



Young
Audiences
Arts for
Learning

Northeast Ohio

Lesson Title: *Flowers and Georgia O'Keeffe* by Susan Yingling and Julienne Hogarth

Nobody sees a flower, really, it is so small. We haven't time - and to see takes time like to have a friend takes time.

If I could paint the flower exactly as I see it no one would see what I see because I would paint it small like the flower is small. So I said to myself - I'll paint what I see - what the flower is to me but I'll paint it big and they will be surprised into taking time to look at it - I will make even busy New Yorkers take time to see what I see of flowers.

...Well, I made you take time to look at what I saw and when you took time to really notice my flower you hung all your own associations with flowers on my flower and you write about my flower as if I think and see what you think and see of the flower - and I don't.

- Georgia O'Keeffe

Grade Level lesson and standards addressed for students in grade 4

Academic Subject Area(s) in this lesson: Science

Art Form(s) in this lesson: Visual Art

Brief description of lesson: This lesson teaches students the parts of a flower and their functions through the dissection of live flowers, and applies those observations to an enlarged flower color study completed in the style of Georgia O'Keeffe.

Academic Objectives:

Science standards addressed for grade 4:

Life Sciences

Benchmark: B. Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.

- Relate plant structures to their specific functions (e.g., growth, survival and reproduction). [4B2]

Scientific Inquiry

Benchmark: A. Use appropriate instruments safely to observe, measure and collect data when conducting a scientific investigation.

Artistic Objectives:

Visual Art Standards addressed for grade 4:

Historical, Cultural and Social Contexts

Benchmark: C. Identify and describe the different purposes people have for creating works of art.

- Compare the decorative and functional qualities of artwork.

Creative Expression and Communication

Benchmark: A. Demonstrates knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.

- Identify and select art materials, tools and processes to achieve specific purposes in their artworks.
- As a class, discuss, select and use drawing/painting/sculptural media that would best be suited for a proposed project.
- Explore the elements of design and the purpose each serves in the creation of art work.

Benchmark: D. Recognize and use ongoing assessment to revise and improve the quality of original artworks.

- Give and receive constructive feedback to produce artworks that meet learning goals.
- Use in-progress critique/assessment to establish strategies to complete an artwork.

Analyzing and Responding

Benchmark: A. Identify and describe the visual features and characteristics in works of art.

- Compare and contrast how art elements and principles are used in selected artworks to express ideas and communicate meaning.

Benchmark: B. Apply comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks.

- Explain the function and purpose (e.g., utilitarian, decorative, social and personal) of selected art objects.
- Describe how artists use symbols and imagery to convey meaning.

Connections, Relationships and Applications

Benchmark: B. Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.

Benchmark: C. Create and solve an interdisciplinary problem using visual art processes, materials and tools.

Benchmark: D. Describe how visual art is used in their communities and the world around them and provide examples.

