



Lesson Delivery Date: ___/___/___
Lesson Delivered By: _____
Initial when complete:
Supplies Bought: _____
Materials Prepped: _____
Feedback Complete: _____

## SCALED LEARNING™ LESSON PLAN - SACC

Review this lesson plan at least 3 days prior to leading.

<b>LESSON NAME:</b> (What is the name of the activity?) Pumpkin Still Life	<b>TIME REQUIRED:</b> 30 minutes	<b>AGES:</b> All
<b>SCALED LEARNING FRAMEWORK ELEMENTS:</b> (STEM, Career Connected Learning, Arts, Literacy, Education, Diversity and Global Learning, etc.) <ul style="list-style-type: none"> <li>Arts</li> </ul>		
<b>STANDARDS ADDRESSED:</b> (Common Core State Standards; National Core Art Standards) <ul style="list-style-type: none"> <li>Arts: Generate and conceptualize artistic ideas and work.</li> <li>Arts: Refine and complete artistic work.</li> <li>Arts: Develop and refine artistic techniques and work for presentation.</li> </ul>		
<b>LESSON OBJECTIVE:</b> (What youth should get from this activity, what they should achieve?) Youth will be able to: <ul style="list-style-type: none"> <li>Develop skills in Still Life visual arts through the creation of a Pumpkin Still Life painting.</li> </ul>		
<b>MATERIALS NEEDED:</b> <ul style="list-style-type: none"> <li>Art paper</li> <li>Oil Pastels</li> <li>Watercolor Paint</li> <li>Pencils</li> <li>Variety of Pumpkins and Squash for display</li> <li>Examples of Still Life Painting (attachment)</li> </ul>	<b>PREPARE AHEAD OF TIME:</b> <ul style="list-style-type: none"> <li>Set up an attractive Still Life display by arranging squash and pumpkins on a table which is viewable from several angles (perhaps in the center of the work space).</li> </ul>	

### PART ONE:

#### INTRO TO REFLECT

**SAY:** Today we're going to create Still Life Pumpkin paintings.

**ASK & CONNECT** (prepare opening ideas to connect lesson to youth's prior experience or prior session)

- What is a Still Life painting? How does it compare to other types of art?
- Share: Historically a Still Life (from the Dutch, stilleven) is a painting featuring an arrangement of inanimate, everyday objects, whether natural objects (flowers, food, dead fish, and game, etc.) or manufactured items (books, bottles, dishware, etc.)

## PART TWO:

(What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.

1. Show youth a variety of Still Life examples and discuss. What do you notice about these paintings? What is similar? What is different? Do you think these are more realistic or abstract types of art pieces?
2. Place the pumpkins and squash on the table within reach of the kids.



3. Demonstrate how to use your oil pastels to draw one or more of the pumpkins onto your art paper. Encourage the children to look at the lines they see as they look closely at each pumpkin. Be sure to draw in details as you study your pumpkin. Youth may choose to draw lightly with pencil before using the pastels.



4. When youth are done drawing the pumpkins or squash, use watercolor paints to paint over the oil pastel drawings.

What key skills will I need to be prepared to model or teach?

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**ASK DURING** (open-ended questions for during activity)

- What can you add to your painting to make it look more realistic?
- What would be other items you'd enjoy creating in a still life?



5. Let the artwork dry completely.



**SITE SPECIFIC** (complete prior to lesson delivery)

**Leadership** (How can youth help lead?)

**Choices** (What content or process choices are there?)

How will I promote exploration?

How will I nurture creativity?

**PART THREE:**

**REFLECT**

- Show off the creations. Showing on your hand, from 1 – 5, how realistic is your Still Life compared to the display?
- What did you think about this process? How did it feel to try to make a real life object into a painting?

**FAMILY AND PARENT ENGAGEMENT** (Select how activity will be shared)

- Invitation: During activity, invite families to join as they are picking up their child
- Conversation: Draw parent’s attention to their youth’s contribution at pick up and explain their child’s positive contributions to the final product or process
- Communication (written): Photos or written Staff or Youth recap for upcoming newsletter or parent email

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