> <p>Demonstration by the instructor</p> <ul style="list-style-type: none"> - How to use a viewfinder to compose a balanced image using the rule of thirds technique. - Colour mixing techniques – creating values and tertiary colours for naturalistic effect - Painting techniques – blocking in, blending, scumbling (for background) <p>Drawing and Painting</p> <p>Students create a sketch of their still-life on a canvas using the viewfinder. Based on the instruction and demonstration, students apply colour mixing and painting techniques to create their painting.</p> <p>Art terms to be covered</p> <ul style="list-style-type: none"> - Viewfinder - Rule of thirds - Perspective - Proportion - Tertiary colours - Painting techniques

POST-VISIT ACTIVITIES

Post-Visit Activity	Artist reflection questions, drawing (optional)
Materials	Pencil, eraser, paper, crayon
<p>Artist Reflection</p> <p>Students describe how they used the viewfinder and rule of thirds to create their still-life paintings. What did they learn from Dutch painters and their still-life paintings? What was easiest/hardest plant/object to paint? Why (was it because of the specific characteristics of plants or objects)?</p> <p>Resources</p> <p>https://www.nga.gov/kids/zone/stilllife.htm</p> <p>https://www.nga.gov/kids/DTP6stilllife.pdf</p> <p>http://www.metmuseum.org/toah/hd/nstl/hd_nstl.htm</p>	



CURRICULUM CONNECTIONS

Cross Curricular and Integrated Learning	Science and Technology
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Science and Technology (Biodiversity)

Drawing – Personal Still-Life

Students create a still-life drawing with their personal objects. Which objects describe them or do they feel connected to? Pick 3-5 of their personal objects/belongings to create their personal still-life.