

# MoNA

Museum of Northwest Art

Age: First - Third Grades

Lesson Duration: 1 hour

Subject: Art



Image credit: Educator sample

## Still Life Paintings Inspired by Lisa Caballero

A MIXED MEDIA ART  
ACTIVITY DESIGNED BY  
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### Materials

- Crayons
- Pencils
- Water and water cups
- Tempera paints
- Paintbrushes
- Markers
- Paper
- Easels
- Various objects for students to use as their models
- [Video on the brief history of still life painting.](#)
- [PBS Oregon Art Beat segment on Lisa Caballero](#)
- *Three Cupcakes and Chocolate Sauce Vanitas* by Lisa Caballero (included at this end of this lesson)

### Description

During this lesson, students will explore the history of still life painting, look at artist examples, and represent 3D objects in a 2D medium by creating their own still life paintings. Using the work of Lisa Caballero as inspiration, students will arrange models that incorporate various colors, shapes, and textures.

## Instructions

- 1)** Begin the lesson by gauging student's knowledge on still life painting.
  - Have any students painted one before? Have they seen this type of painting in a museum?
  - Show students the attached videos on the history of still life painting and the PBS Oregon Art Beat video with our featured artist, Lisa Caballero. This will help to provide a base knowledge and set expectations for today's activity, as well as introducing students to the works of Lisa Caballero.
- 2)** Show students the featured works below by Lisa Caballero and have a VTS discussion with them about the paintings.
  - VTS is an inquiry-based method of facilitating discussion. Tips and resources on VTS are included at the end of this lesson.
  - The intention is to give students an opportunity to think in more than one dimension and to gain confidence in their explorations of mediums and thought processes associated with observing, constructing, and rendering still life constructions.
- 3)** Pass out the art materials and whatever materials the teacher has chosen for students to create their models with (fruits, toys, perhaps even donuts!). Allow students to set up these models behind their easels.
- 4)** Let students begin by sketching with pencil or crayon on the paper. Once they've finished, they are ready to start painting.
  - As students are working, walk around the room and ask questions about their artistic process.
- 5)** As students begin to finish their works, allow time for them to share their artwork with other students.
- 6)** To end the lesson, ask students to reflect on this process.
  - Were there parts that were challenging? What were their favorite parts of this lesson?

# Vocabulary

- Still Life
- Color
- Oval
- Shape
- Tall
- Texture
- Plan
- Space
- Form

## State Standards

Fulfills **Washington State Arts Learning Standards:**

**First Grade: VA:Cr1.2.1** (Use observation and investigation in preparation for making a work of art)

**VA:Cr2.3.1** (Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means)

**Second Grade: VA:Cr2.2.2** (Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces)

**Third Grade: VA:Cr2.2.4** (When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others)

# Visual Thinking Strategies

MoNA's Education programs utilize Visual Thinking Strategies (VTS), which is a research-based teaching method that promotes aesthetic development, including critical thinking and communication skills. Here in the MoNA, we use VTS to engage students and general visitors with art, encouraging them to observe closely, think critically and discuss respectfully; however, VTS can be effectively used across curricula. This approach teaches its participants how to take the time to observe closely, describe what they see in detail and provide evidence for their observations. Students learn that their reflections and thoughts are valued and appreciated in this inclusive teaching method.

In order to facilitate a VTS discussion, you first encourage viewers to take a quiet moment to observe the work you are going to explore. Then you ask the following questions and paraphrase the responses without adding any of your own judgements. You can insert additional vocabulary and point to specific parts of the artwork.

*What's going on in this picture?*

*What do you see that makes you say...?*

*What more can you find?*

## Visual Thinking Strategy Links

If you are interested in learning more about VTS, [here is their website](#). If you already know and love VTS, but want help finding great images to use in your classroom, here is a [fantastic gallery](#). You can also visit this website for additional resources: [www.monamuseum.org/resources-for-educators](http://www.monamuseum.org/resources-for-educators)

# About the Artist: Lisa Caballero

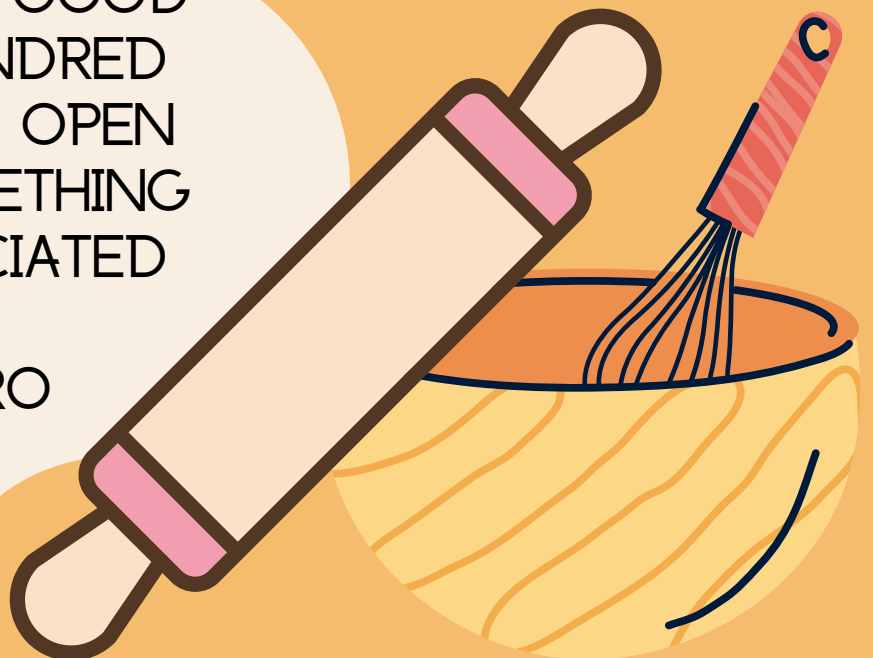
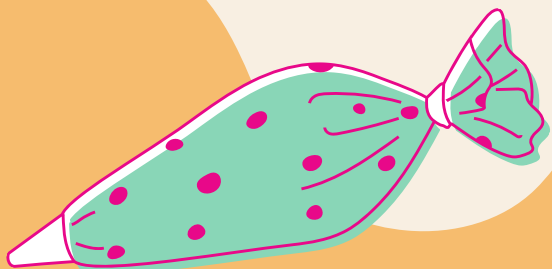


Image source: [www.pbs.org/video/oregon-art-beat-painter-lisa-caballero/](http://www.pbs.org/video/oregon-art-beat-painter-lisa-caballero/)

Lisa Caballero is a still life artist currently living in Portland, Oregon. Growing up in San Diego, California, Caballero's interest in art wasn't pursued until she attended Yale and took her first art class in 1978. After working in the tech industry for many years, Caballero finally began her formal art education in 1992 in New York, focusing on realism. This dedication to realism can be seen in her whimsical still life paintings.

"A PAINTING, LIKE A GOOD BOOK, CAN BE A KINDRED SPIRIT. IT CAN ALSO OPEN YOUR EYES TO SOMETHING YOU NEVER APPRECIATED BEFORE."

-LISA CABALLERO





*Three Cupcakes*, Lisa Caballero  
Image Source: Lisa Caballero Art





*Chocolate Sauce Vanitas*, Lisa Caballero, 2012

Image Source: Lisa Caballero Art