

Lesson #26 Still Life of Mixed Fruit

Grade Level: 2-6



Description/Objective

Students improve their visual perception skills by drawing and painting from a still-life (stationary) set-up of fruit. Recognition of shape, pattern and texture is emphasized.

Time

45 minutes - 1 hour

Materials

Fruit - pineapple, apples, oranges, bananas and grapes (selection)

Patterned piece of fabric to use under still life

Prints of still-life paintings (Matisse, Cezanne, Van Gogh are possible examples available from the library.)

11" x 14" white kid surface vellum bristol (1 per student)

Pencils - #1 best(1 per student)

Oil pastels (2-4 colors per student)

Watercolor paints - 8 or 16 color Prang or Crayola brand best (2-3 students can share 1 set if necessary)

#8 or #12 watercolor brushes (1 per student)

Water containers (baby food jars)

3/4" drafting tape for border on edge of paper (1-2 rolls, 60 yd.) OPTIONAL

Procedure

1. Optional - Teacher or older students should tape border before start of activity and carefully and slowly "untape" after work is dry to create white border.
2. Set up a still-life of fruit on a patterned piece of cloth. Arrange classroom seating so the still life is visible to all students. Or set-up two still life settings if needed.
3. Identify and discuss similarities and differences in shapes of fruit.
4. Identify any patterns of fruit (for instance the diamond pattern of pineapple).
5. Identify any textures on fruit (for instance the bumpy texture of oranges).
6. Display art prints of still-life paintings and discuss how many artists would paint from still-life set-ups during the winter months since it was too cold to go outside and paint.
7. Discuss how artists made use of the negative space (space around the fruit). Matisse often used bright patterns around his forms.
8. Ask students to draw at least 3 pieces of fruit, choosing ones that are different shapes and sizes, imagining how their 3 pieces of fruit would look in a still-life. Ask them to think about whether they want the shapes to overlap or have them draw the still-life you have set up..
9. Pencil lines can be covered with oil pastel and the pastel used to add pattern and texture. The side of an oil pastel rubbed over paper will create a bumpy texture like an orange.
10. Pattern can be added into negative space.
11. Students add color with watercolor. The oil pastels will act as a resist (color will not penetrate) to the paints.
12. When artwork is completed the still-life set-up can be cut up by the teacher and eaten!

Subject Matter Integration

MATH: Cutting up the still life to eat after the art project offers a good opportunity for a lesson on fractions and geometric shapes. One piece of fruit can be cut into 3rds, another into 4ths, in triangular wedges, squares, etc.

HEALTH: Discuss nutrition and the importance of fruit in the 4 food groups.

Variations/Extensions

1. In the fall, a variation on this lesson can be done using pumpkins, gourds and dried ornamental corn as the still life set-up.