

Ministry of Education

**The Ontario Curriculum  
Grades 1-8**

**The Arts  
Visual Arts  
Junior Unit**

**September 2008**

**Sample Unit - Work in Progress**

Explanation of purpose of creating these units

**Curriculum: What will students learn?**

**Context:**

Art has a number of genres, one of which is Still Life - the arrangement of objects in a composition. Artists from the past and present, and from many cultures, use Still Life as inspiration for their work.

Students will analyze Still Life examples and take a contemporary approach to this genre by using food and food packages as their subject matter. To help understand their subject matter students will study food package design, food marketing, and the impact of packaging on our environment.

Creating a Still Life is based on the practice of drawing from observation. The focus of observational drawing is to draw from what is actually seen instead of what one remembers or imagines. Students will have the opportunity to practice drawing and experiment with a variety of art media, tools, and techniques.

The culminating art work involves a collage of individual studies of food and food packaging in different media. The final Still Life composition will demonstrate an emphasis on the design principles of balance and variety.

Planning, reflecting, and writing about the choices in their art work is an important component of this unit.

The following concepts will be addressed:

- analyzing the impact of package design and marketing on food choices
- acknowledging environmental consequences of food packaging and marketing
- identifying Still Life as a genre in art
- drawing from observation
- analyzing and using the elements and principles of design in art work
- exploring a variety of art media, tools, and techniques
- developing a design plan

**Summary:**

*Prior Knowledge*

Students should be familiar with the elements of design (line, shape, form, space, colour, texture, and value) and a review of these terms is part of the unit.

*Studio Component*

Students will analyze the Still Life genre, practice drawing from observation, apply their knowledge of the elements and principles of design (balance and variety), and work with a variety of art media, tools, and techniques to create a Still Life composition using food and food packaging (e.g. lunch bag contents, junk food snacks, healthy snacks) as subject matter.

*Written Component*

Students will explain their Still Life in regards to their use of the elements and principles of design, choices in media, and the messages that these choices communicate regarding the impact that food, package design, and marketing has on themselves and their environment.

Visual Arts – Grade 6 Draft Unit

- creating individual object studies and a Still Life composition that explores the elements and principles of design
- critiquing and reflecting on self and peer work
- writing an artist statement

This unit can be taught any time during the year.

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**Overall Expectations**

Grade 6

**D1. Creating and Presenting:** apply the creative process (see page xx) to produce art works in a variety of traditional two- and three-dimensional forms as well as multimedia art works, using elements, principles, and techniques of visual arts, and current media technologies, to communicate feelings, ideas, and understandings

- *create individual studies of food and food packaging*

- *create a Still Life collage from these individual studies*

- *use the elements and principles (balance and variety) of design in work*

- *communicate feelings, ideas, and understandings about food and food packaging in subject matter, media, and technique choices*

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**D2. Reflecting, Responding, and Analysing:**

apply the critical analysis process (see page xx) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

- *analyze Still Life examples*

- *develop a design plan*

- *write an artist statement*

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**D3. Exploring Forms and Cultural Contexts:**

demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

- *analyze Still Life examples*

- *critique food package design*

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**Guiding Questions**

1. How does food packaging and marketing have an impact on your food choices?

2. What kind of items can you arrange in a still life composition that have a message for the viewer? What is the message?

Work in Progress

## Assessment and Evaluation: How will students demonstrate their learning?

### Assessment of Culminating Performance Activity

**Learning:** Create a design plan of a Still Life that conveys a message you would like to communicate about the impact of food and food packaging on yourself and the environment. Draw food and food packaging (minimum 5 individual food/food package studies). Use the elements of design (line, shape, form, space, colour, texture, and value) and a variety of different art media, tools, and techniques (minimum of 5 different media) to add detail to your drawings. On a background, glue your individual pieces into a Still Life collage, using the principles of design (variety and balance) to guide your choices. Explain your choices in an artist statement.

Self, peer, and teacher feedback will support the student during the design plan process and the writing of the artist statement.

A rubric will be used to evaluate the final Still Life art work and the artist statement.

