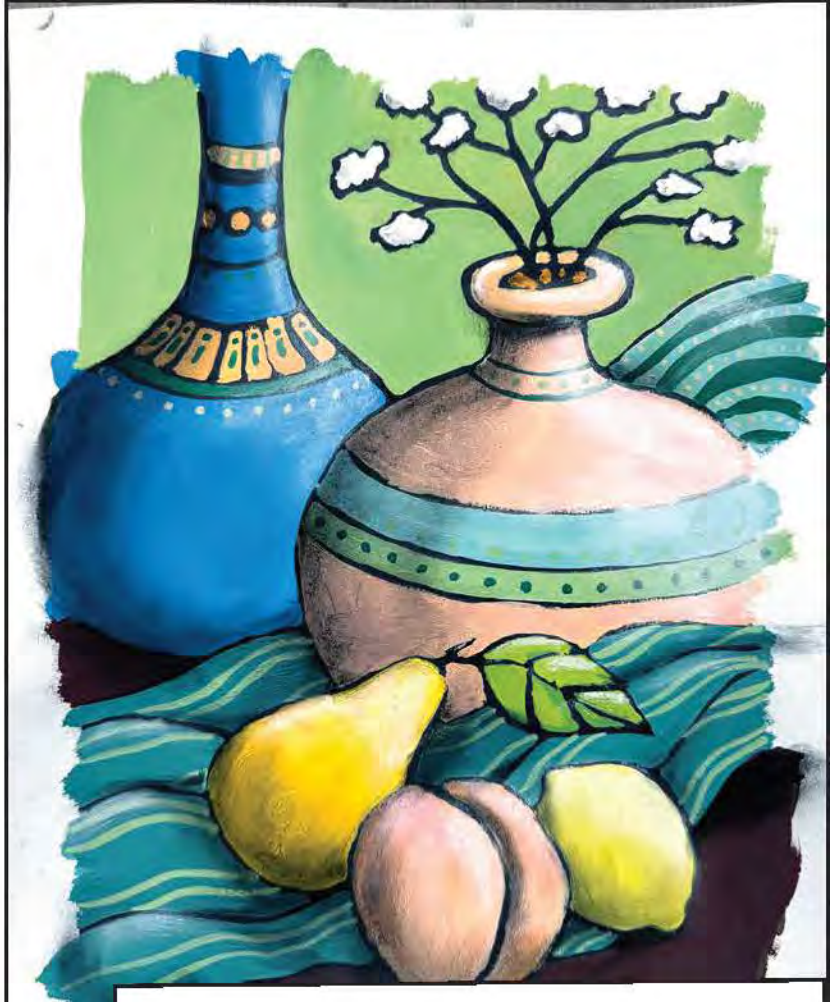


ART PROJECT

STILL LIFE PAINTING PROJECT



SHAPES TO FORMS

HOW TO GUIDE

SHAPE: A flat area defined by a closed line. Examples: circle, triangle, rectangle.
FORM: A three-dimensional object or a two-dimensional shape that appears three-dimensional.
CONTOUR LINE: A line that follows the outer edge or line of a shape or object.
CROSS CONTOUR LINE: Simple lines that show shape and form inside an object.

TURN SHAPES INTO FORMS.
 Look at how you can use contour lines to turn a shape into a form.

PASTEL FORMS

HOW TO GUIDE

SUPPLIES: Paper, 3 different pastel colors, white pastel, black pastel, Q-tips, scissors, black construction paper, colored construction paper of your choice.

STEP ONE: Use a pastel and lightly outline a circle. Fill in the circle with color using a circular motion. Smooth it out using your fingertip.

STEP TWO: Add black pastel to one side of your circle. Color in a crescent shape.

STEP THREE: Use a Q-tip to blend the black into the circle color.

STILL LIFE PAINTING

HOW TO GUIDE

STEP ONE: Look at the still life, select the area you want to draw. Fill the space with outlines of at least 3 objects placed at different levels, in a variety of sizes, with some overlapping. Draw lightly!

STEP TWO: You can draw objects through each other, just erase the lines you don't need before you outline in marker. Extend objects and fabric off all 4 edges of your paper. Add patterns to the fabric and objects. No shape should be smaller than a fingernail, stripes no smaller than a pencil width.

