

Permanent Collection
Dazzling Donuts: Low Relief Sculptures

Grade Level: Pre-K

Materials:

Felt

Glue

Paper Plate

Markers

Stickers



About the Project: Students will look at images of still life paintings from the Dixon's permanent collection. They will learn to define a still life and discuss how artists often highlight food in the images. We will discuss how still life can refer to both paintings and sculptures! Students will read *Please, Mr. Panda* by Steve Antony and answer questions about the story. Once the discussion is finished, students will begin creating a felt donut. First, students will pick a color of felt icing and glue it to a pre cut donut shape. Next, they will decorate their donut by adding stickers and other embellishments. Once their donuts are complete, students will use markers to decorate a paper plate for the base of their artwork. Finally, students will finish their work of art by gluing their delicious donut to the plate. Yum!

Adaptations, Accommodations, and Modifications: Students with special needs will have the option to use tripod markers. Tripod markers are easier to grasp and manipulate for students with low mobility.

About the Art: Students will view works from the Dixon's permanent collection that include food. The Art to Grow instructor will lead the class in a discussion about the following works of art:

Vegetables by Harold Weston

View Through a Window, Nice by Raoul Dufy

Still Life by Henri Fantin-Latour

Portrait of Jeanine Marais by Berthe Noufflard

Still Life-Lilies and Fruit by Jesse Beard Rickly

Before Your Visit: Discuss the term "still life". Watch Sesame Street's "Grover Paints a Still Life" video with students online! https://www.youtube.com/watch?v=iovyz8hhgFs&list=PL7-Oi7aVVxTh_dqhdYjOJcvXS4ESrHVu8

After Your Visit: Review how artists use food in art. Show students multiple examples of still life paintings that include fruit or vegetables. Some artists to consider: Paul Cezanne, Henri Matisse, and Wayne Thiebaud

We would love to see how you expand on the lesson offered by Art to Grow! If you do a precursory or follow up activity with your students, please send a description and/or photos to callen@dixon.org.

Tennessee Early Learning Developmental Standards

PK.AL.SR.5 Maintain focus appropriate to completing a task and/or learning activity.

PK.AL.SR.7 Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, drawing a picture, or building a block structure.

PK.AL.CO.11 Ask and respond to questions with peers and adults in individual and group activities.

Visual Arts

Express self and represent what the student knows, thinks, believes, and feels through visual arts.

PK.CA.1. Experiment with a variety of media and art materials for tactile experience and exploration.

PK.CA.2 Create artistic works with intent and purpose using varying tools, texture, color, and technique.

PK.CA.3 Present and respond to visual art created by self and others

Inspired By:



Harold Weston
American (1849 - 1972)
Vegetables, ca. 1927
Oil on canvas
18 3/8 x 21 5/8 inches
Collection of the Dixon Gallery and Gardens; Gift of Susan and John Horseman in honor of Kevin Sharp, 2017.3.22

Permanent Collection
It's Not Delivery; It's Da' Sculpture!: Still Life Sculptures

Grade Level: K - 2

Materials:

Felt

Scissors

Glue

Markers

Cardboard box



About the Project: Students will look at images of still life paintings from the Dixon's permanent collection and discuss how artists often highlight food in the images. We will discuss how the term "still life" can refer to both paintings and sculptures. Students will then have the chance to make their own food inspired art. First, they will cut out a large triangle shape from felt. Students will then use felt scraps to cut out pizza toppings: cheese, peppers, pepperoni, etc. Students can even get really creative with their felt pieces and make toppings like candy or fruit! Once their toppings are finished, students will glue their shapes together to create a finished slice of pizza. Finally, students will use markers to decorate their very own pizza box, completing this tasty treat.

Adaptations, Accommodations, and Modifications: Students with special needs will have the option to use loop scissors, glue sponges, pre-cut felt shapes, and tripod markers. Tripod markers have an adapted grip that are easier to manipulate for students with low mobility.

About the Art: Students will view works from the Dixon's permanent collection that include food. The Art to Grow instructor will lead the class in a discussion about the following works of art:

Vegetables by Harold Weston

View Through a Window, Nice by Raoul Dufy

Still Life by Henri Fantin-Latour

Portrait of Jeanine Marais by Berthe Noufflard

Still Life-Lilies and Fruit by Jesse Beard Rickly

Before Your Visit: Discuss the term "still life" with students. Show students several examples of artists who are famous for creating still life paintings (Paul Cezanne, Georgia O'Keefe, Henri Matisse, etc.)

Suggested Reading:

[Still Life Stew](#) by Helena Clare Pittman

After Your Visit: Set up a still life at each table (this could be a vase of fake flowers, a tower of blocks, fruit, or any other objects you have available! Encourage students to draw what they see using a variety of art materials like oil pastels, watercolor paint, or sketching materials.

