



Essentials of Drawing with Brighton Demerest-Smith

Lesson 10: Still Life

Outline:

Still Life

- Students each draw from a different perspective of the still life.
- Reasons to avoid drawing from flat photographic reference to flat photographic reference:
 - It's primarily focused on two-dimensional form rather than three-dimensional form.
 - Working from photographs ends up being a classroom management technique rather than focusing on a repertoire of classroom leadership.
- Still life is a controlled environment where a student can interact with objects and observe them and observe the quality of light.
- We have to be incredibly strategic about the types of objects that we put in front of the students.
 - Begin with simple solids.
 - Move to simple objects that are based off of simple solids. Here students have more opportunities for realistic detail.

Philosophies for interacting with students who are drawing:

- Present the student with the still life and leave them alone. Let them make their own work.
 - This prevents the students from seeing the best approach the still life drawing.
 - It is important to remember that a drawing in an art class is a learning opportunity for a student.
- When we are giving students feedback:
 - Our notion is to applaud even to the extent of giving false praise. We should be clear, truthful, and direct.
 - High school students need direct analysis without judgement.
- Work with students in rotation, providing feedback for each student each day. Use other students to provide feedback as a colleague as well.
- We can't expect students to move through a still life drawing in just an hour (three to four hours is more likely).