

Aim/Goal of the 8-wk Curriculum:

Over the course of eight weeks students will explore the concept of time. They will have an opportunity to experience the way time influences art making practices and challenge the idea of time. Each week students will experiment with a variety of media to understand and challenge their theories on the concept of time. They will become more aware of their reactions and theories of time as well as understand how time is used in everyday life.

Fine Arts Goals Met by the Objectives:

1. *State Goal 25.A.1d* Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.
2. *State Goal 25.B.1* Identify similarities in and among the arts (e.g., pattern, sequence and mood).
3. *State Goal 26.A.1e* Identify media and tools and how to use them in a safe and responsible manner when painting, drawing and constructing.

Objectives: Students will...

- Understand ideas about the concept of time.
- Create their own still life by looking at references of past and contemporary art.
- Understand and identify vanitas symbols in 17th century Dutch painting.
- Using a viewfinder to understand scale and composition

Vocabulary:

- Past: the time that has elapsed
- Still life: A still life is a picture of objects that don't move. Often vases, bowls of fruit, bottles etc. The artist sets up a still life usually in the studio to do a 'study' of the objects.
- Vanitas art: is concerned with the passage of time and contains objects that symbolize this theme.
- Symbol: something visible (hourglass) that represents something else that is invisible (passage of time)
- Orientation: position or alignment
- Composition: arrangement
- Scale: size relations; bigger vs. smaller
- Viewfinder: The viewfinder will help to frame a composition for an artwork just like a camera only takes a picture of what the lens sees.

Multicultural/Historical exemplars:

1. Pieter Claesz “Vanitas Still Life with the Spinario”



2. Pieter Claesz “Vanitas Still Life”



3. Lubin Baugin “Allegory of the Five Senses”



4. Philippe Derom “Cherry Tart Vanitas”



5. Justine Reyes “Vanitas”



Learners Materials:

- Pencil (31)
- Paper (31)

Procedures:

“Still-life practice” (20 minutes)

- Demonstration: 5 minutes
 - Teacher will set up the still life on the front table using various objects
 - Teacher will show students how to decide which orientation they should put their paper
 - Teacher will demonstrate using the viewfinder and how to choose a composition
 - Teacher will explain scale and show students that they should draw objects bigger and smaller depending on their relation to other objects
 - The viewfinder is a way to separate the composition into sections
 - The viewfinder has a grid on it that will help the students transfer a 3d object onto a 2d surface
 - There is a center dot on the viewfinder to help identify the center of the composition

- Students should decide where the center of their composition will be and refer to that dot as to where to return the viewfinder each time they hold it up
- The viewfinder is also a way for the students to see the objects in terms of shapes within the smaller grid section'
 - The focus is to break down the composition into smaller parts
- Design/work session: 15 minutes
 - Students will have the opportunity to practice drawing a still life from real life
 - Students will learn how to hold and use a viewfinder as a tool for drawing
 - The students will always hold the viewfinder arms-length in front of them and it will block at the rest of the background so they can just focus on the section they are drawing
 - Students will focus on understanding composition and scale
 - Students will then prepare for next weeks project on their own still life's
 - Students will need to have a total of 4-6 objects in their still life painting. One of the objects must relate to the vanitas theme and can be a symbol talked in class or another related to time
 - Students will be given two pieces of paper and will write their name on both.
 - Students will begin to brainstorm what objects they would like to put in their painting. Students should pick things that are personal to them.
 - Students will then write down their objects and also the vanitas symbol they will include on both pieces of paper.
 - Students will hand in one of the pieces of paper to the teacher so the teacher knows which objects the students have chosen. The students are expected to bring the actual object for the following class where they will paint the objects from real life. The teacher will have a copy to see if they are able to bring in the objects for the students too.
 - The students on the back of their brainstorming sheet will then roughly sketch out their initial composition and focus on deciding which paper orientation they will choose.
 - Students will keep their paper so they can look for these objects or photos of these objects at home.