### Assessment for Learning Three Checkpoints and a Rubric

#### Checkpoint #1/Lesson 3

Teacher assesses “Still life drawing” to check for student understanding. Checks for the use of the elements and shading techniques, providing feedback as required.

#### Checkpoint #2/Lesson 4

Teacher assesses “Still life drawing” and checklist of art media and techniques to check for student understanding, and gives feedback.

#### Checkpoint #3/Lesson 6

Self, Peer and Teacher feedback on artist statement.

#### **Rubric**

Teacher Evaluates:

- a Still Life collage
- an Artist statement

Unit created for the Assessment and Reporting Unit, Curriculum and Assessment Policy Branch, Ministry of Education, September 2008

<b>Unit Lessons: How will assessment and instruction be organized for learning?</b>		Approx. Duration
Lesson 1	<p><b>Lesson 1: The Impact of Food Packaging &amp; Marketing - Informed Choices</b></p> <p>Students investigate the impact of food packaging design and marketing have on the environment, and on their personal choices. Through study of food and food packaging, and by discussing these topics, students identify how the design of food packaging informs our choices. Students' gaps in knowledge on this topic will be assessed through teacher observation and feedback, as well as by class and small group discussions.</p> <p>Students will co-construct assessment criteria with the teacher to be used to demonstrate learning.</p> <p><b>Learning Goals</b></p> <p>I will be able to give examples of how designers use text and elements like colour, and shape to make a product appeal to a target audience.</p> <p>I will be able to give examples of how food packaging effects our environment</p> <p><b>D3.2 demonstrate an understanding of key contributions and functions of visual and media arts in various contexts at both the local and the national levels</b></p>	50 min period
Lesson 2	<p><b>Lesson 2: Elements, Principles and Still Life Composition</b></p> <p>Students will review the elements, and some of the principles of design (variety and balance), while analyzing Still Life examples. Students will identify the characteristics of a Still Life. Students will identify and describe objects in a Still Life and the design choices used to convey messages. The teacher will model how to answer the questions verbally through discussion or on a graphic organizer and give students time in small groups to answer the same questions.</p> <p>Teacher Strategies: Teacher feedback, peer feedback, large group discussion, small group discussion, teacher modelled responses. <b>Graphic Organiser or Verbal Discussion - Elements and Principles in a Still Life</b></p>	50 min period

**Learning Goals**

I will be able to identify a Still Life **by its** characteristics.

I will be able to identify the elements and principles of design in examples of Still Life compositions.

I will be able to describe how objects and design choices in a Still Life convey messages to the viewer.

**D3.1** identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places

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Lesson 3	<b>Lesson 3: Set Up and Draw</b> Students will set up a Still Life arrangement and draw that arrangement from observation.	2 x 50 min periods
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Teacher Strategies:

Teacher feedback, self-reflection, peer feedback, large group discussion, small group discussion.

**Learning Goals**

I can arrange objects into a Still Life in a way that shows balance while using a variety of forms, shapes, heights, colours and sizes.

I will be able to observe an arrangement of objects then draw the Still Life arrangement on paper using lines, shapes, and patterns to create the illusion of texture, and shading to create the effect of three dimensional form.

I will provide descriptive feedback to my peers about their Still Life. I will ask my peers for specific feedback about my Still Life. (e.g., Does this object look like it has texture? Have I used enough shading to make the object look three dimensional?)

**D1.2** demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic

**D1.4** use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges

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Lesson 4	<b>Lesson 4: Materials and Techniques</b> Students will use a minimum of five different art media to create visual impact within their Still Life drawing from the previous lesson. Teachers will provide guided experimentation (e.g., wax resist, pencil crayon,	3 x 50 min periods
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marker, paint washes, salt resist, scrunched plastic wrap on wet paint, oil pastels, torn paper, textured papers, fabric and found materials, stamping).

Teacher Strategies:

Teacher feedback, self-reflection, peer feedback, small group discussion.

### Learning Goal

I will experiment with a variety of art media, tools, and techniques to create different designs on my original Still Life drawing.