Dissecting Live Flowers

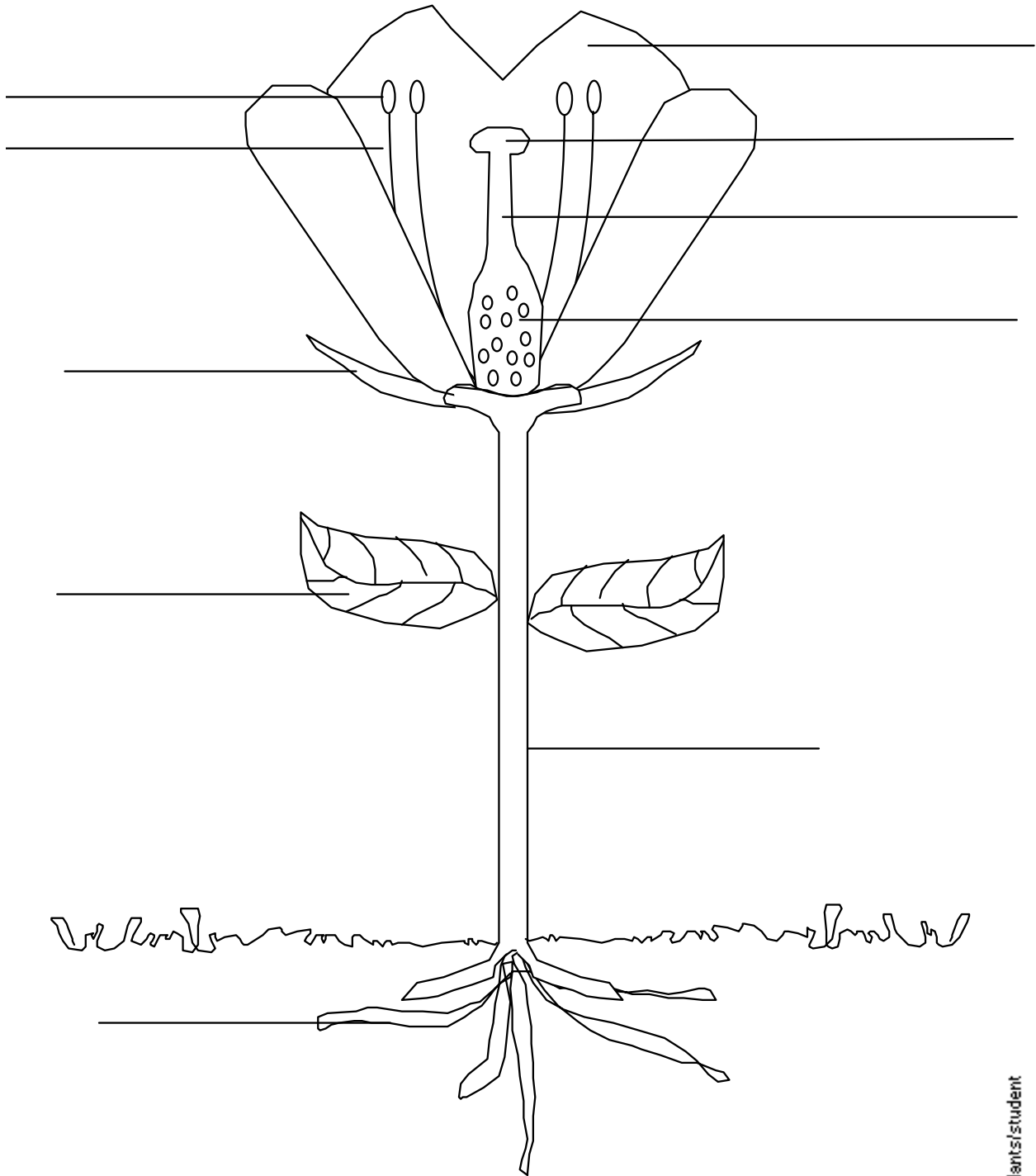


Dissection materials:

- Foam lunch trays
- X-Acto knives
- T pins
- magnifying lenses and glasses
- freesia or other small lilies, or use other available live flowers, one per student or one per pair of students

