

**Teacher: Roselie Bongiovi**  
**Lesson Title: Candy Still Life**  
**Grade/Subject: 10th**

**Central focus:**

Students will learn the rule of thirds in composition, and grid replication drawing by creating a candy still life. Students will analyze the work of Wayne Theiabaud and understand how shading in a work of art can be created without the use of the color black using color theory. Using their phones, students will photograph the candy of their choice and crop the photo into a square using the photo grid programmed on their phone. Then students will create a grid on their own square papers, and draw their picture by section using graphite and colored pencils, recreating small parts of their image rather than the whole image at once.

**Content/Common Core Standard(s):**

**NYSCCS #1- Creating, performing and participating in the arts:**

Students will create their own photographs, photo grids, and drawings based upon their own photographs using pencils and colored pencils. Students will be drawing the candy of their choice (that they bring into class) and coloring and shading without the color black.

**NYSCCS #2- Knowing and using art materials and resources:**

Students will learn the “rule of thirds” method of composition to produce a photograph. Students will learn how to access the photo grids on their phone to use this method as well as learn to create their own grids using google slides. Students will also be using colored pencils to color and shade their candy still lifes.

**NYSCCS #3- Responding to and analyzing works of art:**

Students will analyze an advertisement image of a popular brand (such as Apple or Gucci) and learn how the rule of thirds creates “points of interest” that makes a photograph of an object more interesting to the viewer. Students will also analyze the work of Wayne Theiabaud and discuss how to color a piece and shade without the color black.

**NYSCCS #4- Understanding the cultural dimensions and contributions of the arts:**

Students will be able to explain how an advertisement image is effective by establishing how it uses the rule of thirds for composition and use this discussion to further analyze advertisements they experience outside of school. Students will also observe the work of Wayne Theiabaud and understand how color theory impacts the visual aspects of a piece.

**Learning Objectives**

**Content Objectives:** Students will learn the “rule of thirds” compositional skills and the “grid method” for creating a still life by watching a live instruction and completing their own candy still life by photographing and cropping their own photos, creating their own grids, and drawing “grid by grid” for their still life. These methods aid students in breaking down how to draw a live drawing and will set the foundation for student understanding of proportion and negative space. Students will also continue their practice of color theory by analyzing the work of Wayne Theiabaud, establishing how he shades his pieces without using the color black, and creating their candy still lifes using this same coloring method.

**Process/Skill Objectives:** Through watching and following along with live instruction from the teacher, students learn the rule of thirds for composition by photographing and cropping their own work into their desired points of interest, and drawing using the grid method by creating their own photo grid on their candy photographs to be used as reference while drawing. Students will also learn how to shade/color

their work without the use of the color black through analyzing the work of Wayne Theiabaud and through a class demonstration/discussion that reinforces the application of color theory.

### **Academic Language:**

#### **Vocabulary:**

- “Rule of Thirds”
- Cropping
- Perspective
- Advertisement
- Photo Grid
- Proportion
- “Points of Interest”
- Grid Method
- Composition
- Cool Colors
- Warm Colors
- Complimentary Colors

### **Monitoring Student Learning: Formal & Informal Assessments prior to, during & after learning**

**Description of assessment:** Students will be assessed through rubric, grading the student's composition (based on the rule of thirds), photo quality, and color application.

**What is being assessed:** Students will need to produce a square photograph and drawing that demonstrates the use of the rule of thirds and the use of the grid method for drawing, as well as coloring/shading their work without the use of the color black.

**Assessment accommodations:** Students will be assessed in accordance with the IEP/504 plans. Live instruction will be paced to give students an opportunity to not feel overwhelmed by excess information and the creation period will provide an opportunity for individual instruction from the teacher to help alleviate student stress. Student grading can also focus more heavily on color application & manipulation rather than proportion as it is the core component of this lesson.

• **Presentation Accommodations:** Students will be given priority seating in accordance with their IEP and 504 plans. Live instruction will be projected onto SMART Board to enlarge the demonstration to ensure it is visible. Close proximity to the presentation is beneficial for the live demonstration for those with visual/auditory impairment and behavioral issues.

• **Response Accommodations:** Students will be provided with repeated instructions, as well as pauses to check for understanding during the live demonstration. Individual checks will be conducted during the creation period of this lesson.

• **Setting Accommodations:** During live instruction students who may have visual or auditory impairments will be given priority seating and sit close to the instructor. During the creation period, students will be grouped by behavioral/language needs.

### **Feedback**

#### **Type of feedback that will be given to students:**

Teacher feedback should focus on students' composition, relating back to the advertisement image analyzed by the class if needed, asking questions such as, “can you identify the points of interest in your photograph?” or “how can we crop this photo to make it look as if it were an ad for this candy like the one we viewed together?”. Teacher will also observe the color application of student work, making sure student's are not using yellow, and provide color options by asking questions such as, “what is the complimentary

color of *this* color” or “when we did the demonstration at the beginning of class did we say blue was a ‘dark’ color or ‘light’ color?”.

