

**LIVE** Arts

# TEACHER GUIDE

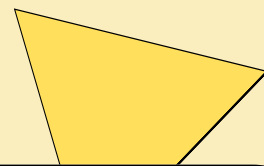
## STILL LIFE SKETCHES

With: *Madeleine Greenway*

Grade: 5/6

Date: *September 28th*

Artistic Discipline: *Still Life Drawing*



## OVERVIEW

Join Madeleine Greenway as she teaches your classes about still life drawing through an exploration of some of their treasured objects. Your students will learn some of the technical basics of drawing the world around them such as composition and drawing in 3 dimensions.



## ARTIST BIOGRAPHY

Madeleine Greenway is an artist located in Regina, Saskatchewan on Treaty 4 territory. She graduated from the Alberta University of the Arts (then Alberta College of Art and Design) with a BFA in Printmaking in 2014. She completed her MFA at the University of Regina in 2021.

Greenway is an active professional artist, arts instructor, and community member. She works in pencil crayon, relief printing, and silkscreen. Her work focuses on food and food production, and the role food has to play in human relationships.

## MATERIALS

- Treasured Personal Object
- Pencil Crayons
- Optional Black Marker
- White Paper (or heavier drawing paper)

## CLASSROOM SETUP

Have your students sitting in groups around a table with space in the center to put their objects on. 4-6 students in a group.

# Curriculum Outcomes & Indicators

## GRADE 5

**CREATIVE PRODUCTIVE**  
CP5.7 *Create visual art works that express ideas about, and draw inspiration from, pop culture.*

g. Describe how ideas can come from such sources as memory, research, observation, feelings, or imagination.

**CREATIVE PRODUCTIVE**  
CP5.8 *Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint).*

h. Analyze and investigate ways of creating the illusion of three dimensions through drawing.

**CULTURAL HISTORICAL**  
CH5.3 *Analyze and describe how arts and pop culture expressions convey information about the time and place in which they were created.*

c. Explain how knowing more about the context in which an arts expression was created can help in understanding the work.

## GRADE 6

**CREATIVE PRODUCTIVE**  
CP6.11 *Investigate and use various visual art forms, images, and art-making processes to express ideas about identity.*

c. Make keen observations of detail, and increase skills in representing unique features of individual people, animals, plants, and objects.

**CRITICAL RESPONSIVE**  
CR6.1 *Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music).*

a. Demonstrate critical and creative thinking when responding to the work of Saskatchewan and other Canadian dance, drama, music, and visual artists (e.g., composers, graphic artists, architects, actors, filmmakers).

**CULTURAL HISTORICAL**  
CH6.1 *Investigate how personal, cultural, or regional identity may be reflected in arts expressions.*

b. Participate, when possible, in partnerships with Saskatchewan artists and arts organizations to increase understanding of arts content and practices, and to understand how identity may be expressed in various art forms.

# Workshop Vocabulary

## VALUE

How light or dark something is.

## SHAPE

Shape is one of the seven elements of art. A shape is the silhouette (or a 2D outline). There are 2 kinds of shapes, geometric shapes and organic shapes. An organic shape is any non-geometric shape.

## FORM

Form is one of the seven elements of art. Form is when you take a 2 Dimensional Shape (like a circle) and shade it to make it look like a 3D object (a sphere).



## 3D - 2D

Something flat with no volume is 2-Dimensional. A shape, or object with volume is 3-Dimensional. A flat piece of paper is 2-Dimensional, a box would be 3-Dimensional.

## SHADING

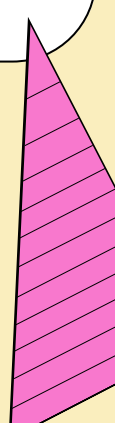
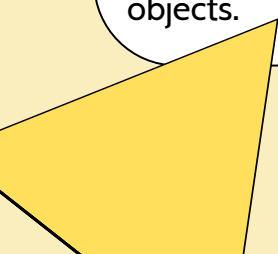
A way of making 2-Dimensional shapes look like 3-Dimensional shapes using lines, colors, or different values.

