

**GRADE 6 - 8 LESSON PLAN  
DUTCH MASTERS STILL LIFE– PAINTING**

<p><b>Lesson Plan Information</b></p> <p>Grade: 6 - 8</p> <p>Subject: Arts (Visual Arts)</p> <p>Science and Technology (Understanding Life Systems)</p> <p>Science and Technology (Interactions in the Environment)</p> <p>Duration: 2 hours</p>	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------

<p><b>Lesson Plan Overview and Objectives</b></p> <p>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).</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE**

<p><b>Still Life – Painting inspired by Dutch Masters Clara Peeters and Rachel Ruysch</b></p>	
<p><b>Materials</b></p>	<p>Reference images (paintings by Clara Peeters and Rachel Ruysch), drawing tools, canvas panel (8’x10’), viewfinder, paper scraps (for tertiary colour practice), brush, liquid acrylic, palette</p>
<p><b>Introduction Inspiration</b></p>	<p>The instructor introduces still-life paintings by Peeters and Ruysch. 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><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>- Describe objects that are depicted in the painting. Why do you think the artist has picked the following objects?</li> <li>- What do you feel when you look at still-life paintings by Dutch painters? Why do you feel that way?</li> <li>- Where is the light source? How does the artist use value?</li> <li>- How are the still-life objects arranged to create a balance? What is in the background? What is in the foreground?</li> </ul> <p><b>Art terms to be covered:</b></p> <ul style="list-style-type: none"> <li>- Elements of design</li> </ul>

	<ul style="list-style-type: none"> <li>- Principles of design</li> <li>- Still-life</li> <li>- Symbolism</li> <li>- Balance</li> <li>- Painting</li> <li>- Tint</li> <li>- Shade</li> <li>- Tone</li> </ul>
<b>Demonstration Activity</b>	<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><b>Demonstration by the instructor</b></p> <ul style="list-style-type: none"> <li>- How to use a viewfinder to compose a balanced image using the rule of thirds technique.</li> <li>- Colour mixing techniques – creating values and tertiary colours for naturalistic effect. Explain how colours can be used to create different mood.</li> <li>- Painting techniques – blocking in, blending, scumbling (for background)</li> </ul> <p><b>Drawing and Painting</b></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><b>Art terms to be covered</b></p> <ul style="list-style-type: none"> <li>- Viewfinder</li> <li>- Rule of thirds</li> <li>- Perspective</li> <li>- Proportion</li> <li>- Tertiary colours</li> <li>- Painting techniques</li> </ul>

### FOR TEACHER BACK AT SCHOOL – POST-VISIT ACTIVITIES

<b>Post-Visit Activity</b>	Artist reflection questions, drawing (optional)
<b>Materials</b>	Pencil, eraser, paper, crayon
<p><b>Artist Reflection</b></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)? What kind colours, shapes, and brush-marks did they use? What kind of mood or feelings were created from their choice of colours, shapes, and brush-marks?</p> <p><b>Resources</b></p> <p><a href="https://www.nga.gov/kids/zone/stilllife.htm">https://www.nga.gov/kids/zone/stilllife.htm</a></p> <p><a href="https://www.nga.gov/kids/DTP6stilllife.pdf">https://www.nga.gov/kids/DTP6stilllife.pdf</a></p> <p><a href="http://www.metmuseum.org/toah/hd/nstl/hd_nstl.htm">http://www.metmuseum.org/toah/hd/nstl/hd_nstl.htm</a></p>	

*The Art of Clara Peters, Museo del Prado*

### FOR TEACHER REFERENCE ONLY – CURRICULUM CONNECTIONS

<b>Cross Curricular and Integrated Learning</b>	Science and Technology
-------------------------------------------------	------------------------

*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.

#### **Curriculum Expectations**

**The Arts** (Visual Art)

*Fundamental Concepts:*

**Elements of Design** (line, shape and form, space, colour, texture, value)

#### **Principles of Design**

Grade 6: Balance

Grade 7: Unity and Harmony

Grade 8: Movement

**Science and Technology** (Understanding life systems)

Topic Grade 6: Biodiversity

Topic Grade 7: Interactions in the Environment