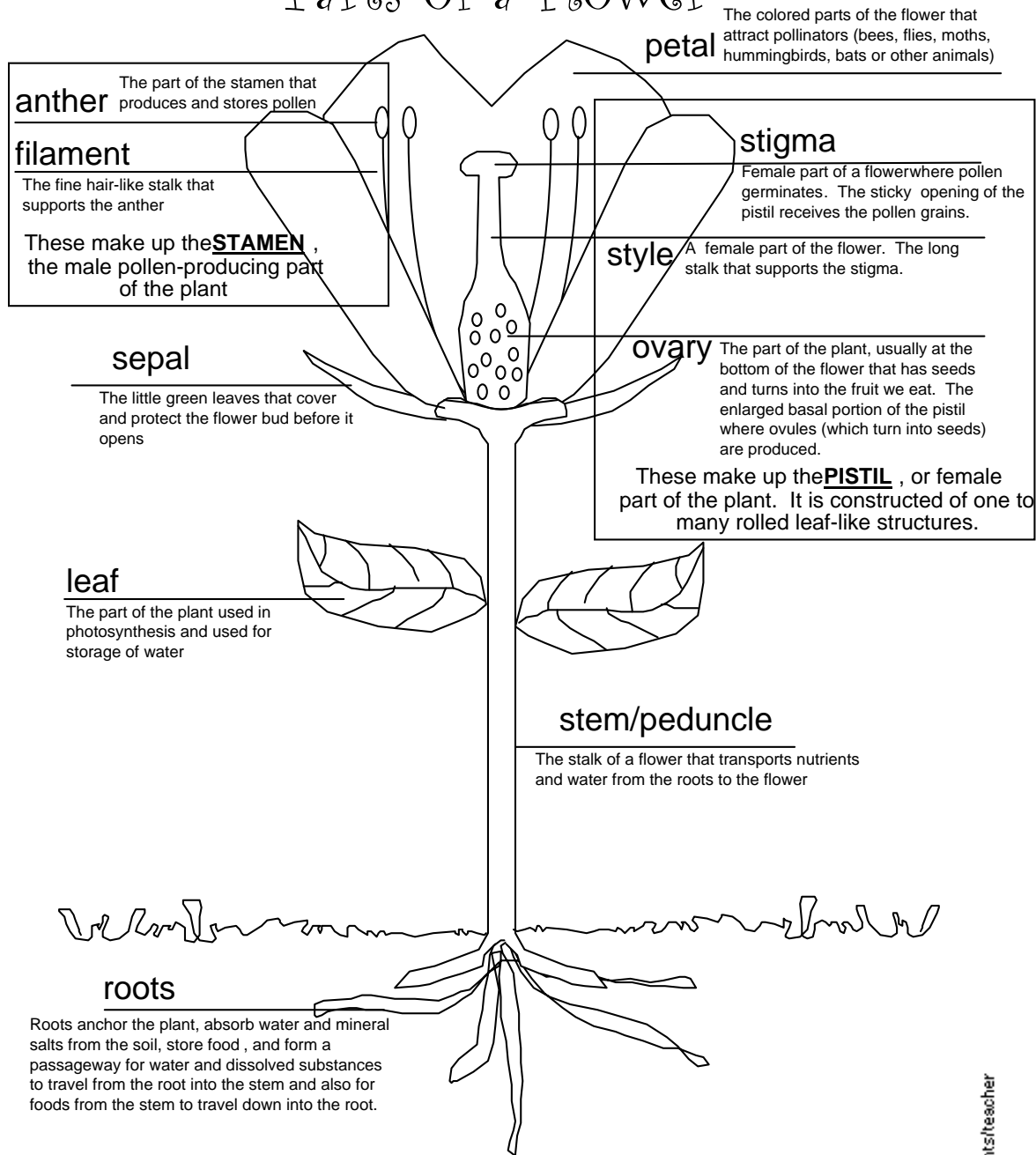
- handout for students to label parts of the flower
- overhead transparency of the handout

Parts of a Flower



name _____

Parts of a Flower



Name _____

A quick safety lesson on handling an X-Acto knife precedes this lesson. Students may be paired to eliminate the need for each student to have their own knife. The dissection and completion of the handout takes one 45-minute class period.

Using an overhead transparency, label and identify the function of each part of the flower. Have students complete their handouts, making incidental notations as they label each part.

Gather the students around and introduce the concept of dissection to the class. (Sometimes students have dissected owl pellets and are familiar with the process of cutting something open to look inside.) Explain that they are, in fact, acting as scientists, looking for the inner workings of a flower. Show how the X-Acto knife will be used to cut the flower apart methodically, as the students look for the flower parts identified on their handouts.

