

## 3-D→2-D: A SCULPTURAL STILL LIFE

Inspired by Jacob Fopsen van Es (Flemish c. 1596–1666), *Still Life*, 1630

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Grade Level Middle School

### OVERVIEW

Students will explore the idea that everyday objects can define our culture and ourselves. We explore works from Jacob Fopsen Van Es to Andy Warhol to Sandy Skoglund and determine how they connect. Students will create cardboard cuts out of their everyday objects that express their popular culture. Students will arrange them on a table with their classmates' objects to create a still-life composition to then photograph

### ANTICIPATORY SET

For bell work have students draw a soup can prompted by step-by-step instructions. Students can create a label for their soup of something they like. Show students a series of Andy Warhol and Claes Oldenburg's work. Have them brainstorm what each work has in common. Have students guess when they think the work was made.

### STUDENT LEARNING OBJECTIVES:

- Students will be able to understand the Pop Art movement and still lifes.
- Students will be able to draw connections between pop art and still lifes.
- Students will be able to create their own still life photograph.
- Students will be able to construct their own pop art objects based on their popular culture.



Jacob Fopsen van Es (Flemish, c. 1596–1666), *Still Life*, 1630, oil on wood panel, 29 3/4 x 42 in., Museum purchase with funds from the Art Acquisition Endowment Fund and Major Art Purchase Fund in memory of Edith Larsen Jonas, 1974.56

### MATERIALS

- Pop Art & Still Life images
- Paper (for brainstorming & sketching)
- Pencils
- Erasers
- Cardboard
- Box cutters & X-Acto knives
- Tempera Paint
- Brushes (various sizes)
- Hot Glue Guns
- Hot Glue Sticks
- Scissors
- Paper Towels
- Water
- Device for Photographing

### RESOURCES:

- Jacob Fopsen van Es teaching poster\*
- Book: *Sandy Skoglund: Rality Under Siege: A Retrospective* by Sandy Skoglund\*
- Book: *Pop Art–Art and Ideas* by Bradford R. Collins\*
- Book: *The Great American Pop Art Store: Multiples of the Sixties* by Constance Glenn\*
- Video: [The Case for Andy Warhol, The Art Assignment, PBS Digital Studios, YouTube](#)
  - Preview all videos before sharing with students.

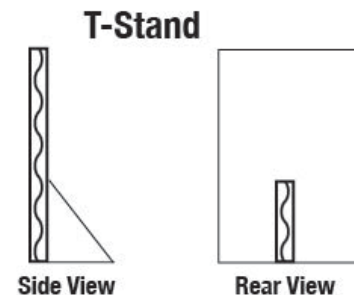
\*Available in Joslyn's [Nelson Teacher Resource Center](#)

## VOCABULARY:

- Pop Art
- Still Life
- Identity
- Popular Culture
- Culture

## LESSON OUTLINE

1. Student will learn about then Pop Art Movement with emphasis on artists Andy Warhol and Claes Oldenburg. Students will explore their works to gain an understanding of the art movement. This can be achieved through a teacher-made power point or guided-student research.
2. Define pop culture. Have student's brainstorm what is popular in their culture today.
3. Students will reflect on their own identity. What objects do they use daily that would define their identity and express who they are? Students will write down these ideas.
4. Students will choose the one object that they find the most interesting and that represents them. Students will sketch them.
5. Introduce Still Life. Artists to emphasize: Jacob Fopsen van Es, Vera Mercer, James Van Es, and Sandy Skoglund. Use the van Es teaching poster to explain the history of the still-life genre.
6. Compare and contrast the similarities of pop art and still life.
7. Students will then use the pop art objects they brainstormed and transform them into cardboard cut outs. Draw image on the cardboard and cut them out. (3-4 cutouts)
8. Paint cardboard cutouts and add t-stand with hot glue (so cutouts will stand up).
9. Have students choose their piece that most reflects their identity and place it in a group still still life with their classmates piece.
10. Arrange pop art objects and photograph. You can have students take turns arranging the items and taking photos.



## EXTENSIONS

- Have students create a meaningful background for their photograph.
- Build on foundations of photography.

## CONTENT STANDARDS

### [NEBRASKA CONTENT AREA STANDARDS](#)

FA 8.2.1.b Recognize personal voice and make stylistic choices to reflect personal identity.

FA 8.2.2.b Analyze, individually and collaboratively, the selection of art collections, displays, and presentations.

FA 8.2.3.a Identify and describe themes (glossary) and styles in works of art.

FA 8.2.4.d Explain how images and objects are used to convey a story, familiar experience, or connection to the world.

### [IOWA CORE STANDARDS](#)