

**GRADE 1, 3, 4 LESSON PLAN
FLOWERS AND PLANTS – PRINTMAKING**

<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 will create collagraph prints of flowers and plants inspired by American artist Georgia O’Keeffe’s work.</p> <p>Through their illustration and printmaking, they will demonstrate understanding of elements of design and principles of design (rhythm and repetition).</p> <p>Students will learn collagraph printmaking techniques. They will use appropriate terminology related to printmaking, and demonstrate understanding of printmaking materials, tools and process.</p>
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AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE

<p>Flowers and Plants – Printmaking inspired by Georgia O’Keeffe</p>	
<p>Materials</p>	<p>Reference images, drawing tools, shape templates, printing plate (white cover stock – double weight card/precut recycled cardboard), white cover stock – single weight, water based printmaking ink (yellow, red, blue), brayer, barren, cartridge paper (printing), scissors, glue stick</p>
<p>Introduction Inspiration</p>	<p>Students explore and identify the parts of plants (stem, flower, stamen, pistil, leaf).</p> <p>The instructor introduces Georgia O’Keeffe’s paintings and her life. Discuss how O’Keeffe used elements and principles of design to create her paintings. Introduce abstract art and how O’Keeffe’s paintings are considered abstract paintings.</p> <p>Discuss 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 the plant did Georgia O’Keeffe focus on? - What is special about Georgia O’Keeffe’s paintings?

	<ul style="list-style-type: none"> - What is abstract art? Why do you think her artwork is 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 - Primary colours, - Secondary colours - Collagraph - Geometric shape - Design (composition)
<p>Demonstration Activity</p>	<p>Planning – Idea Sketch: Students create an idea sketch of their flowers. The instructor shows them images of flower paintings by Georgia O’Keeffe. Encourage them to play and use shape templates to trace and create their illustration. What are their flowers going to look like? How will they compose their image within the plate?</p> <p>Demonstration by the fine art instructor The instructor demonstrates the step-by-step process of creating a collagraph plate and printmaking.</p> <ul style="list-style-type: none"> - Separate the drawing of a flower into different pieces (petals, leaves, and/or stem). - Separate design elements (shapes, lines) from the background. For collagraph printmaking, it is necessary to separate the drawing into main shapes so that the finished plate is uniform in height. - Draw or trace the flower parts and design elements on white cover stock, cut and glue pieces to make the image. - Once the printing plate is completed, apply printmaking ink with a brayer. - Place a cartridge paper over the inked plate and carefully rub the paper with a baren. Carefully peel the paper off of the plate. <p>Printmaking Print with secondary colours: orange, green, purple The instructor explains how to mix primary colours to create secondary colours.</p> <p>Art terms to be covered</p> <ul style="list-style-type: none"> - Print (making) - Printmaking - Collagraph - Brayer - Baren - Printing plate - Printing ink

Post-Visit Activity	Artist reflection questions, drawing (optional)
Materials	Pencil, eraser, paper, crayon
Artist Reflection	
Students describe how they created their collagraph print. Examine both the plates and prints to discuss the effects that cutouts create when printing. What was the inspiration for creating their flowers? What's special about their flowers?	
Resources	
Georgia O'Keeffe	

FOR TEACHER REFERENCE ONLY – CURRICULUM CONNECTIONS

Cross Curricular and Integrated Learning	Science and Technology
<i>Science and Technology (growth and changes in plants)</i>	
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)
<i>Fundamental Concepts:</i>
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