

Art Masterpiece: Apples and Oranges, 1899, by Paul Cezanne



Pronounced: Pol Say-zann

Keywords: Still Life, Shape, Value

Still Life - A drawing or painting of an arrangement of non-moving, non-living objects such as fruit, flowers, bottles, etc. The arrangement is usually set indoors and includes at least one manufactured object, such as a bowl or vase.

Shape - An element of art. The outline, edge or flat surface of a form as a circle or a square.

Value - The lightness or darkness of a color.

Grade: 5th

Project: Subtractive Still Life Drawing

You Tube Video: www.youtube.com/watch?v=2k2OYRGrdWE **NOTE:** Please be aware of possible inappropriate material on the right side of the screen when opening link. Click to view in full screen mode.

Meet The Artist: (5 min)

- Born in Southern France, 1839-1906. 166 years before the invention of the light bulb and the phone.
- He was a pioneer in art, very meticulous and strong minded. He painted the way he felt and not the way that others told him how to paint. One model who sat for a portrait came back 115 times and he wouldn't let them move a muscle.
- He was not an easy person to get along with. He always wanted to be a painter but his wealthy Father was stern and insisted that Cezanne be a banker or a lawyer. He went to school and worked for his father but was miserable so his father eventually paid for him to go to Paris and study art.

- At the beginning of his career, it was fashionable for artists to paint realistically, but Cezanne liked to paint very flat pictures. He liked to build up his paintings with a lot of color and brush strokes. He layered thick paint, giving the subject a solid feel, like they were carved in stone. Since his art was very different from what was popular in Paris at that time, his work was rejected.
- Cezanne later moved back to Southern France and met Impressionist painters (Impressionism-brushstrokes and lots of color). He tried to join them but his work wasn't accepted there either. He didn't care, he wanted his work to look more permanent.
- Eventually he went back to his hometown and decided to work by himself. Unfortunately, he still didn't find much success.
- His work was admired by up and coming artists like Monet, Renoir, Picasso and Van Gogh. They all realized his talent and agreed that his work influenced them.

Discussion: (10 min)

- What do you see in this picture?
- Where do you think this is? (artist's studio)
- Why do you think the artist arranged these items like he did?
- This artwork is called a **still-life**. Do you know what that is? (see definition above)
- Does the painting seem heavy and solid to you? Why?
- Does it look flat? (compare with another realistic still life print or picture from a book) Which one looks more 3 dimensional?
- Describe the colors of the painting.
- Light and darkness of a color in a painting is called (**Value** - The lightness or darkness of a color) Pick a color to discuss value.
- In the painting Apples and Oranges, how does the white tablecloth effect the painting? How would it have looked if he hadn't used the white cloth?
- Cezanne considered **shapes** to be the basic form of everything he painted. (**Shape** - An element of art. The outline, edge or flat surface of a form as a circle or a square) Some shapes are three dimensional like a sphere, cone or cylinder. (You may want to sketch examples on the board.)
- Which objects in the picture are spheres? Fruit
- Which object is cone shaped? Bowl
- Which object is shaped like a cylinder? Pitcher
- If you wanted to practice drawing these shapes, what would you choose to draw?

Project: Subtractive Still Life Drawing

Project Materials:

- 9"x12" White drawing paper - 1 per student
- 12"x18" Orange construction paper - 1 per student (Cut to 11"x14")
- Charcoal pieces - class set
- Kneaded erasers - class set
- Parent Letters - 1 per student
- White glue - class set 6-8 bottles

Hairspray - several cans - to set charcoal

Tissues or toilet paper for blending charcoal

Wet Wipes for cleaning hands, tables

Still Life materials; white bowl, pitcher, white tablecloth, fake fruit, lamp, 60W light bulbs and extension cord

Advance Preparation:

Cut orange mounting paper to 11"x14" - save the scraps

Copy and cut Parent Letters

Glue parent Letters to back of orange mounting paper

Mini Lesson: (5 min)

- Set up tables in a horseshoe shape with the rolling cart in the top center of the "U".
- Create your '**still life arrangement**' using the tablecloth (messy with folds) on the rolling cart with the pitcher, bowl and fruit. You don't need to use all of the fruit provided, but make sure that it's placed all the way around the arrangement.
- Place the lamp behind the arrangement so that the light shines from the top.
- Make sure all the students are seated and are able to view the arrangement.
- Turn on the lamp and turn off the classroom lights to emphasize the shadows.
- Discuss that this is a '**still life arrangement**' (**Still Life** - A drawing or painting of an arrangement of non-moving, non-living objects such as fruit, flowers, bottles, etc. The arrangement is usually set indoors and includes at least one manufactured object, such as a bowl or vase)
- Take a good look at the areas where the lamp shines the brightest and where there are shadows. Everyone will have a different perspective. (**Value** - The lightness or darkness of a color)

Process: (30-40 min)

- Explain that today's lesson is a 'subtractive' method of drawing, where they will 'take away' or remove charcoal from the page to create their drawing.
- Hand out a piece of the 9"x12" white drawing paper, a piece of charcoal, a kneadable eraser and a small piece of tissue to each student. Mention that charcoal is very soft and expensive, so ask them to be gentle and not break it by pressing too hard or by dropping it.
- Show the students how to 'knead' the eraser (yes it's soft and squishy). Have them shape it to make a point that they will 'draw' with. These will become dark with use but just need to be 'kneaded' to regain their workability.,
- **Holding the charcoal on it's side, VERY LIGHTLY** shade the whole page, keeping strokes all in the same direction.
- Use a piece of tissue to gently blend the charcoal, creating a smooth surface.
- Creating a blunt point with the eraser, 'draw' a faint outline of the shapes in the still life composition. (**Shape** - An element of art. The outline, edge or flat surface of a form as a circle or a square).
- Continue drawing with the eraser, finding the places where light hits the fruit and erase the charcoal on that area.

- When they have all of the **shapes** highlighted with the eraser, go back with the charcoal and darken the shaded areas. Now they can hold it like a pencil. A wide range of white to dark (**value** of black) is what they should be aiming for.
- When completed have students sign their initials on the front.
- Spray with hairspray to set and then mount to orange paper.

Clean up:

Make sure that students wash their hands thoroughly and wipe their tables or desks. Place arrangement materials, lamp and cord back into the cardboard box and charcoal back in their boxes.