



# CLASS

Community Liaison for  
Art in Stanislaus Schools

**Stanislaus Arts Council**  
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## Required Materials:

soft pastel set  
12 x 18" black paper  
a selection of seasonal  
fruits or vegetables in  
a variety of colors - or  
photos on p3

## Resources:

"Patient for Pumpkins"  
book by Linda Knoll

Still Life paintings

*Still Life with Apples* by  
Paul Cezanne  
*Still Life with Parrot*  
by Frida Kahlo  
*Fruit and Insects* by  
Rachel Ruysch

## Video

## Vocabulary:

space  
overlapping  
in front  
behind  
primary colors  
blue, yellow, red  
secondary colors  
green, orange,  
purple  
highlight  
shadow  
cast shadow



3rd Grade Student Example

## Lesson Title: Still Life With Fruits and Vegetables

Learning Goal: Students will understand how to create space using overlapping, size and placement of items in a still life painting. Students will be able to create the illusion of light and shadow using soft pastels.

1 session

Grades: 2-3

## Process

**Warm Up/Introduction:** Read "Patient for Pumpkins" if desired and talk about local produce in season. Or, view the video about Paul Cezanne still life paintings and show other examples of still life (next page). Introduce the term "still life" and set up the produce in an arrangement to draw. Discuss how one object is in front/back and overlaps the other, blocking out part of the object behind. Also show how highlight and shadow are created by the lighting in the room.

**Supplies:** Each student should have 1 piece of 12x18" paper, soft pastels and a paper towel.

**Model:** Pick a fruit, preferably something medium sized. Ask students to describe the shape. Having students follow along, draw the outline with light colored pastel. Use your hand as a guide to size the object. A second fruit is going to go behind the first two by showing the item in front overlapping (draw only up to the edges of the fruits in front). Add other items if desired, with some in front, others in back. Discuss that the items lower on the paper are closer, and items further away will be up higher. When fruits are complete, add the edge of the table by drawing a horizontal line up to the edge of a fruit, continue behind mentally, then complete the line on the other side. Composition should have 2 or more items filling the page. Students can add items on their own if you choose.

Show students how to use white and black to create highlights and shadows on the pieces of fruit. Also demonstrate and have students make cast shadows on the table, grounding the fruit to a surface. Create a table edge behind all objects with a horizontal line.

**Independently:** Students can finish the drawing on their own, adding colors, and light and shadow, to each fruit, then the background as they choose.

**Close/Evaluation:** Have students sign their work. Take a gallery walk, encouraging positive feedback. Have students describe which items are in front, back, next to...etc. and how they created the highlights and shadows in their painting.



Still Life with Apples, Paul Cezanne



Still Life with Parrot, Frida Kahlo

## California Visual Arts Standards - 3rd Grade:

3.VA:Cr2.2

Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

3.VA:Cr2.1

Create personally satisfying artwork using a variety of artistic processes and materials.

## Curriculum

### Connections:

#### CC-Speaking and

**Listening** 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

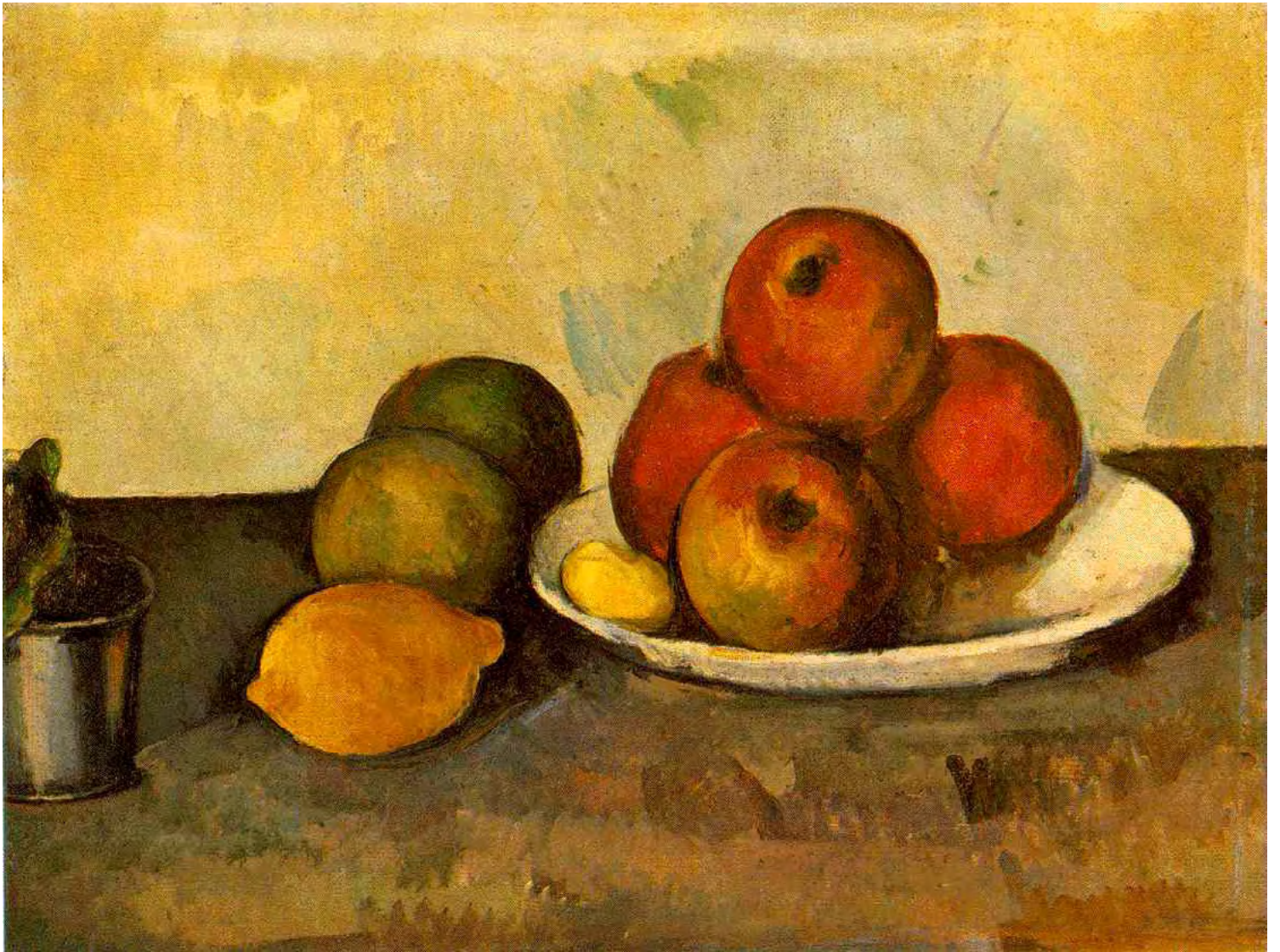
a. Give, restate, and follow simple two-step directions.

**CC-Math** 2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary.

**Science:** Describe the relative position of objects by using two references (e.g., above and next to, below and left of).

Seasons  
Nutrition  
Community  
Agriculture





Above: **Still life with Apples**,  
Paul Cezanne (1890)



Left: **Still Life with Parrot**,  
Frida Kahlo (1956)

Below: **Fruit and Insects**,  
Rachel Ruysch (1711)







Pears

Dragon Fruit