We would love to see how you expand on the lesson offered by Art to Grow! If you do a precursory or follow up activity with your students, please send a description and/or photos to callen@dixon.org

Tennessee Academic Standards for Fine Arts Education:

Visual Arts K-12

Create

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Produce

1. Select, analyze, and interpret artistic work for production.

Connect

1. Synthesize and relate knowledge and personal experiences to artistic endeavors.
2. Relate artistic ideas and works with societal, cultural, and historical context

Inspired By:



Harold Weston
American (1849 - 1972)

Vegetables, ca. 1927

Oil on canvas

18 3/8 x 21 5/8 inches

Collection of the Dixon Gallery and Gardens; Gift of Susan and John Horseman in honor of Kevin Sharp, 2017.3.22

Permanent Collection
Sushi a Go-Go: Paper Sculptures

Grade Level: 3 - 5

Materials:

Poly-fil

Construction Paper

Scissors

Glue

Markers

Cardboard "To Go" Box



About the Project: Students will look at images of still life paintings from the Dixon's permanent collection and discuss how artists often highlight food in the images. Students will then have the chance to make their own food inspired art. The first step in creating crafty sushi is to cut a strip of black construction paper to create the "seaweed" wrap in sushi. Students will use a small dot of glue to hold the loop together . They will fill the middle of the paper wrap with Poly-fil and can then move on to creating the toppings. To create their toppings, students will use multiple colors of construction paper to cut out small triangles, squiggles, and fish shapes to glue atop the sushi base. Students will have the opportunity to create many different types of sushi. Once all are finished, they will place their creations in a clear top take out box which they can decorate with markers, time permitting.

Adaptations, Accommodations, and Modifications: Students with special needs will have the option to use loop scissors, glue sponges, pre-cut shapes, and tripod markers. Tripod markers have an adapted grip that are easier to manipulate for students with low mobility.

About the Art: Students will view works from the Dixon's permanent collection that include food. The Art to Grow instructor will lead the class in a discussion about the following works of art:

Vegetables by Harold Weston

View Through a Window, Nice by Raoul Dufy

Still Life by Henri Fantin-Latour

Portrait of Jeanine Marais by Berthe Noufflard

Still Life-Lilies and Fruit by Jesse Beard Rickly

Before Your Visit: Discuss the term "still life" and review related vocabulary like line, shadow, contour, and composition.

Suggested Reading:

[Cezanne and the Apple Boy](#) by Laurence Anholt

After Your Visit: Show students the work of artists who are famous for using fruit or vegetables in their work. Some artists to consider are Paul Cezanne and Henri Matisse. Using fruit (real or artificial), set up a still life at each table. Have students draw from life using oil pastels and then use watercolors to create a beautiful resist painting!

We would love to see how you expand on the lesson offered by Art to Grow! If you do a precursory or follow up activity with your students, please send a description and/or photos to callen@dixon.org

Tennessee Academic Standards for Fine Arts Education:

Visual Arts K-12

Create

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Produce

1. Select, analyze, and interpret artistic work for production.

Connect

1. Synthesize and relate knowledge and personal experiences to artistic endeavors.
2. Relate artistic ideas and works with societal, cultural, and historical context

Inspired By:



Harold Weston
American (1849 - 1972)
Vegetables, ca. 1927
Oil on canvas
18 3/8 x 21 5/8 inches
Collection of the Dixon Gallery and Gardens; Gift of Susan and John
Horseman in honor of Kevin Sharp, 2017.3.22

Permanent Collection
Sugar Rush: Paper Sculptures

Grade Level: 6 - 8

Materials:

Cardstock Paper

Pencils

Poly-fil

Paint Sticks

Markers

Staplers

Fun Size Candy



About the Project: Students will look at images of still life paintings from the Dixon's permanent collection and discuss how artists often highlight food in the images. Students will then have the chance to make their own food inspired art. Each student will pick a piece of fun size candy to use as reference. Students will use their pencil to replicate the candy packaging as closely as possible on their two sheets of cardstock (one sheet for the front of the candy and one sheet for the back). Once the drawing is complete, students will use both sharpies and tempera paint sticks to complete the design. Once all the colors have been added, students will sandwich their two sheets together and staple along the edges of three sides. Then, students will fill their candy wrapper with Poly-fil to create the illusion of a full bag of candy. Finally, students will staple their final side and celebrate their finished art piece by eating their fun sized candy model!

Note: *If any of your students have peanut allergies please alert us before your visit at callen@dixon.org.*

Adaptations, Accommodations, and Modifications: Students with special needs will have the option to use jumbo paint sticks and tripod markers. Tripod markers are easier to grip and manipulate for students with low mobility.

About the Art: Students will view works from the Dixon's permanent collection that include food. The Art to Grow instructor will lead the class in a discussion about the following works of art:

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View Through a Window, Nice by Raoul Dufy

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Before Your Visit: Have students practice their observational drawing skills by selecting an individual object from the art room to sketch. (This could be a block, piece of fruit, a piece of paper sculpted into an interesting shape, or even their own hand!) Discuss line, composition, and contrast.

After Your Visit: Have students take an active role in creating a still life to work from. Students can either use objects around the art room to set up a still life for the whole room or each table can set up their own still life to work from as a small group. (You could even have students build their own personal tower using legos as inspiration!) Once the still life is set up, you can have students sketch their design and then paint from life!

We would love to see how you expand on the lesson offered by Art to Grow! If you do a precursory or follow up activity with your students, please send a description and/or photos to callen@dixon.org

Tennessee Academic Standards for Fine Arts Education:

Visual Arts K-12

Create

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Produce

1. Select, analyze, and interpret artistic work for production.
2. Develop and refine artistic work for production.

Connect

1. Synthesize and relate knowledge and personal experiences to artistic endeavors.
2. Relate artistic ideas and works with societal, cultural, and historical context

Inspired By:



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