D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges

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### Lesson 5

#### Lesson 5: Final Still Life Collage

4 x 50 min

Students will create a design plan of words and images for their final Still Life project. They will demonstrate their skills and knowledge of composition and art techniques by creating a Still Life collage using a minimum of five individual food packaging studies and a minimum of five different art medias.

#### Learning Goals

**plan message - junk food bad**

**plan - materials and size**

I will be able to create a design plan with sketches and words of which objects and art media I am going to use within a Still Life composition (e.g., art materials, size, text, and placement).

In my design plan I will be able to explain why objects, elements of design, text etc., used in my Still Life composition have meaning to me, and send a message to the viewer (e.g., adding contrasting words to the composition).

I will create a minimum of five food studies, or food packaging studies, which can be used in my final Still Life. My studies will explore the elements of design. I will make sure my studies include objects of different sizes, make deliberate colour choices, and experiment with textures.

I will create a minimum of five studies, or food packaging studies, which can be used in my final Still Life. The studies will use the elements of design, and include objects of different sizes, deliberate colour choices, and experiment with textures.

I will be able to cut, arrange and glue these studies to create a Still Life collage. I will make decisions about including additional text, drawing, and colour to the final Still Life, as needed, to create balance and variety.

**D1.1** create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view.

**D1.2** demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic

**D1.3** use elements of design in art works to communicate ideas, messages, and understandings

Lesson 6

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**Lesson 6: Artist Statement and Final Reflection**

50 min  
period

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Students will reflect on their final work and write an artist statement explaining their choices and messages.

**Learning Goal**

**I will be able to write** a complete artist statement that explains the choices and messages within my Still Life collage.

**D2.1** interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey.

**D2.2** explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding.

**D2.4** identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art

Extension

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As students are assembling their final Still Life collage in Lesson 5 there may be individual studies that are not used. These pieces can be used to create a collaborative class collage.

Add the criteria to also use five different art styles in Lesson Five. Prior knowledge required. Students would need to analyze different artist styles.

**If materials are limited students can explore a variety of forms, styles, artists instead of a variety of art materials and media.**

**D2.3** demonstrate an understanding of how to read and interpret signs, symbols, and style in art works.

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**Lesson 3 – Set Up and Draw**  
 This lesson will take 2 classes.

**Curriculum Expectations**

<p><b>Visual Arts – Grade 6 - Expectations</b></p> <p>Grade 6 OE1.</p> <p><b>D1. Creating and Presenting:</b> apply the creative process (see page xx) to produce art works in a variety of traditional two- and three-dimensional forms as well as multimedia art works, using elements, principles, and techniques of visual arts, and current media technologies, to communicate feelings, ideas, and understandings;</p> <p><b>D2.2</b> explain how the elements and principles of design are used in their own and others’ art work to communicate meaning or understanding</p> <p><b>D2.3</b> demonstrate an understanding of how to read and interpret signs, symbols, and style in art works</p> <p><b>D2.4</b> identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art</p>	<p style="color: blue;">I can arrange objects into a Still Life in a way that shows balance while using a variety of forms, shapes, heights, colours and sizes.</p> <p style="color: red;">I will be able to observe an arrangement of objects then draw the Still Life arrangement on paper using lines, shapes, and patterns to create the illusion of texture, and shading to create the effect of three dimensional form.</p> <p style="color: blue;">I will provide descriptive feedback to my peers about their Still Life. I will ask my peers for specific feedback about my Still Life? (e.g., Does this object look like it has texture? Have I used enough shading to make the object look three dimensional?)</p>
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Materials and Techniques

**Context**

Guiding Questions	Prior Knowledge and Skills	Next Steps
<p>Is your still life arrangement an effective composition that is interesting from all sides?</p> <p>Does your work demonstrate the techniques of shading and drawing from observation?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> know the elements of design (line, shape, colour, texture, space, value, form)</li> <li><input type="checkbox"/> know the principles of design (rhythm, movement, unity, harmony, emphasis, variety, balance, contrast)</li> <li><input type="checkbox"/> be familiar with the characteristics of a still life</li> <li><input type="checkbox"/> know value scales and shading when working with pencils</li> </ul>	<p>Lesson 4</p>

Visual Arts Grade 6 Draft Unit

Students will use a minimum of five different art media to create visual impact within their Still Life drawing from the previous lesson.