STEP FOUR:

UPPER ELEMENTARY THROUGH EARLY HIGH SCHOOL
 ACTIVITIES, DEMO VIDEOS, GUIDES, & MORE

STILL LIFE PAINTING



This lesson pack is geared towards upper elementary and through early high school aged students.



Perfect introduction to value, turning shapes to forms, applying shadows and highlights to a work of art.



Teacher notes and demo videos included to help you guide the project. No experience is needed!



Lesson plan, 3 activities, 1 demo video, and more.

WHAT YOU GET

This Project Pack Includes:

- ✔ Lesson plan & notes (9 pages)
- ✔ Demo Video (16 minutes)
- ✔ 3 Activities (6 pages)
- ✔ Project Guide (2 pages)
- ✔ 3 PowerPoints (43 slides)
- ✔ Checklist, Rubric (2 pages)

STILL LIFE PAINTING WITH VALUE

Exploring Shape, Form, and Value

Age group: 5th grade and older

Artist Exemplar: Paul Cezanne

Big Idea: Exploring shape, form, and value

Essential Questions:

- How can you use Paul Cezanne's work as inspiration for your own work of art?
- How do you create depth in your work of art through placement and overlapping?
- How can you turn shapes into forms by using value?

Objectives: Students will...

- Look at artwork by Paul Cezanne.
- Practice making shapes look like forms using the warmup activity.
- Practice using pastels to create forms by completing the pastel collage activity.
- Create a drawing of a still life.
- Paint their still life drawing, leaving dark outlines.



STEP SEVEN: Fill in all the white space of your painting.

STEP EIGHT: Add final details with a small brush or a thin marker.

STILL LIFE PAINTING WITH VALUE

Exploring Shape, Form, and Value

Age group: 5th grade and older

Artist Exemplar: Paul Cezanne

Big Idea: Exploring shape, form, and value

Essential Questions:

- How can you use Paul Cezanne's work as inspiration for your own work of art?
- How you create depth in your work of art through placement and overlapping?
- How can you turn shapes into forms by using value?

Objectives: Students will...

- Look at artwork by Paul Cezanne.
- Practice making shapes look like forms using the warmup activity.
- Practice using pastels to create forms by completing the pastel collage activity.
- Create a drawing of a still life.
- Paint their still life drawing, leaving dark outlines.
- Turn their still life shapes into forms by adding value using pastels.
- Complete the project checklist.

Participants in an early finisher activity if needed.

- Work through the steps together, talking through the steps and demonstrating as students work.
- Do a demonstration for the pastel forms activity.
 - Walk through adding a base, shadows, and highlights to a sphere.
 - Demonstrate how to use your fingertips and Q-tips to blend.
 - Show how to draw the cone and cylinder shapes.
 - Review how to place the value on the cylinder (the most confusing).
- Pass out the Pastel forms activity guide.
- Have students work on their pastel shapes.
- Float and help as needed.
- When most of the students are wrapping up the shapes show how to arrange cut out shapes to create a collage and have the highlights pointing in the same direction.
- Float and help as students cut out their pieces, help them find the best placement.
- Students should write their names on their papers before gluing their pieces down.
- Have students mount their finished pastel drawings on their choice of colored construction paper.
- Have students clean up the last few minutes of class.

DAY 2: Begin drawing still life.

- Open the day 1 PowerPoint. Engage students in a discussion as you move through the slides.
 - Look at work by artist Paul Cezanne.

LESSON PLAN

NATIONAL US STANDARDS, SUPPLIES, INSTRUCTIONS, 7 PAGES

Teacher Notes

INTRODUCTION ACTIVITIES:

- Students will have more success if they complete these activities before starting on their still life project:
 - Shapes to forms activity: draw a sphere, cone, and cylinder following the steps on the worksheet.
 - Pastel forms collage activity: Add value to 3 forms, cut them out, and collage them.
- The pastel forms project is a 1-2 day activity and should be completed right before starting the still life project.
- If you are tight on time you can skip the activities but students may have less success creating a sense of value and drawing lines along the contour of the objects.

