


**GRADE 3 LESSON PLAN  
FLOWERS AND PLANTS – DRAWING AND PAINTING**

<p><b>Flowers &amp; Plants Inspired by Georgia O’Keeffe – Painting</b> <b>Lesson Plan Information</b></p>	
<p>Grade: 3 Subject: Arts (Visual Arts), Science and Tech (Understanding life systems) Topic: Growth and changes in plants Duration: 2 hours</p>	
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<p><b>Curriculum Expectations</b></p>
<p><b>The Arts</b></p> <p><b>D1.2</b> Demonstrate an understanding of composition using selected principles of design to create narrative art works or art works on a theme or topic.</p> <p><b>D1.3</b> Use elements of design in art works to communicate ideas, messages, and understandings.</p> <p><b>D1.4</b> Use a variety of materials, tools, and techniques to determine solutions to design challenges.</p> <p><b>D3.1</b> Identify and describe visual art forms that they see in their home, at school, in their community, and in visual arts experiences.</p> <p><b>D3.2</b> Demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places.</p> <p><b>Science and Technology – Understanding life systems: Growth and changes in plants</b></p> <p><b>1.1</b> Assess ways in which plants are important to humans and other living things, taking different points of view into consideration, and suggest ways in which humans can protect plants.</p> <p><b>2.2</b> Observe and compare the parts of a variety of plants.</p> <p><b>2.6</b> Use appropriate science and technology vocabulary, including stem, leaf, root, pistil, stamen, flower, adaptation, and germination, in oral and written communication.</p> <p><b>3.2</b> Identify the major parts of plants, including root, stem, flower, stamen, pistil, leaf, seed, and fruit, and describe how each contributes to the plant’s survival within the plant’s environment.</p> <p><b>3.3</b> Changes that different plants undergo in their life cycles.</p>

<p><b>Fundamental Concepts for Grade 3</b></p>
<p><b>Elements of Design</b></p> <p><b>line:</b> horizontal, vertical, diagonal lines; lines that show motion (e.g., pointy, curvy); lines inside shapes</p> <p><b>shape and form:</b> symmetrical shapes and forms (e.g., shapes and forms in buildings)</p> <p><b>space:</b> overlapping of objects to show depth</p> <p><b>colour:</b> secondary colours (various colours made by mixing equal amounts of primary colours, such as</p>

violet, orange, green); mixing of colours with a limited palette  
*texture*: textures of familiar objects (e.g., rough tree bark, smooth plastic plate, ridged corduroy fabric); illusion of texture (e.g., a rough texture created by patterns of lines); impasto (thick, textured paint)  
*value*: mixing of a tint; identification of light and dark

**Principles of Design**

*variety*: slight variations on a major theme; strong contrasts (e.g., use of different lines, shapes, values, and colours to create interest – bright or light colour values, dark colour values)

**Lesson Plan Overview and Objectives**

Students learn about American artist Georgia O’Keeffe and her paintings.  
 Students create a painting inspired by Georgia O’Keeffe. They will learn to use a viewfinder to compose an abstract painting. They will learn about warm/cool colour groups and how to create values and tints. Through their painting, they will demonstrate an understanding of elements of design and principles of design (variety).

**AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE**

<b>Flowers &amp; Plants Inspired by Georgia O’Keeffe - Painting</b>	
<b>Materials</b>	Reference images (paintings by Georgia O’Keeffe, flowers, plants), drawing tools, canvas panel (8”x10”), viewfinder, paper strip (for value painting practice), brush, liquid acrylic, palette
<b>Introduction Inspiration</b>	<p>Students explore and identify the parts of plants (stem, flower, stamen, pistil, leaf). The instructor introduces Georgia O’Keeffe’s paintings and her life. Discuss how O’Keeffe used elements of design and principles of design to create her paintings. Introduce abstract art and how O’Keeffe’s paintings are considered abstract paintings. Personal approaches and reflections.</p> <p><b>Guiding questions</b></p> <ul style="list-style-type: none"> <li>- How did Georgia O’Keeffe use lines and values to create her paintings?</li> <li>- Why do you think Georgia O’Keeffe decided to crop her flowers in such a way?</li> <li>- Which part of plant did Georgia O’Keeffe focus on?</li> <li>- What is special about Georgia O’Keeffe’s paintings?</li> <li>- What is abstract art? Why do you think her artwork is considered as abstract art?</li> <li>- What do you feel when you look at her paintings? Why do you feel that way?</li> </ul> <p><b>Art terms to be covered</b></p> <ul style="list-style-type: none"> <li>- Elements of design</li> <li>- Principles of design</li> <li>- Abstraction</li> <li>- Painting</li> <li>- Tint</li> <li>- Shade</li> <li>- Tone</li> <li>- Magnification</li> </ul>

<b>Demonstration Activity</b>	<p><b><i>Demonstration by the fine art instructor</i></b></p> <ul style="list-style-type: none"> <li>- How to use a viewfinder to crop and compose an image. By using the viewfinder, students are encouraged to create an abstract image of a plant.</li> <li>- Colour mixing techniques - creating a range of warm and cool tints by mixing colours with white. Explain how colours can be used to create different mood. Students will paint a value scale on a paper strip to practice creating tints and shades.</li> <li>- Painting techniques – blocking in, underpainting, and layering.</li> </ul> <p><b><i>Drawing and Painting</i></b></p> <p>Students create a sketch of their plant on a canvas using the viewfinder. Based on the instruction and demonstration, students apply colour mixing and painting techniques to create their abstract painting.</p> <p><b><i>Art terms to be covered</i></b></p> <ul style="list-style-type: none"> <li>- Viewfinder</li> <li>- Value scale</li> <li>- Magnification</li> <li>- Monochromatic colour scheme</li> <li>- Painting techniques (blocking in)</li> </ul>
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### POST-VISIT ACTIVITIES

<b>Post-Visit Activity</b>	Artist reflection questions, drawing (optional)
<b>Materials</b>	Pencil, eraser, paper, crayon
<p><b><i>Artist Reflection</i></b></p> <p>Students describe how they used the viewfinder to create an abstract image of a plant. Discuss the process of abstraction.</p> <p>What did they learn from Georgia O’Keeffe to create their paintings?</p> <p>What kind colours, shapes, and brush-marks did they use? What kind of mood or feelings were created from their choice of colours, shapes, and brush-marks?</p> <p><b><i>Resources</i></b></p> <p>Tate Kids – Who is... Georgia O’Keeffe?  <a href="http://kids1.tate.org.uk/blog/who-is-georgia-okeeffe/">http://kids1.tate.org.uk/blog/who-is-georgia-okeeffe/</a>  <i>Through Georgia’s Eyes</i> by Rachel Victoria Rodriguez  <i>My name is Georgia</i> by Jeanette Winter</p>	

### CURRICULUM CONNECTIONS

<b>Cross Curricular and Integrated Learning</b>	Science and Technology
<i>Science and Technology (growth and changes in plants)</i>	
<p><b><i>Drawing a Plant</i></b></p> <p>Students create a flipbook of the lifecycle of their plant. Imagine what their plants would look like at different stages and what their plants would need to grow.</p>	