## STILL LIFE

When you make an artwork of something you can see in person—like an object, landscape, or other person—it's called a Life Drawing. When you make an artwork of inanimate (non living) objects that you can see in person, it is called a Still Life. A Still Life can be made of things like food, plants, or small objects.

## COMPOSITION

The way objects, people, or other things are arranged in an image. How different things look together in an image.



# Pre-Workshop Activity

## Name: Starting to Sketch

Duration:

1.5 Hours

Materials:

- Paper to draw on
- Pencils

- Flashlight
- Whiteboard

- Still Life Objects

### EXERCISE 1

- Show your students Andy Warhol's 'Campbell's Soup Cans', an example of still-life pop art.
- Ask your students why they think the soup cans were chosen as the subject for the painting and what sort of thoughts the painting brings to mind for them.
- Read the short article in the following link for some context on the painting:  
[https://www.moma.org/learn/moma\\_learning/andy-warhol-campbells-soup-cans-1962/](https://www.moma.org/learn/moma_learning/andy-warhol-campbells-soup-cans-1962/)

### EXERCISE 2

- In the same way that each Campbell's soup can (in the painting) started as an outline drawn from the silhouette, teach your students how to see the silhouettes/outlines of still life objects using the following exercise.
- Bring in a few powerful flashlights/projectors as well as a few objects with distinct silhouettes.
- Set up the flashlights behind each object, shining their light (and silhouette) onto the board.
- Turn the object and show the students how the outline of the object changes as it turns.
- Have the students take turns practicing tracing the outline onto the whiteboard where the silhouettes are being projected.
- Have the students practice looking at an object and guessing what its outline will be (drawing their guess on the board) before projecting the silhouette.

### EXERCISE 3

- Take your students on a walk outside your school.
- Find an open area where your students can take a seat.
- Have each student choose an object around them to draw (or have all the students focus on the same object).
- Ask them to take some time to look at their object and then sketch it.
- Try and have them focus on really just sketching what they see; the general outline, specific points and curves etc.

### EXERCISE 4

- Ask your students to bring in a treasured personal object to the broadcast.
- Brainstorm with them what kind of objects they might want to bring. Do they have a significant keepsake from a vacation? Or a gift from a close friend or family member? Is there any memorabilia that is important to them from their younger years?

# Broadcast Program

00:00 - 00:05:

- Artist Bio Video + Introduction

00:05 - 00:10:

- Introduce the idea/history of still life projects

00:10 - 00:20:

- Planning the still life (getting out objects, setting them up, talk about composition, how to make objects look good together)

00:20 - 00:30:

- How to draw (how to get your materials set up, how to position yourself, how to look, shape/shading, how to make things 3 dimensional)

00:30 - 00:45:

- Drawing Time

00:45 - 00:50:

- Sharing Time

00:50 - 00:55:

- Artist Q & A

# Post-Workshop Activity

## Name: **Storied Objects**

Duration:

1 Hour

Materials:

- Paper to write on
- Pencils

### EXERCISE 1

- Have each student sit down and answer the following questions about their object:
  - What is your object?
  - Where did you find it?
  - What do you like about it?

### EXERCISE 2

- Put your students into small groups and ask them to all put their objects in front of them.
- Have each student briefly explain the story behind their object.
- Have each group explore the questions: What do all your objects have in common? What is different about them?
- Have each small group answer the question: What story could you imagine all of these objects being in together?

### EXERCISE 3

- Have each student take their still life drawing and imagine what location, what place, these objects could be found in together.
- Once the students have chosen a place (a background) where these objects are, have them look up pictures online that they can use as references.
- Have each student draw the context that their objects are found in.

# Additional Information

## Upcoming Workshops

Oct 25-26 - Alexandra Jarrett - Slam Poetry

Nov 22-23 - Melanie Monique Rose - Metis Floral Feltwork

Jan 24-26 - Angela Christie - Theatre/Movement (French & English Program)

Feb 28-29 - Shawn Cuthand - Stand Up Comedy/Storytelling

March 26-28 - Hailey Weber - Painting

April 10-11 - Greg Orrē - Music

April 24-25 - Katherine Lawrence - Page Poetry

## More Art By The Artist

[www.madeleinegreenway.com](http://www.madeleinegreenway.com)