STILL LIFE SET UP:

- I collect bottles, containers, and vases in assorted shapes and sizes to use for this project. Solid, light colored, or white ones work great for seeing shadows, dark ones work great for seeing highlights. A bisque fired white clay pot works great! Ones with stripes are nice for inspiration and illustration of curving lines (or straight lines on a flat sided container). Plastic fruits and vegetables are great to use as well. Dried baby's breath, sea oats, an interesting bare branch or twigs, etc. add height, texture, and divide the negative space.
- I also collect pieces of fabric with bold simple stripes and designs to drape behind and place objects on.
- If possible, set up the still life on a small rolling table that can be moved to the center of the classroom for a wider variety of viewpoints. Or set up more than one still life: sports equipment, vases of flowers or potted plants, an eclectic collection, get creative! Students

- While it is easiest to draw the still life exactly as it's seen, you can allow students to loosely draw from the still life, changing sizes and shapes of objects somewhat or rearranging objects in their own composition. Assure students that no one will see the still life they drew from, therefore if objects look different it's ok as long as they are pleased with the composition and the requirements are met. Students can simplify designs on the fabric and will add stripes and patterns on containers to create their own unique still life.
- TIP: have students photograph the portion of the still life they want to draw. If they struggle drawing from life, print the picture and let them draw from the picture and from life.

MATERIAL PREP:

- Thin cardboard rectangles for tracing:
 - To prevent the edges of the painting from curling, leave an unpainted border (1.5-2" wide) around the edges.
 - Cut rectangles from poster board or thin cardboard for students to place in the middle of their drawing paper to trace around to create a border.
 - If the border will be cut off when the painting is complete, tell students to paint a little beyond the rectangle outline to avoid unpainted spots.
- Viewfinders: Cut a small rectangle in a 3"x5" index card or piece of heavy paper. Make enough for students to share.
- Paint: If their color choices to their still life, it doesn't have to be the

TEACHER NOTES

TIPS ON SET UP AND ADAPTIONS, 2 PAGES

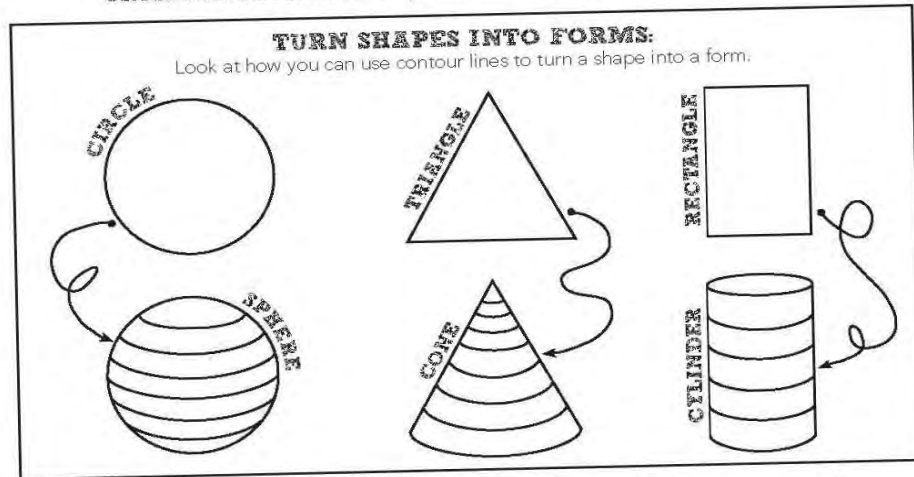
SHAPES TO FORMS

HOW TO GUIDE

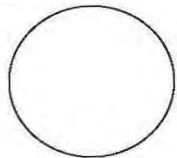
SHAPE: A flat area defined by a closed line. Examples: circle, triangle, rectangle.
FORM: A three-dimensional object or a two-dimensional shape that appears three-dimensional.
CONTOUR LINE: A line that follows the outer edge or line of a shape or object.
CROSS CONTOUR LINE: Simple lines that show shape and form inside an object.

TURN SHAPES INTO FORMS:

Look at how you can use contour lines to turn a shape into a form.



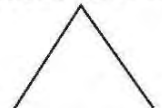
SPHERE HOW TO:



1. Draw a circle.



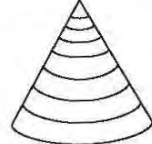
CONE HOW TO:



1. Draw the top of a triangle.

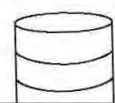
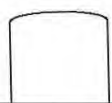


2. Add a curved line to the bottom.



3. Draw curved lines inside the cone that point down.

CYLINDER HOW TO:



PRACTICE

Create your own SPHERE, CONE, and CYLINDER forms below.
 Use CONTOUR LINES inside the shapes to make them look like forms.



STEP ELEVEN: Add white pastel to the opposite side from the black. Blend the white in using a Q-tip.

