



## STILL LIFE WITH COLOURED PENCILS – Form, Colour, Space

Students create a colourful still life by drawing three to four objects of different sizes, shapes and textures, using coloured pencils to colour the main part of the composition, and adding a soft watercolour background.

Required Time

180 Minutes

Grade Level

Grade 7 to Grade 10

Subject

Language Arts  
Visual Arts

Vocabulary

balance  
composition  
contour drawing  
depth  
harmony  
horizon line  
light source  
overlapping  
shape  
space  
still life  
texture

Materials

Crayola Coloured Pencils - 24 Count

Crayola Watercolour Paints - 8 Count

Crayola Paintbrushes - 4 Count

Crayola Marker & Watercolour Paper - 22.9 cm x 30.5 cm (9" x 12")

Pencils

Still Life Objects

Water Containers

Paper Towels

Shop Crayola  
Products

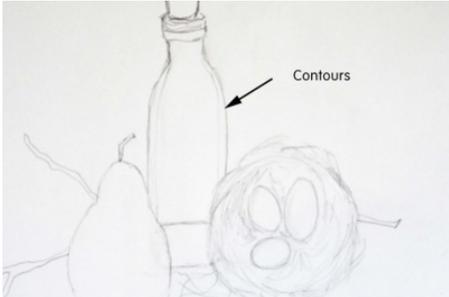
# Steps

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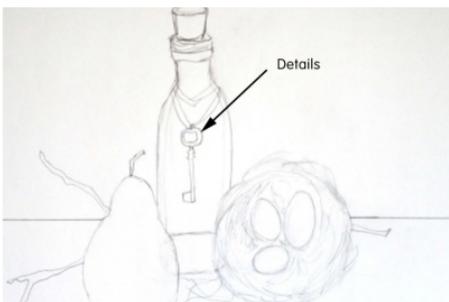
## Step One

1. Choose 3 objects, small, medium and large.
2. Each object should be different in height, shape, texture and colour.
3. At least two objects should **overlap** and sit on different planes.
4. Arrange them in a composition that would fit into a triangular shape.



## Step Two

1. Create a contour drawing of the objects.



## Step Three

1. Add details to the contour drawing.
2. Draw in the horizon line, also known as the eye level line.  
*- The placement of this line tells the viewer that the objects are either slightly above the viewer's eye level, right at the viewer's eye level or slightly below the viewer's eye level.*
3. The composition will be most effective if you place the horizon line either one-third or two-thirds of the way up from the bottom of the page.



## Step Four

1. Look for areas where the light hits the objects and draw them in lightly with a pencil.
2. Choose coloured pencils to work with.
3. Blend colours light to dark, following the light source.
4. Use **analogous** colours in the objects to create a sense of depth, for example, yellow-orange, orange, and red-orange.



## Step Five

1. Colour the shadows with a grey coloured pencil.
2. Use dark grey closest to the objects.
3. As you get further away from the objects the grey gets lighter.
4. Always follow the light source.



## Step Six

1. The last step is to paint a very light wash with a large flat brush.
  2. Colours should not be too bright or compete with the colours in the objects.
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# Learning Goals

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Students will be able to:

- create a still life drawing using coloured pencils and a watercolour wash background;
- use three objects to create a variety of textures, size and colours;
- use placement of objects to create a sense of balance;
- use overlapping to create a sense of depth;
- demonstrate technical accomplishment and creativity;
- support their ideas with evidence found in the artworks.

## Extensions

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Have students:

- research the history of still life paintings;
- create a different still life using torn construction paper;
- design a display of the still lifes that includes the finished works and the objects.

## Prepare

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1. Download images of still life paintings and drawings from the Internet.

**Fruit**

**Objects**

**Jars**

**Drawing**

**Cezanne**

2. Gather books about still life, for example, *Still Life (Big Series Art)*, by Norbert Schneider; *Still Life (Taschen Basic Art)*, by Gian Casper Bott; and *In Art: Still Life (Enjoying Great Art)*, by Deirdre K. Fuller
3. Collect many objects such as fruit, bottles and plants and encourage students to bring in interesting objects to be used in their work.
4. Review the video **Introducing Formal Analysis: Still Life**.

## Introduction

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1. View the video **Introducing Formal Analysis: Still Life**.
2. Analyse one of **Cezanne's** still life paintings, for example,
3. Discuss the use of space in arranging still life objects.
4. Demonstrate how to arrange objects in a triangular composition.
5. Encourage students to try a variety of objects in different compositions.
6. Allow students time to practice drawing various objects.
7. Observe students as they work and provide assistance with placement of objects and the light source.
8. Introduce the challenge.

## Activities

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### The Challenge

1. Create a still life drawing using coloured pencils and a watercolour wash background.
2. Use three objects to create a variety of textures, size and colour.
3. Use placement of objects to create a sense of balance.
4. Use overlapping to create a sense of depth.
5. Demonstrate technical accomplishment and creativity.
6. Support your ideas with evidence found in the works.

### The Process

1. Make sure everyone understands the challenge.
2. Establish success criteria with your students, for example,  
I know I am successful when I have:
  - *created a still life drawing*
  - *used coloured pencil techniques effectively*
  - *created a triangular composition*
  - *painted a watercolour wash for the background*
  - *used 3 objects of different sizes, colours and textures in my still life*
  - *used placement of objects to create a sense of balance*
  - *used overlapping to create a sense of depth*
  - *kept everything in good condition*
3. Encourage students to try at least three compositions before deciding on the one they will draw.
4. Guide students through the steps in this lesson.
5. Observe students as they work and encourage them to look at their work from a distance during the process.  
Remind them to:
  - *keep a consistent light source and shadows*
  - *keep objects in a triangular composition*

- *think of colour combinations they will use*
  - *think about how they can use line and colour to create implied texture*
6. Provide individual assistance and encouragement.

## Sharing

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1. Once all drawings are complete display them for a group discussion. Remind students of the challenge.
2. During the discussion include reference to:
  - *placement of objects*
  - *triangular composition*
  - *illusion of depth*
  - *implied texture*
  - *colour schemes*

## Assessment

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1. Observe students as they work - thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their drawings - speaks with a clear voice, looks at audience while speaking, points to areas on the drawing, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen - looks at presenter, asks effective questions, supports ideas with evidence found in the artwork.
4. Use a checklist to track progress. (Downloads - STILL\_LIFE\_tracking.pdf)
5. Have students use the self-assessment form to evaluate their work. (Downloads - STILL\_LIFE\_self-assessment.pdf)