**What students will do with the feedback:**

Students will adjust their cropping and photos based on their desired points of interest in reference to the advertisement images shown and the rule of thirds. Students will examine their own color application and use the color techniques suggested by teacher & based on their knowledge of color theory.

**Instructional Resources and Materials:**

- 2B Pencils
- Colored Pencils
- Candy (or toys if accommodations are needed based on allergies)
- 8”x8” stock paper
- Phones
- Computers
- Lamp with “Daylight” light bulb
- Rulers
- Sharpies
- Tripod with phone attachment

**Connection to prior academic learning and requisite skills:**

Students will prior knowledge from their lesson on value and color.

**Connections to cultural/personal/community assets:**

The “rule of thirds” is an integral part of composition and is referenced often in advertisements. Students will be able to analyze how an advertisement that is presented to them both in and outside of the class is successful by using the rule of thirds by identifying its areas of interest. Students can also connect this lesson to the candy brands that they have chosen to draw.

**Instructional Strategies & Learning Tasks that support diverse student needs**

**Motivation:** Composition is a critical element of advertisement by photograph. By discussing and analyzing the advertisements of popular brands, such as Apple, M&Ms, and various luxury brands such as Gucci, students will be motivated to replicate these forms of composition in their own still life. The use of actual candy is also a good motivator for students to complete their assignments.

**Procedure:**

Time	Teacher Action (include higher order thinking questions, grouping strategies)	Student Action
5min	Place do now up on board. Prepare materials for live instruction. Set up photo lighting area	Complete do now and prepare materials brought to class (candy or toy depending on accommodation)
5 min	Examine the work of Wayne Theiabaud, and discuss color application (coloring without the color black). Complete short demonstration with primary	Using color theory and previous lesson vocabulary, such as complimentary colors, cool colors, warm colors, tone, hue, and value, analyze the work of Wayne

10 min	<p>colors that establish which colors are seen as “light” and “dark”.</p> <p>Demonstrate how to photograph candy using the photo grid on student phone. Define and explain the “rule of thirds” so that students take and crop their photo using this compositional rule. Allow pauses for questioning and understanding</p>	<p>Theiabaud and explain why certain colors appear “dark” and “light”</p> <p>Follow teacher instructions by opening a camera app on their phones and accessing the photo grid.</p>
10 min	<p>Observe the photo area and circulate while students crop images to answer individual questions. Instruct students who are finished to upload their photo to google classroom.</p>	<p>Photograph candy and crop images using the rule of thirds to produce a square image. Then per teacher instruction upload the image to google classroom.</p>
5 min	<p>Demonstrate how to edit their photo on google slides to create a grid on their square cropped photo.</p>	<p>Follow along in google classroom to create a grid on photo in google slides</p>
5 min	<p>Explain how to transfer grid onto 8”x8” paper and draw by the grid.</p>	<p>Ask final questions</p>
5 mins	<p>Instruct students to begin creating their grids while engaging in a further conversation about advertisement imagery to reinforce “the rule of thirds”.</p>	<p>Begin drawing grid on 8”x8” stock paper and engage in advertisement conversation to demonstrate understanding.</p>

**Closure:** While creating their grids students will analyze advertisement images presented on the smart board and be asked questions such as “Does this photo make you want the product, why/why not” and “Where are the points of focus in this photo?” This is to reinforce understanding of composition using the rule of thirds for students to continue their still life in the following lesson.

**How students will reflect on their own learning:**  
 With the completion of their still life, students will be able to analyze how the points of interest created by using the “rule of thirds” truly guide how someone will look at their work, and use this to compose their future projects.

**Accommodation/Modification based on IEP or 504 plans:**  
 Accommodation/Modification based on IEP or 504 plans:  
 Students with Disabilities

- Accommodations will specifically address the needs outlined in each student’s IEP
- A student with limited dexterity/motor skills may need a larger paper to work upon, be provided with a premade grid, or be provided with a tripod to help stabilize their phones for photography.
- If there are students with food allergies present, the subject can be changed to small objects such as toys.

English Language Learners

- Make sure I have bilingual IMAGE + word posters/reference charts hanging in the classroom
- Include phonetic spelling for words
- ELLs will be paired with bilingual students who speak native language if applicable

**Differentiation strategies:**

Differentiation strategies for students will include the ability to focus on numerous candies for drawing rather than one if desired, a larger space to work upon to accommodate those with limited motor skills, or to focus on one section of a large piece or multiple small pieces of candy to help simplify drawing using the grid method.

**Technology integration to support learning:**

Students will be using photo grids displayed on their phones to help reinforce the rule of thirds and provide a grid to replicate and refer back to during their drawing process.