STEP TWELVE: Cut out your triangle turned cone and set it aside.

STEP THIRTEEN: Draw an oval, add two parallel vertical lines, connect the bottom of the lines with a curve.

STEP FOURTEEN: Add a different color to your cylinder. Smooth it out using your fingertip.

PASTEL FORMS

HOW TO GUIDE

SUPPLIES: Paper, 3 different pastel colors, white pastel, black pastel, Q-tips, scissors, black construction paper, colored construction paper of your choice.

STEP ONE:

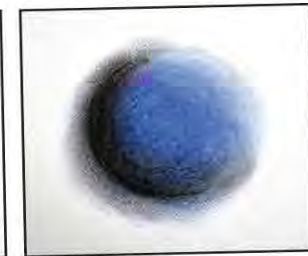
Use a pastel and lightly outline a circle. Fill in the circle with color using a circular



STEP TWO: Add black pastel to one side of your circle. Color in a crescent shape.



STEP THREE: Use a Q-tip to blend the black into the circle color.



STEP FIVE: Use a Q-tip to blend the white into the circle color.



STEP SIX: Cut out your circle turned sphere and set it aside.

2 WARM UP ACTIVITIES

TO INTRODUCE & LEARN TURNING SHAPES INTO FORMS, SHADING, AND USING CONTOUR LINES, 4 PAGES

Today:

- ❑ Trace around the cardboard on the center of your paper.
- ❑ Pick a part of the still life to draw.
- ❑ Draw at least 3 objects.
- ❑ Draw objects going off all 4 edges of your paper.
- ❑ Add fabric around the objects.
- ❑ Place the objects at different heights.
- ❑ Add patterns on the fabric and objects if you want to. Nothing smaller than your fingernail or the width of a pencil.
- ❑ Trace your drawing using permanent marker, make the lines thicker.



What is a still life?

- A still life is a work of art, typically a drawing or painting, of a group of objects.
- Objects do not move, hence the word 'still.'
- In the past these objects seemed to be flowers, fruit, and other kinds of food or dead animals - hence 'la' (The French word for still life is 'nature morte', meaning 'dead nature').
- In modern art a still life can be a study of any grouping of objects, typically small, enough to be set in front of you, usually on a table.



Artist to Know: Paul Cezanne

- Paul Cezanne lived from 1839 to 1906.
- He was a French artist who mostly worked in the Post-impressionist style.
- He is credited with building the bridge from Impressionism to Cubism, two very famous art movements.
- His father was a banker and wanted him to become a lawyer, but he pursued art instead.



Your Project

- You will create a still life painting.
- You will draw from life, picking a spot of the still life to draw.
- You will sketch lightly with pencil first, then trace the lines using permanent marker.
- You will fill in your drawing with paint, then layer charcoal to add value.
- You will create a Cezanne inspired still life painting.



Composition

- It can be difficult to create a strong composition in a still life, there is a lot going on.
- To create a strong composition, try the following:
 - Focus in on one section of the still life, get close.
 - Pick at least 3 objects to include in your drawing.
 - Have the focal point off center.
 - Overlap objects.
 - Place the objects at different heights to create a sense of depth.
 - Add fabric around objects for interest.



Best:

- The focal point is more obvious.
- Objects are going off the picture plane.
- The placement of the objects makes your eye travel the image.
- Ask yourself 'What has happened?' - Paint it a solid color.



Paul Cezanne

- Look at Paul Cezanne's Composition.
- Parts of the image go off all four edges.
- Fabric is placed around the objects.
- Objects overlap.
- The objects are placed at different heights.

Step One:

- Trace a piece of cardboard to create a border around your painting.
- Pick a part of the still life to draw.
- Sketch the objects LIGHTLY.
- Draw lines for objects through each other to get the shape right, you can erase the extra lines later.



Step Three:

- Trace over your pencil lines using permanent marker.
- Make the lines nice and thick.
- Pay attention to what you are tracing, marker can't be erased!



PRESENTATION 1

PROJECT INTRODUCTION, WATERCOLOR INTRO, 20 SLIDES



How to Access the File via GOOGLE DRIVE & YOUTUBE

[Click here to watch the video on YouTube](#)

[Click here to download from my Google Drive](#)

*Choose which link to click above.

