



Still Life and Form

Year 3

Lesson Sequencing

This unit uses still life to explore how artists use different techniques to show the form of an object. In the first lesson they explore what a still life is and how it is a genre in art which has existed for a long time, comparing a still life painted on the walls at Herculaneum from the time of the eruption of Mount Vesuvius in Italy in 79 C.E. with pop art by Andy Warhol from the 1960s. The children then spend three lessons looking at the still life work of Morandi, using his work to investigate the meaning of form, and how artists use different techniques to create the illusion of three dimensions in a two-dimensional drawing. They practise using different pencil techniques to show form and then draw their own still life from observation using cross hatching. This skill builds on the work done in the previous unit about line. In lesson five the children then move on to investigate how colour can be used to show form in the still life paintings of Cezanne and paintings of horses by Stubbs. They draw their own still life in colour, learning how to layer oil pastels working from dark to light. The concept of working from dark to light with opaque materials, such as oil pastels, is then revisited at the beginning of year 4 where the children paint still life with acrylics in the unit on 'Light'. Lesson six looks at flower paintings by Moser which use colour to show form as well as exploring the different opportunities afforded to women, compared to men, for 18th century artists.

Key concepts covered in this unit are the use of tone, form and the different techniques artists use to show these.

Key skills Drawing skills using pencil covered in this unit include:

- Holding the pencil in a firm but relaxed grip.
- Executing drawings just using lines, carefully observing shapes/cast shadows and using lines to replicate these.
- Drawing objects from observation – understanding one object may in front of another.
- Ensuring that a drawing fills the pages and is not too small.
- Using a fluid, continuous line, without taking the pencil off the paper.
- Executing drawings quickly.
- Creating tones using lines, including cross hatching.
- Making lines closer together to show darker areas and further apart to show lighter areas.
- Pressing harder with the pencil to draw darker lines for darker areas and pressing more lightly for lighter lines/areas.
- Creating tones using shading.
- Using the side of the point of the pencil to shade and making marks small.
- Pressing harder/lighter with the pencil to create different tones when shading.

Drawing skills using oil pastel covered in this unit include:

- Observing the shapes of objects and the shapes of the cast shadows and drawing these using a light oil pastel.
- Drawing the objects from observation as they are seen.
- Filling the whole page with a drawing.
- Working to add colour in layers and working from dark to light: adding local colour then layering colours from darks to mid-tones to lights.
- Press lightly – using oil pastels on their side as well as drawing with the end.

Key processes covered in this unit are analysing other artists' work, using observation to create the children's own work, and evaluating their own work.

Key disciplinary concepts covered in this unit include understanding that artists can work by observation, creating 2d work which creates the illusion of objects which are 3d. The unit particularly shows that some artists are interested in depicting *everyday* objects, using their pictures to show what they see around them. Some artists, such as Morandi and Cezanne practised drawing still lifes throughout their careers, producing a large quantity of work. By looking at work from different periods in history they understand that the style of still life paintings have changed. Finally, by looking at the work of Mary Moser the children discover that whilst today, it is accepted that every person can be an artist in the past, some groups, such as women were not afforded the same opportunity as others to develop their skills.

Outcomes

Children carry out a separate task in four lessons of this unit and take two further lessons to complete one task. Three of these can be described as 'convergent' tasks (following guided instructions so that pupils reach broadly similar outcomes as each other). These are:

- To copy a painting using lines
- To use different pencil techniques to show the tone and form of a cube
- To draw a pear using oil pastels

Two of the tasks which the children undertake can be described as 'divergent' (using specified techniques but with unspecified endpoints). These are:

- To draw a still life using cross hatching
- To draw a still life using oil pastels