

Title: Candy Heaven Still Life

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Grade Level: High School

Length of Time: 5 weeks

Objectives:

Students will create a pencil drawing from a still life made of candy and Little Debbie cakes. Students will learn to use correct perspective and proportion. Students will also watercolor their still life using accurate watercolor techniques, value, shading, and highlighting.

Art Concepts: The concepts for this lesson are:

What is proportion? What is perspective? What is color? What is value and shading? What is highlighting? What is watercolor painting?

Vocabulary: Blocking-in, Proportion, perspective, watercolor, color, value, shading, highlighting.

Materials:

Heavy weighted paper

Pencils

Erasers

Watercolors

Brushes

Water containers

Prerequisite Skills: Students should be able to draw with detail

Procedures:

1. Teacher will introduce the project.
2. Students will visually analyze and discuss the photorealist work of Ralph Goings and the historical significance of still lifes in art. Teacher will ask questions like:
 - a. How does Ralph Goings' work look realistic?
 - b. How did Goings achieve such a realistic look?
 - c. What elements and principles did Goings really take advantage of in his paintings?
 - d. What is the most important element in creating photorealism?
 - e. What is the most important principle in creating photorealism?
 - f. How does Goings paintings compare to other paintings you have seen in your life?
 - g. How does Goings make his still lifes not boring?
 - h. Why do people enjoy his still lifes so much?
 - i. What is something you can learn from Goings and incorporate into your work?

3. Students will create their own still life out of candy and Little Debbie cakes provided by the teacher.
4. Teacher will demo how to find correct proportions, perspective, and how to block in the basic shapes.
5. Students will start by blocking in their basic shapes of the still life.
6. Students will have the teacher check their progress, and adjusting shapes as needed.
7. Teacher will remind students to draw lightly, and recommend that they use a H6-H3 pencil.
8. Students will start adding details to their drawing once their shapes are checked for accuracy.
9. Students will outline all shaded and highlighted sections.
10. Teacher will demonstrate how to begin to watercolor their drawing.
11. Teacher will explain how to start very light with your colors and how to slowly layer darker and darker, keeping in mind all the values that the students are seeing.
12. Teacher will also explain how important it is that students take care not to paint two areas right next to each other in a small amount of time or without letting one dry. Watercolors bleed into each other very easily and that's one mistake NOT to make.
13. Students will use these watercolor skills to paint their drawings.
14. Teacher will continuously check in with each student to monitor progress and needs.
15. When finished with their painting, students will grade themselves using the rubric and answer self-critique questions.

Ralph Goings example