*You will be directed to Google Drive or YouTube



DEMO VIDEO

HOW TO COMPLETE THE STILL LIFE PROJECT

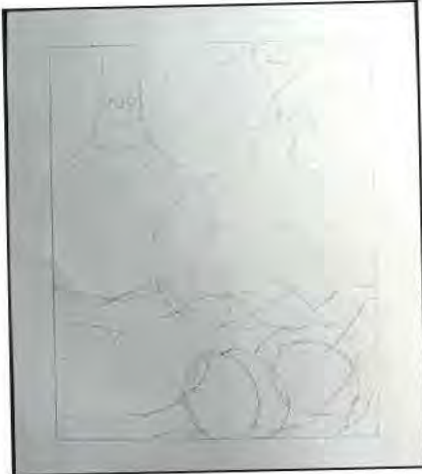
16 MINUTES LONG

STILL LIFE PAINTING

HOW TO GUIDE

STEP ONE:

Look at the still life, select the area you want to draw. Fill the space with outlines of at least 3 objects placed at different levels, in a variety of sizes, with some overlapping. Draw lightly!



STEP TWO:

You can draw objects through each other, just erase the lines you don't need before you outline in marker. Extend objects and fabric off all 4 edges of your paper. Add patterns to the fabric and objects. No shape should be smaller than a fingernail, stripes no smaller than a pencil width.

STEP THREE:

Erase any pencil lines you don't need. Trace over



STEP FOUR:

Start painting your still life! Mix primary colours to create other colours. Add white to create a tint for lighter areas, add



STEP SEVEN: Fill in all the white space of your painting.



STEP EIGHT: Add final details with a small brush or a thin marker.

PROJECT GUIDE

STEP BY STEP INSTRUCTIONS,
COLOR & COLOUR SPELLING, 2 PAGES

Step Seven:

- When your first layer is dry, you can add designs and patterns on top.
- Wait until the paint is dry to add another layer on top!
- Cover up every white space!
- Fill your painting with paint.



Your Project

- You will create a still life painting.
- You will draw from life, picking a spot of the still life to draw.
- You will sketch lightly with pencil, first, then trace the lines using permanent marker.
- You will fill in your drawing with paint, then layer charcoal to add value.
- You will create a Cezanne inspired still life painting.



Last Class:

- Traced around the cardboard on the center of your paper.
- Picked a part of the still life to draw.
- Drew at least 3 objects.
- Drew objects going off all 4 edges of your paper.
- Added fabric around the objects.
- Placed the objects at different heights.
- Added patterns on the fabric and objects if you want to. Nothing smaller than your fingernail or the width of a pencil.
- Traced your drawing using permanent marker, made the lines thicker.



Cezanne Still Lives

- Look at the colors Cezanne uses in his painting.
- The peaches have yellow and orange.
- The pitcher has white and dark blue to create tints and shades.
- The fabric is white, but look at all the colors he uses to create tints, shades, shadows and highlights.
- Think about Cezanne when you start mixing colors for your painting.



Step Four:

- Think about what colors you want to use in your painting.
- Mostly cool, mostly warm, a mix of colors?
- Mix primary colors, black, and white to create your colors.
- Start painting!



Step Five:

- Drag your brush along the edge of your marker lines to create a clean line.
- Don't cover your marker lines!
- Don't paint two wet areas next to each other, jump around your painting so areas can dry before painting next to it.
- Turn your paper to avoid dragging your arm through wet paint.



Step Six:

- Mix a little black or dark blue with your color to create shades.
- Mix a little white with your color to create tints.
- Have fun with the color!



Step Seven:

- When your first layer is dry, you can add designs and patterns on top.
- Wait until the paint is dry to add another layer on top!
- Cover up every white space!
- Fill your painting with paint.



Today:

- Mix colors to paint your painting.
- Drag your brush for clean edges.
- Don't cover your marker lines.



PRESENTATION 2

PAINING TIPS & OVERVIEW, 13 SLIDES

STILL LIFE

TRADITIONAL ART



The Basket of Apples
Paul Cezanne
1890-1894



Self-Portrait
Paul Cezanne

Paul Cezanne didn't want his paintings to look exactly like his subjects. Look at the table, the angles and top don't line up. He often played with space in his art.

Fun fact: Paul Cezanne is referred to as the father of modern art.

DESIGN A STILL LIFE

Create your own still life drawing.