Teachers will provide guided experimentation.

Planning with the End in Mind	
Criteria for Level 3 Performance (Achievement Chart Category)	Evaluation
<p>The practice Still Life drawing needs to be handed in for final evaluation using the rubric.</p> <p><b>Application</b> - <i>The use of knowledge and skills to make connections within and between various contexts</i></p> <p><b>Application of knowledge and skills</b> Practice Still Life is complete and includes an application of the elements and principles of design.</p> <p>&lt;- rubric statement goes here&gt;</p>	<p><b>Evaluation</b> Culminating Activity After Lesson # 6 Evaluation Tool - Rubric</p>



Work in Progress

<b>Lesson 3 - Set Up and Draw</b>	<b>Grade 6</b>
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**Critical Learning**

Students will:

- collaborating with others to arrange objects into a still life
- draw from observation to create a still life composition
- using self, peer and teacher feedback to improve drawing skills and understanding of still life concepts

<b>Minds On... (Elicit and Engage)</b>	<b>Approximate time: 20 minutes</b>	<b>Links</b>
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Prepare/collect the following Objects for creating Still Life arrangements: Food packaging such as cereal boxes, chocolate bars, juice and pop beverages, chips, fruit and vegetables, fabrics for backgrounds, small cardboard boxes, etc. (plants and flowers are optional).

Objects and packaging should be contributed by students.

**Activity**  
Put students into groups of four. Have students number off as "Art Director 1", "Art Director 2" , 3 and 4. After students have selected, explain that each student will have their opportunity to be an "Art Director" in order of their chosen number. The role of the Art Director is to choose from the available objects and create a Still Life arrangement that meets the following criteria:

- uses boxes and fabrics to create a background with multiple levels

- includes objects with a variety of heights, sizes, textures and shapes
- interesting from all views.

**Assessment for Learning Opportunities in Minds On:**  
*Teacher Assessment - Observe student activity and give feedback as necessary.*

**Assessment for Learning Opportunities in Action:**  
*Teacher Assessment - Observe student activity and give feedback as necessary.*

**Assessment for Learning Opportunities in Consolidation:**  
*Teacher Assessment - Observe student activity and give feedback as necessary.*

*Teacher Assessment CHECKPOINT #1: Teacher assesses "Still Life drawing" to check for student understanding, use of the elements and shading techniques, and gives feedback.*

**Assessment of Learning:**  
Rubric after Lesson 6

After Art Director #1 has made their choice and arrangement, Art Director #2 can make changes, then Art Director #3 can make changes, then Art Director #4 makes any final changes. Each student uses **talk aloud** strategies to verbalize their choices and makes decisions based on feedback from the others.

*Teacher Assessment - Observe student activity and give feedback as necessary.*

~~Debrief:~~

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~~A. Teacher asks the students to answer the following questions with their groups in order to check for understanding-~~

- ~~—1. Which criteria given were easiest to meet and why?~~
- ~~—2. Which criteria were more difficult to meet and why?~~
- ~~—3. How did the use of a variety of objects, and the placement of those objects... alter the appearance of your arrangement?~~

~~B. Students share their answers with another group, writing down the answers from their partner group.~~

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~~C. Partner group answer are then shared whole class, and discussed-~~

**Differentiation:**

- some students may need to be provided with an already set up Still Life arrangement
- some students may need to be provided with a sheet of sample lines, textures, shapes, shading techniques

**Materials:**  
Pencils, erasers, rulers, 12"x18" cartridge paper

**Reflection**  
What is the best way to encourage students to be creative props, objects and fabrics in their arrangement?

<b>Home or Next Lesson Connection</b>	
Students can continue to collect food packaging for the culminating activity.	