Using the handouts and their notes, have the class dissect each part of the flower, looking for clues that will reveal its purpose. (One example might be the students will discover that the stigma is sticky inside and that stickiness helps catch the pollen.) Encourage the students to use their sense of touch, smell and sight to investigate the insides of the flower. Students will make many discoveries as they cut open their flowers.



The work of Georgia O'Keeffe

Materials:

- overhead transparency of O'Keeffe flower painting
- background materials on the artist (This could be in the form of books, videos, *Scholastic Art* magazines, handouts from art books)

Introduce the class to Georgia O'Keeffe. Provide background information on O'Keeffe, discuss her importance as a woman artist, her early work, her first big show in Stieglitz's New York gallery, and her work in the American southwest, particularly Abiquiu, New Mexico. Look at her flower paintings and discuss her observation skills. Ask the students to identify any parts of the flowers they recognize from the dissections. Note the size of her work and show the class how big those dimensions actually are. Have the class speculate on why O'Keeffe painted on such a large scale.

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Yellow Hickory Leaves with Daisy, 1928

Enlarging a flower

Drawing materials:

- 18" X 24" white drawing paper
- actual flowers or photographs of flowers
- black permanent markers

Have each student select a flower to work with. Demonstrate looking closely to identify the main lines and shapes of the flower. Show how to enlarge the small flower to fill the space of the paper, drawing directly with a black marker. Look for details, including those parts identified during the dissection process.

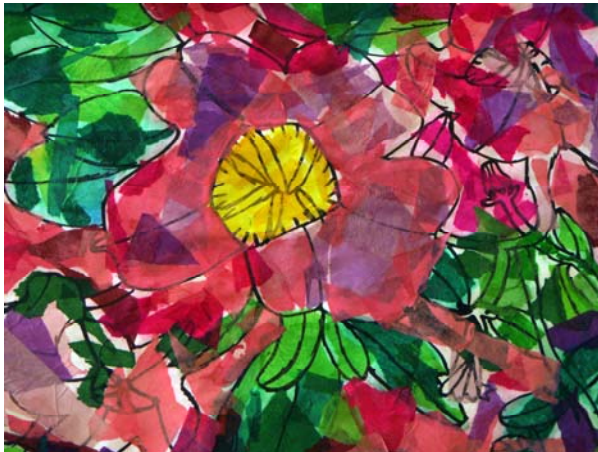


Finishing the work

I like to use layers of colored tissue paper adhered to the paper with diluted glue. Working in small areas at a time, have students use a foam brush to paint glue onto the paper, laying the tissue paper directly over the glue and gently painting another layer of glue over the tissue to adhere. Applying the glue below and above the tissue allows the permanent marker to show through the now nearly-transparent tissue paper. Tissue paper can also be layered to create shading and show transitional color changes. Oil pastels, chalk, watercolor paint, tempera paint, or other media could also be used to complete the addition of color.

Responding to the artwork

Hang all the work on the chalkboard or use magnets and stick them to a bank of lockers so the class can look at all of them at one time. Discuss how the completed work reflects the students' learning of the parts of a flower, how it reflects an understanding of O'Keeffe's work and how each became an expression of the individual student.



Georgia O’Keeffe Flower Drawing Rubric

Name _____

Date _____

Criteria	(4) Exceeds Expectations	(3) Meets Expectations	(2) Approaches Expectations	(1) Needs Improvement
Completion	Work is complete and finished to an outstanding degree.	Work is complete and finished	Work is in progress	Work is incomplete
Understanding of concepts	Superior understanding of concepts evident in work. Awareness of all flower parts evident in work	Understanding of concepts evident in work. Most flower parts can be identified.	Minimal understanding of concepts evident in work. Flower is drawn from memory, not observation.	Work is random without consideration of concepts or flowers
Craftsmanship/ Skills	Drawing shows accurate observation skills, strong arrangement of objects within the composition, exemplary use of materials	Finished work shows good observation skills, good use of space, materials used wisely	Observation skills are lacking, experimented with materials, weak composition without regard to empty space	Materials wasted, much empty space

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