

GRADE 1, 3, 4 LESSON PLAN FLOWERS AND PLANTS – DRAWING AND PAINTING

<p>Lesson Plan Information</p> <p>Grade: 1, 3, 4</p> <p>Subject: Arts (Visual Arts)</p> <p>Science and Tech (Understanding Life Systems)</p> <p>Duration: 2 hours</p>	
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<p>Lesson Plan Overview and Objectives</p>
<p>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 the elements and principles of design (variety).</p>

AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE

<p>Flowers and Plants – Painting Inspired by Georgia O’Keeffe</p>	
<p>Materials</p>	<p>Reference images (paintings by Georgia O’Keeffe, flowers, plants), drawing tools, canvas panel (8”x10”), paper strip (for value painting practice), brush, liquid acrylic, palette</p>
<p>Introduction Inspiration</p>	<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>Guiding questions</p> <ul style="list-style-type: none"> - How did Georgia O’Keeffe use lines and values to create her paintings? - Why do you think Georgia O’Keeffe decided to crop her flowers in such a way? - Which part of plants did Georgia O’Keeffe focus on? - What is special about Georgia O’Keeffe’s paintings? - What is abstract art? Why do you think her artwork is often considered abstract? - What do you feel when you look at her paintings? Why do you feel that way?

	<p>Art terms to be covered</p> <ul style="list-style-type: none"> - Elements of design - Principles of design - Abstraction - Painting - Tint - Shade - Tone - Magnification
Demonstration Activity	<p>Demonstration by the fine art instructor</p> <ul style="list-style-type: none"> - How to crop and compose an image. Students are encouraged to create an abstract image of a plant. - 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 moods. Students will paint a value scale on a paper strip to practice creating tints and shades. - Painting techniques – blocking in, underpainting, and layering. <p>Drawing and Painting</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>Art terms to be covered</p> <ul style="list-style-type: none"> - Viewfinder - Value scale - Magnification - Monochromatic colour scheme - Painting techniques (blocking in)

FOR TEACHER BACK AT SCHOOL – POST-VISIT ACTIVITIES

Post-Visit Activity	Artist reflection questions, drawing (optional)
Materials	Pencil, eraser, paper, crayon
<p>Artist Reflection</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 gain from encountering O’Keeffe’d work that helped them create their paintings? What kind of 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>Resources</p> <p>Tate Kids – Who is... Georgia O’Keeffe? http://kids1.tate.org.uk/blog/who-is-georgia-okeeffe/ <i>Through Georgia’s Eyes</i> by Rachel Victoria Rodriguez <i>My name is Georgia</i> by Jeanette Winter</p>	

FOR TEACHER REFERENCE ONLY – CURRICULUM CONNECTIONS

Cross Curricular and Integrated Learning	Science and Technology
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Science and Technology (growth and changes in plants)

Drawing a Plant

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.

Curriculum Expectations

The Arts (Visual Art)

Fundamental Concepts:

Elements of Design (line, shape and form, space, colour, texture, value)

Principles of Design

Grade 1: Contrast

Grade 3: Variety

Grade 4: Emphasis

Science and Technology (Understanding Life Systems)

Topic Grade 1: Needs and Characteristics of Living Things.

Topic Grade 3: Growth and Changes in Plants

Topic Grade 4: Habitats and Communities