Art Masterpiece: 6th Grade, Lesson 2 (November)

Paul Cezanne (1839 – 1906)

Apples and Oranges (circa 1899)

Oil on Canvas, 36 5/8” x 29 1/8”

Pronounced:  Say-Zahn
Art Style:  Post-Impressionism
Art Terms:  Still Life, Blending
Activity:  Still Life with Light and Shadow
Medium:  Oil Pastels

Meet the Artist

- He was born in France, near the coast of the Mediterranean Sea.
- His father was a banker and the family was very prosperous.
- He started to draw as a young man, but became a lawyer. Later, he left law and became an artist, against his father’s advice.
- He was close friends with a woman named Emile Zola. She became a famous author and they lived together in Paris.
- While in Paris, he became acquainted with Impressionist artists Manet and Pissaro.
- Cezanne’s style led to a change in art. Other artists called him “the father of us all”.
- He painted roughly, sometimes painting with a palette knife instead of a brush.
- He was interested in simplifying things to their most basic geometric forms.
- He was moody and often depressed. He labored over his paintings, once requiring 100 sittings for a portrait before he decided to quit.
- He once wrote, “I am old and ill and have sworn myself to die painting.”
- He died at the age of 67 on October 22nd, 1906 after catching pneumonia while painting in a storm for several hours.
- While Cezanne was alive his art dealer divided his painting into two sizes. He sold them for $64.00 for the large ones and $26.00 for the small ones. In 1964 a Cezanne painting sold for 1.4 million. On May 10, 1999, Cézanne’s painting Curtain, Jug and Fruit Plate sold for $60.5 million, the fourth-highest price paid for a painting up to that time. It is the most expensive still life ever sold at an auction.
Art Style

Post-Impressionism

- Art that creates pictures of things as they really look.
- This style would most closely represent what a photograph would capture if you took a picture of the subject.

Art Terms:

Still Life

- A drawing or painting of an arrangement of non-moving objects such as fruit, flowers, bottles, etc.

Blending

- Smoothing the edges of two colors together so that they have a smooth gradation where they meet.

Questions about Apples and Oranges

- What do you see? Did these occur naturally or were they placed?
- What colors are used?
- Where does the light seem to come from? Look at the shadows. Is it a bright light or a low light? Sunlight or candle light?
- What tells you where the light comes from?

Activity

Still Life with Light and Shadow – Oil Pastels

Supplies

Light brown construction paper – 5 ½” x 8” (2 for each student)
Black construction paper – 8 ½” x 11” (1 for each student)
Squares of white cardstock – 5 ½” x 5 ½” (14)
Artificial fruit – 4 red apples, 4 green apples and 6 pears
Oil pastels (in labeled bags):
  - Red apples (2 sets)
      - red, venetian red, orange, brown, vandyke brown, white
  - Green apples (2 sets)
      - cinnabar green yellow, light green, dark green, yellow, vandyke brown, white
  - Pears (3 sets)
      - yellow, naples yellow, deep yellow, light green, dark green, brown, vandyke brown, white
Plastic cups (14)
Pencils
Glue sticks
*Additional support material – illustrations
**Art Guide Notes**

Still life set-up: Place 2 pieces of the same colored fruit at each table along with 1 set of oil pastels for that fruit (pastels will be in labeled bags). Each table will need 2 plastic cups with 1 white paper square placed on top of each can. Place one piece of fruit on top of the white paper. (The white paper is needed so the shadow of the fruit can be visible.) Place a cup/fruit towards each end of the table so if students are setting along all 4 sides they will all be able to see one of the pieces of fruit clearly.

The students will draw the piece of fruit at their table and then choose another fruit to draw and go to that table when there is an open seat. They will draw one piece of fruit per brown paper (see photo). They will choose their best drawing (which will be used for the “Art Walk”) and mount it to the piece of black construction paper (8 ½” x 11”). Make sure their name and room # are written on the back.

This lesson will be used for the “Art Walk” in January. Please leave artwork in your grade level class folder located in the filing cabinet in room 6. If you would like to help with preparation for the “Art Walk” please let one of the Art Masterpiece coordinators know.

Directions

Demonstrate the following step and have the students follow along with you. Show sample drawing.

1. Let the students know that this lesson is going to be displayed at the “Art Walk” in January. Explain that they will be doing two drawings and that they will need to select one to display in the show.
2. Have the students turn their paper in the vertical position.
3. Draw an outline of the fruit shape using one pastel: red for the red apple, green for the green apple, yellow for the pear.
4. Talk a bit about which side the light is shining on. (show additional support material)
5. They will use the lightest color and draw a half moon on the side of the apple where the light is shining.
6. Then, use the darkest color to draw a half moon on the shaded side of apple.
7. Then, use the medium color to color in remaining mid-section. Don’t leave any white spaces. Keep blending with medium color into the dark and light so it is fully covered.
8. Take your white and make a few highlights on the one side of your apple where the light hits.
9. You can use brown to add more details like the spots (as seen on the pears) and lines (as seen on the red apples) which helps add texture.
10. Use the brown pastel to create an indentation where the stem will be coming out. Then draw a brown stem.
11. Have them shade very lightly under the shady side of the fruit with the brown pastel to create the fruits shadow - very lightly.
12. Have the student’s center and glue one of their drawings to the black construction paper.
13. When the students are done have them write their name and room # on a label sticker and place it on the back of their work.

“Art Walk” - Remember to please leave the artwork mounted on the black construction paper in your grade level class folder located in the filing cabinet in room 6. Make sure the students names are on the back of their work.

Lesson Sample
**Additional Support Material**

8 ½” x 11” printouts of these images will be available in the supply bin.

You can project the images on the pull down screen one of two ways: use the overhead projector and printouts in the supply bin or the teacher can bring up the images located on the school computer.

*Different light and shadows*

*Breakdown of light on a sphere*

*Fruit and Jug on a Table*
by Paul Cezanne

*A contemporary painting*
inspired by Cezanne