
Masterpiece: Apples and Oranges, 1899- Paul Cezanne



Keywords: Still Life, SHAPE vs FORM, Value

Grade: 5th – 6th

Lesson: Construction Paper Still Life Activity – Light/Shadow

Meet The Artist:

- Born in Southern France, 1839-1906 /166 years / before the light bulb and phone.
- He always wanted to be a painter but his wealthy Father was stern and insisted that Cezanne be banker or lawyer. He went to school and worked for his father but was miserable. His father eventually paid for him to go to Paris to study art.
- A pioneer in art, very meticulous and strong minded about his art. He painted the way he felt and not the way others told him too. He was very particular and detailed in his work. He once had a live model sit for the same painting over 115 times. The model was directed to not move a muscle.
- At the beginning of his career, it was fashionable for artists to paint realistically, but Cezanne liked to paint very flat pictures. He liked to build up his paintings with lots of color and brush strokes. He layered thick paint, giving the subject a solid feel like they we're carved in stone.
This was very different from what was popular so Cezanne's work was rejected in Paris
- He moved back to Southern France and met Impressionists (Impressionism- brushstrokes and lots of color) and joined them but his work wasn't accepted there either. He didn't care; he wanted his work to look more permanent.

- Finally, he went back to his hometown and decided to work only for himself. Unfortunately, he did not find much success with his work. However, his work was admired by soon to be famous artists like Monet, Renoir, Picasso and Van Gogh. They realized his talent and agreed his work influenced all of them.
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Definitions:

Still Life – a drawing or painting of an arrangement of non-moving, non-living objects such as fruit, flowers, bottles, etc. The arrangement is usually indoors and includes at least one manufactured object, such as a bowl or vase.

Questions

What do you see in this picture?

The artist arranged these real-life items into a pleasing composition before he began to paint. This style of artwork is called a **still life**. (see definition above)

Does it look flat? (No , it appears 3-Dimensional)

Cezanne considered **shapes** to be the basic **form** of everything he painted.

SHAPE vs FORM : A shape is the outline of a form. Shapes are circles, squares, triangles etc. Shapes that are three dimensional are known as spheres, cones or cylinders. These are called **Forms**.

Which objects in the picture are spheres? Fruit

Which object is cone shaped? Bowl

Which object is shaped like a cylinder? Pitcher

Notice how some of the fruit appear further back in the painting, others seem closer to us. Describe the difference of the colors of the fruit near vs far. (fruit in the back seem darker, fruit up front appear brighter)

Light and darkness of a color in a painting is called **Value**-pink is a light value of red and navy is a dark value of blue. **By adding white or black we affect a color's VALUE.**

In the painting Apples and Oranges, how does the white cloth in the background affect the painting? How would it have looked if he had not used the white cloth? (gives a softness and a place for the objects to rest)

Do you see the lights/darks in the cloth? Light/Dark affects everything in a painting. Even white!

Activity: Paper Still Life

Talking Points:

Prior to starting the project, share with the students that they are going to construct their own “still-life” out of construction paper. They will build their composition to show a well-balanced still life. They will do this by carefully placing the forms onto their paper. Students will shade and hi-light each object to show a general understanding of light and dark according to their imagined light source.

Materials:

Still Life materials: a white tablecloth, a tall vase and assortment of real fruit.

Use of the classroom document camera or a flashlight is needed for demonstration.

11 x 17” blue paper and white paper/one each per student. 8x11” brown construction paper 1/student. Orange, yellow and red paper. black and white chalk or oil pastels, scissors, glue, roll of toilet paper.

1. Talk to the students about composition and how artists will work and rework to get their desired arrangement. Set up the initial arrangement for the class. Show them a still life that it is VERY “unbalanced” or in disarray, unpleasing composition. (for example... Place all fruit and vase on one side. Have all of the folds of the cloth bunched to one side.)
2. Have the students rework this still life to find a better composition. Ask a few students to come up to the front and one at a time move an object to help create a more attractive still life. Stop when the class approves.
3. Next, Hand out paper supplies, glue and scissors. (do not hand-out the chalk/oil pastels)
4. Students will construct their own “Still-Life”.
 - a. Make a tablecloth out of the white paper.
 - b. Using scissors, student cut one wavy edge to represent the folds along the top of the tablecloth.
 - c. Students glue the tablecloth to the blue background paper.
5. Students cut out a vase from the brown paper. The vase may be cut on a folded sheet of paper so that it is symmetrical. Demonstrate.
6. Students cut out colored fruit. Tell them the fruit should be life size. 4-5 pcs.
7. Time to work their arrangements. Have them experiment with the vase and fruit on their tablecloths. Show them that by overlapping the shapes, the students create space and depth. Once they are happy with their composition, they are to glue their shapes in place.

ONCE MOST STUDENTS are finishing constructing their still-life move on to the next and final step.

Discuss the impact of Light and Dark. Light causes both hi-lights and shadows to appear on objects. Both give a flat form a sense of dimension.

8. **DEMONSTRATION:** A good way to demonstrate the impact of light is to use a flash light. (The document camera in the classroom also has a bar light attached that could be used.) Turn off the other lights in the classroom. Under the light bar take a real piece of fruit and place under the bright light. Have the students show you where the hi-light falls on the fruit. Where does the shadow land? Add another piece of fruit, vase etc. As long as the light source position stays the same the location of the hi-light and shadow remains in the same location unless blocked by another object.

The concept is for them to understand the very basics of shading and that all the objects in a still life will have the same application of light and shadow.

9. Handout the black and white chalk (or oil pastels). Students must decide what direction the light is hitting their still life before adding the hi-lights and shadows. With the sides of the chalk or pastel add the black and white to each forms.
10. Now, lightly blend with your finger wrapped in a square toilet paper. (do not blend with bare fingers!)
11. If using chalk, lightly spray hairspray to set.

**Advanced Chalk Project: School Coordinator approval required.*

Students can be given a full set of colored chalks. Instead of only adding white and black chalk to the paper collage still-life students can experiment with adding colored chalk to further enhance the affect of light/dark on the object. Students should work to create the most realistic appearance possible. Layering colors and blending is required. This is more difficult than it looks. Please carefully consider whether your general student population is ready for this step.



Chandler Unified School District Art Masterpiece

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