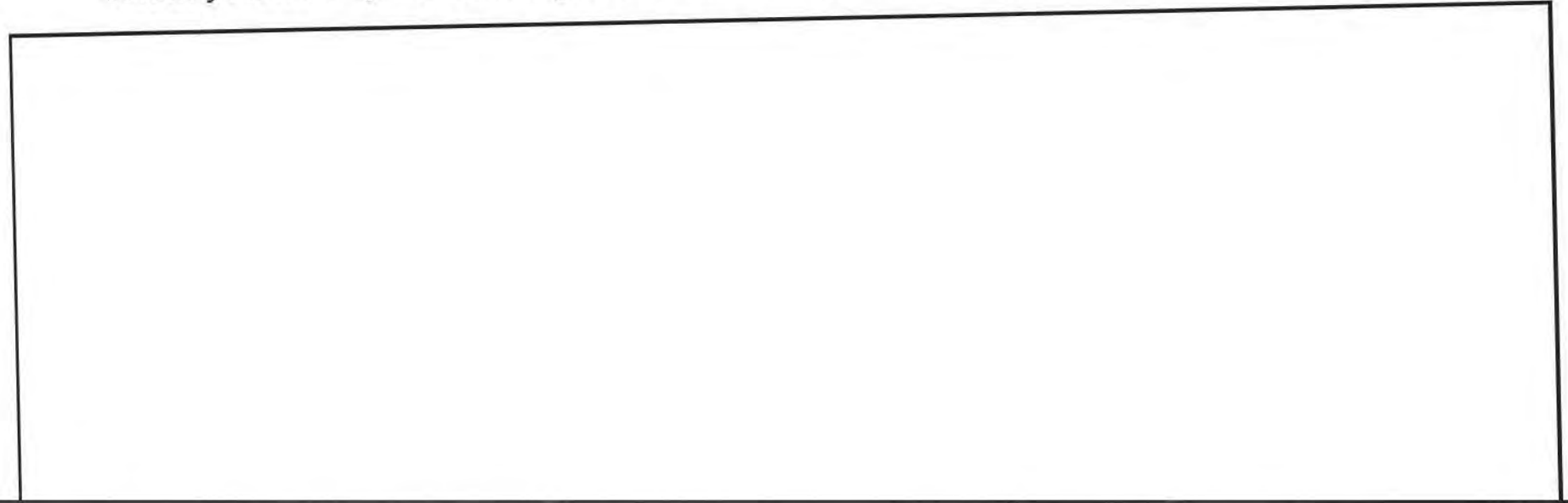
You can draw a collection of objects from memory.

You can find objects around the classroom, set them up on your table, and draw from life.

TIPS: Have an odd number of objects in your drawing.

Have objects go off all 4 edges of the page. Have one object as the focal point, place it off center.

When you finish your drawing add colour using coloured pencils, markers, or crayons.



FAST FINISHER

STILL LIFE REVIEW & PRACTICE, 2 PAGES

Step Nine:

- Using your fingertip or a Q-tip blend the charcoal into your painting.
- Repeat this with every object and the fabric in your still life.
- The highlights should be pointing the same direction.
- Make sure the shadows and highlights are blended in.



What is a still life?

- A **Still Life** is a work of art, typically a drawing or painting, of a group of objects.



Who is our artist to know?

- Paul Cezanne
- He lived from 1839 to 1906.
- He was a French artist who mostly worked in the Post-Impressionist style.



Your Project

- You will create a still life painting.
- You will draw from life, picking a spot of the still life to draw.
- You will sketch lightly with pencil first, then trace the lines using permanent marker.
- You will fill in your drawing with paint, then layer charcoal to add value.
- You will create a Cezanne inspired still life painting.



Last Class:

- Mixed colors to paint your painting.
- Dragged your brush for clean edges.
- Didn't cover your marker lines.
- Added patterns and designs on top of dry paint.
- Didn't paint two wet areas next to each other.
- Covered every white spot of your paper!



Cezanne Still Lives

- Look at the shadows and highlights Cezanne uses in his painting.
- The fabric has shadows and highlights to show folds.
- The leaves use them to show how they are lit.
- What direction do you think the light is coming from?
- Today you will add shadows and highlights to help your painting pop.
- Still Life with Apples and Pot of Pansies, Paul Cezanne, 1890.



Step Eight:

- Use vine charcoal and white charcoal to add shadows and highlights.
- **FIRST** look at where the light is hitting the objects, that is where the highlight is.



