

## Shapes & Grapes: Create Poetry Using Still Lifes

<b>Grades:</b>	Lower Elementary (K–2), Upper Elementary (3–5)
<b>Subjects:</b>	English–Language Arts, Visual Arts
<b>Time Required:</b>	Single Class Lesson 1-hour class period
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### Lesson Overview

Students generate new vocabulary by discussing descriptive words, or adjectives, and the names of shapes they see in a still life painting. Inspired by an object in the painting, students then use their new vocabulary to create a shape poem.

### Learning Objectives

*Students will be able to:*

- identify the basic shapes that are used in art.
- build a vocabulary of descriptive words about what they see.
- write a shape poem using adjectives.

### Featured Getty Artwork

*Still Life with Peaches, a Silver Goblet, Grapes, and Walnuts* by Jean-Siméon Chardin  
<http://www.getty.edu/art/gettyguide/artObjectDetails?artobj=913>

### Materials

- Reproduction of *Still Life with Peaches, a Silver Goblet, Grapes, and Walnuts*, Jean-Siméon Chardin
- Black-and-white photocopies of *Still Life with Peaches, a Silver Goblet, Grapes, and Walnuts* (one per student)
- Background Information about *Still Life with Peaches, a Silver Goblet, Grapes, and Walnuts*
- Pencils and colored pencils
- Scratch paper
- Student Handout: “Poetic Guide”
- Transparency paper

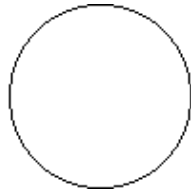
### Lesson Steps

1. On the board, start a word bank by creating three columns with the headings: “Shapes,” “Objects,” and “Adjectives.”
2. Begin developing a vocabulary list by either introducing or reminding students of the names of basic shapes and writing them in the appropriate column on the board. Explain

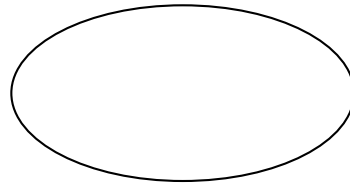
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that artists throughout time have used basic shapes in their works. (Note: Shapes are flat with actual or implied lines that define a space.)

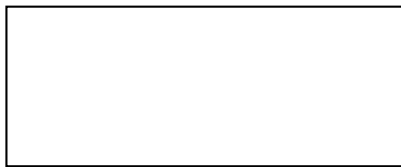
### Shapes



circle



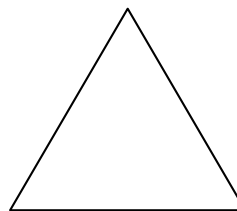
oval



rectangle



square



triangle

3. Display the reproduction of *Still Life with Peaches, a Silver Goblet, Grapes, and Walnuts*. Inform students that they are looking at a **still life** painting by the French artist Jean-Siméon Chardin. Tell students that a still life is a work of art that has a grouping of natural objects (e.g., flowers, vegetables, or fruits) and man-made objects (e.g., a table or cup). Guide students to point out the shapes that are present in the painting. (See the diagram below. The Chardin painting has circles [peaches and grapes], ovals [walnuts], rectangles [the ledge], and a triangle [the stacked peaches].)



*Still Life with Peaches, a Silver Goblet, Grapes, and Walnuts*,  
Jean-Siméon Chardin, about 1760



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11. Have students present their poems orally.

### Assessment

Students will be assessed on their participation in class discussion, their use of adjectives in their shape poems, and their oral presentation to their level of ability.

### Extension

- Depending on the ELD level of your students, remind them that they are looking at a still life painting. Reintroduce the definition of *still life* and the following vocabulary:

**still life**—a type of art whose subject is a group of natural objects (such as flowers, vegetables, or fruits) and man-made objects (such as containers) usually placed on a tabletop

**subject**—focus or theme

**natural**—not made by humans

**objects**—things

**man-made**—made by humans

**containers**—objects, such as baskets, bottles, and dishes, that hold something

**tabletop**—the top of a table

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- Using another still life, have students point out the shapes used in the construction of that painting. Introduce a word bank using verbs and ask students to create another shape poem that includes verb phrases.
- Use cutouts of different shapes to have students construct their own geometric still lifes.

### Standards Addressed

#### Common Core Standards for English Language Arts

#### Grades K–5

##### SPEAKING AND LISTENING

K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and text with peers and adults in small and larger groups.

K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.4 Describe familiar people places, things, and events, with relative details expressing ideas and feelings more clearly.

2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audible in coherent sentences.

3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

4.3 Identify the reasons and evidence a speaker or media source provides to support particular points.

4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

5.3 Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

##### LANGUAGE

K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).