

# THE THINKING FRAME WORK

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## UNIT: Second Grade - Still Life: Basket with Fruit

**Projects:** Drawing of Basket (study)  
Oil Pastel Drawing

**Standards:**

1. Students recognize and use the visual arts as a form of **communication**. (Looking, recognizing, expressing)
2. Students know and apply **elements of art, principles of design**, and sensory and expressive features.
3. Students know and apply visual art **materials, tool, techniques, and process. (Studio)**
4. Students relate the visual arts to various **historical and cultural traditions. (Art History)**
5. Students analyze and evaluate the characteristics, merits, and meaning of works of art. (**Art Criticism, Aesthetics**)

**SET/RESOURCES:**

Map of Europe

Map of the World

Posters: Still Life with Apples and Oranges by Cézanne

Sunflowers and Irises by van Gogh

Still Life with pumpkin, gourds, squash, corn, baskets, and fall leaves set-up on a table

A variety of different baskets

Music: The Four Seasons by Vivaldi, in particular Fall.

**Materials and Tools:**

Manila paper 9" x 12"

Manila paper 12" x 18"

Pencil

Eraser

Coloring pencils

Sharpie Markers

Oil Pastels

**HABITS OF MIND (Objectives) and Skills: The students will:**

**Knowledge: Who? What? Where? When? How?**

- Locate France, Paris, on the map of Europe. *Standard 4*
- Locate The USA on the World map *Standard 4*
- Recognize lines, shapes, textures and patterns in baskets *2,4*
- Inspect different designs and purposes of baskets. *Standard 5*
- Know that weaving is an interlocking pattern *Standard 2*
- Understand that a Still Life is something that is carefully arranged *Standard 4*
- Describe and discuss the purpose and design of baskets *Standard 1, 2*
- Use Sharpie markers and oil pastels to draw a still life *Standard 3*

**Patterns: Connect, compare, explain, classify, organize, relate, make a hypothesis, and find similarities, traits, and habits.**

- Find and compare different patterns of weaving in different baskets. *Standard 4*
- Relate the lines in the weaving to lines in drawings showing weaving. *Standard 3, 4*
- Compare the 3-dimensional Fall Still Life to 2-dimensional paintings and drawings of still lifes. *Standard 2*
- Talk about a still life that is set-up at home. *Standard 1, 2, 4*
- Relate the still lifes by Gogh and Cézanne to their own creations of still lifes. *Standard 4, 5*

**Mapping/Mental Modeling: How would you...? Test, plan, compose, brainstorm, sketch, experiment, argue, prove, include, develop and apply.**

- Make a drawing studying the forms, textures and purposes of their baskets. *Standard 2, 4*
- Talk about their baskets – forms, textures, and purposes. *Standard 1, 4*
- Plan a background for their basket drawing *Standard 5*
- Experiment with layering of several colors in order to blend them. *Standard 2, 3*

**Creativity: What choices? How many choices? Choose, create, compose, interpret, make, draw, illustrate, paint, invent, design, write, and play.**

- Create a still life with objects from their art box. *Standard 2*
- Draw a basket showing its purpose by decorating it, filling it, and showing where it stands. *Standard 1, 2, 3*
- Create a Fall Still Life Drawing with oil pastels, arranging corn, pumpkins, fruit, vegetables, and more using oil pastels and black marker. *Standard 2, 3, 4*
- Be inspired by the still life set-up in the classroom while drawing their own still life. *Standard 2, 3, 5*
- Chose their favorite colors and designs to create their still life drawing. *Standard 2, 5*

**ASSESSMENTS: The students know how to:**

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