Step Nine:

- Using your fingertip or a Q-tip blend the charcoal into your painting.
- Repeat this with every object and the fabric in your still life.
- The highlights should be pointing the same direction.
- Make sure the shadows and highlights are blended in.



Today:

- Use white charcoal to add highlights to your objects and fabric.
- Use vine charcoal to add shadows to your objects and fabric.



PRESENTATION 3

ADDING VALUE, 10 SLIDES

Name: _____

STILL LIFE PAINTING CHECKLIST

- _____ Drew a part of the still life.
- _____ At least 3 objects were drawn, they overlap, go off all 4 edges of the paper, and are different heights.
- _____ Fabric was drawn in between the objects.
- _____ No shape or design is smaller than a fingernail or the width of a pencil.
- _____ Permanent marker was used to trace over the pencil lines to create a thick line.
- _____ Paint colors were mixed to fill in the painting.
- _____ The areas have clean lines and don't cover up the marker lines.
- _____ Tints and shades of colors were used.
- _____ All white areas are covered up with paint.
- _____ Details were added on top of the dry paint.
- _____ Vine charcoal was added and blended into the objects and fabric for shadows.
- _____ White charcoal was added and blended into the objects and fabric for highlights.
- _____ Cared for supplies and cleaned up after themselves.
- _____ Stayed on task and worked hard.

Name: _____

STILL LIFE PAINTING

Name: _____

STILL LIFE PAINTING RUBRIC

TOPIC	POINTS	COMMENTS	SCORE
DRAWING: A portion of the still life was drawn. At least 3 objects and fabric were included. The objects fill up the space. The still life was drawn lightly, lines that weren't needed were erased.	20		
MARKER: Permanent marker was used to trace over the pencil lines. The lines are clean and thick.	10		
PAINTING: Colors were mixed to fill in the painting. All white space was covered up. Tints and shades of colors were used. The painting is clean and doesn't cover the marker lines. The colors were thoughtfully chosen.	20		
CHARCOAL: Vine charcoal was used to add shadows. White charcoal was used to add highlights. The charcoal is evenly blended into the painting.	10		
COMPOSITION:			

CHECKLIST & RUBRIC

FOR YOUNGER & OLDER STUDENTS, 2 PAGES

BUYERS LOVE MY ART LESSONS:

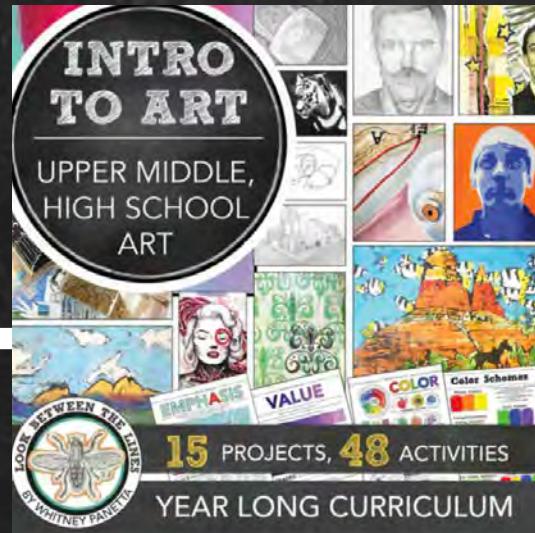


This was so helpful to my students! The PowerPoint along with it was such a great resource and I will definitely be using this every year!



Fabulous resource! Students loved it!!!!
Thank you for sharing!"

CHECK OUT MORE PRODUCTS:



INTRO TO ART
UPPER MIDDLE,
HIGH SCHOOL
ART

15 PROJECTS, **48** ACTIVITIES
YEAR LONG CURRICULUM

LOOK BETWEEN THE LINES
BY WHITNEY PANEPLY

This product cover features a collage of various art projects and worksheets. A central circular graphic contains the title and target audience. Below the collage, the number of projects and activities is highlighted in large yellow and orange text. The author's name and logo are in the bottom left corner.

