

Ontario Grade 5 Visual Arts Curriculum Connections for the Activity: Exploring Pastel Perspectives: Still Life Drawing with Soft Pastels

D1. Creating and Presenting

D1.1: Create two- and three-dimensional artworks that express feelings and ideas inspired by their own and others' points of view

- Participants choose a perspective for their still-life drawing, encouraging individual points of view. The activity emphasizes personal interpretation of shapes, textures, and patterns in the arrangement. Teacher prompts like "How can your choice of perspective and colour express your unique viewpoint of the still life?" could deepen the connection.

D1.2: Demonstrate an understanding of composition, using selected principles of design to create narrative art works or artworks on a theme or topic

- The activity introduces compositional techniques like layering colours, creating depth with light and shadow, and arranging textures and patterns. Participants learn to build a balanced composition and narrative through their use of space and perspective.

D1.3: Use elements of design in artworks to communicate ideas, messages, and understandings

- By incorporating colour, texture, and perspective, students communicate their understanding of the still-life arrangement. For example, emphasizing texture or vibrant colours in specific areas can highlight objects' significance.

D1.4: Use a variety of materials, tools, and techniques to determine solutions to design challenges

- Participants experiment with chalk pastels, blending techniques, and sketching to tackle the challenges of capturing texture, depth, and perspective. The materials (e.g., pastels, blending tools) allow for creative problem-solving.

D2. Reflecting, Responding, and Analyzing

D2.1: Interpret a variety of artworks and identify the feelings, issues, themes, and social concerns they convey

- In the reflection phase, students discuss their own and peers' artworks, identifying themes such as harmony or contrast. Prompts like "What emotions do the shapes and colours in your drawing convey?" encourage critical thinking.

D2.2: Explain how the elements and principles of design are used in their own and others' artwork to communicate meaning or understanding

- Students analyze their use of elements like texture, light, and shadow. For example, "How did blending colours create the illusion of texture or depth in your drawing?"

D2.3: Demonstrate an understanding of how to read and interpret signs, symbols, and styles in artworks

- Naming the artwork offers a chance to reflect on symbolic or stylistic choices made during the process. Prompts like "What does the title say about your perspective of the still life?" reinforce interpretation.

D2.4: Identify and explain their strengths, interests, and areas for improvement as creators, interpreters, and viewers of art

- Reflection prompts such as "What did you enjoy most about working with pastels? What was challenging?" help students identify growth areas and celebrate successes.

D3. Exploring Forms and Cultural Contexts

D3.1: Describe how forms and styles of visual and media arts represent various messages and contexts in the past and present

- Participants can connect their artwork to broader contexts, like the tradition of still-life drawing in art history, linking the exercise to real-world artistic practices.

D3.2: Demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places

- Teachers can discuss how still-life arrangements historically reflected societal values, trade, or daily life, helping students connect their modern artwork to historical traditions.

Fundamental Concepts:

Elements of Design

- **Line:** Participants use lines to outline shapes, define forms, and create textures in their still-life drawings.
- **Shape and Form:** By observing the still life, students recognize and represent the geometric and organic shapes of the objects and their arrangement.
- **Space:** The activity involves creating spatial relationships between objects in the still life, including overlaps and perspective, to suggest depth.
- **Colour:** Students explore blending and layering colours with pastels, applying complementary and analogous colours to create contrast and harmony.
- **Texture:** Through pastel techniques such as stippling, smooth blending, and directional strokes, students mimic the surface textures of the objects.
- **Value:** The addition of highlights and shadows helps students develop an understanding of light and dark tones, adding depth and dimension to their artwork.

Principles of Design

- **Proportion:** Students consider the relative sizes and scales of the objects in the still life, ensuring accurate representation and spatial relationships.