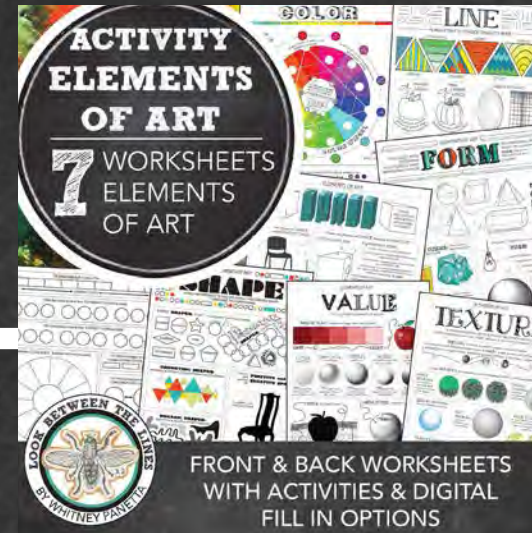


**ART
ELEMENTARY**
6 TYPES OF
PRINTMAKING
UNIT

6 PRINTMAKING PROJECTS;
6 DIFFERENT TYPES OF PRINTING FOR
KINDERGARTEN THROUGH 5TH GRADE

LOOK BETWEEN THE LINES
BY WHITNEY PANEPLY

The cover displays a vibrant array of colorful printmaking projects. A circular title graphic is positioned in the top left. The number '6' is prominently displayed in a yellow circle. The author's name and logo are at the bottom left.



**ACTIVITY
ELEMENTS
OF ART**
7 WORKSHEETS
ELEMENTS
OF ART

FRONT & BACK WORKSHEETS
WITH ACTIVITIES & DIGITAL
FILL IN OPTIONS

LOOK BETWEEN THE LINES
BY WHITNEY PANEPLY

This cover shows a collection of worksheets for art elements. A circular title graphic is in the top left. The number '7' is in a yellow circle. The author's name and logo are at the bottom left.

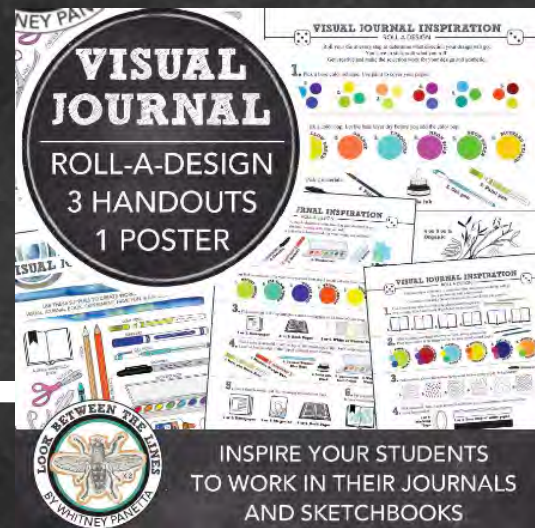


**MIDDLE
SCHOOL
ART**
1 YEAR COURSE
EVERYTHING
YOU NEED

22 PROJECTS, **30** ACTIVITIES
YEAR LONG CURRICULUM

LOOK BETWEEN THE LINES
BY WHITNEY PANEPLY

The cover features a collage of middle school art projects. A circular title graphic is in the top left. The number '22' is in a yellow circle. The author's name and logo are at the bottom left.



**VISUAL
JOURNAL**
ROLL-A-DESIGN
3 HANDOUTS
1 POSTER

INSPIRE YOUR STUDENTS
TO WORK IN THEIR JOURNALS
AND SKETCHBOOKS

LOOK BETWEEN THE LINES
BY WHITNEY PANEPLY

This cover displays visual journaling resources. A circular title graphic is in the top left. The number '3' is in a yellow circle. The author's name and logo are at the bottom left.



**6
SHADING
HANDOUTS
ACTIVITIES
POSTERS**

FOR MIDDLE & HIGH
SCHOOL ART CLASSES

LOOK BETWEEN THE LINES
BY WHITNEY PANEPLY

The cover shows various shading techniques. A circular title graphic is in the top left. The number '6' is in a yellow circle. The author's name and logo are at the bottom left.

Check out more projects for elementary through high school students.

Grab early finishers for those quick artists or an entire curriculum so you can focus on teaching.

[VIEW MORE HERE](#)

LOOK BETWEEN THE LINES

BY WHITNEY PANETTA



I'm Whitney, a former art teacher turned art curriculum developer. I now focus on designing art lessons, resources, & full curriculums for elementary, middle, high school art teachers, homeschool parents, & general art enthusiasts.

I am so glad to still be connected to the world of art education and I love seeing my resources "in the wild" all over the globe. Reach out anytime with questions or comments at whitneywpanetta@gmail.com.