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Primary Type: Lesson Plan

Up Close with O'Keeffe

In this lesson students will be inspired by the artist Georgia O'Keeffe. They will learn about her life and look at her paintings for inspiration to create their own works of art. One of O'Keeffe's subject matters were things found in nature, such as flowers. She liked to look at these flowers that might otherwise gone unnoticed or not appreciated and paint them larger than life. Students will have the opportunity to do the same with their artwork in this lesson. Students will observe objects and draw them larger than life in the style of Georgia O'Keeffe.

Subject(s): Visual Art

Grade Level(s): 3

Intended Audience: [Educators](#)

Suggested Technology: Computer for Presenter,
Internet Connection, Interactive Whiteboard

Instructional Time: 2 Hour(s)

Keywords: composition, up-close, flowers, Georgia O'Keeffe, oil pastels, chalk pastels

Resource Collection: Arts for a Complete Education (ACE)

ATTACHMENTS

[Up_Close_with_O_Keeffe_Rubric.pdf](#)

LESSON CONTENT

Lesson Plan Template: General Lesson Plan

Learning Objectives: What should students know and be able to do as a result of this lesson?

Learning Goal:

Students will learn about the artist Georgia O'Keeffe and have an understanding of her artwork.

Students will create a painting of a flower (or other object found in nature such as a leaf or shell) that is larger than life.

Students will learn to look closely at an object, focusing on the details of the object.

Students will complete a work of art using oil pastels, that shows full use of the page (like Georgia O'Keeffe did), warm/cool colors (or complementary colors), and showing emphasis or focal point.

Essential Question:

How do artists express themselves through art?

Why is it important for artists to really observe the details of their subject matter?

Prior Knowledge: What prior knowledge should students have for this lesson?

Students should have some prior knowledge of the elements of art and principles of design, specifically:

Line

Color: Warm and Cool Colors; Complementary Colors

Shape: Geometric and Organic

Emphasis: Focal Point

Guiding Questions: What are the guiding questions for this lesson?

How can you tell the different between two flowers?

What did you notice about your flower by looking at it close up that you did not notice before?

Why do flowers look so different when they are in different places around the world?

How can flowers inspire an artist to create art?

Why do you think Georgia O'Keeffe made her flowers so big?

Teaching Phase: How will the teacher present the concept or skill to students?

To begin the lesson introduce/display some of Georgia O'Keeffe's artwork. Briefly provide background knowledge (mother of American modernism, feminist, close-ups, flowers, conveyance of feeling via color usage, etc) ?

Guide students through an art critique of one or two works; what is the main idea/focus (emphasis)?...activate prior knowledge of elements/principles of art, particularly line, shape (geometric/organic), color, value, emphasis, as well as moods that can be derived from usage (prior knowledge of flower/plant structure helpful).

Guided Practice: What activities or exercises will the students complete with teacher guidance?

Introduce students to the flowers/plants at their tables. Let students explore/examine. In small group discussion, describe to each other what they see (remind them to use their art vocabulary).

Next have students look at flower/plants under the magnifying glass. Guide students in reflecting: How is looking at the flower/plant and its parts close up/far away same/different? How do the lines, shapes and color change how you feel looking at it close up verse away?

Have students pick a flower/plant to closely observe, choosing an area of emphasis to sketch a close-up of onto their construction paper (running off the paper is encouraged). Remind students to focus on the lines, shapes as they draw, not necessarily the whole flower/plant. At this point, the teacher should also demonstrate drawing using a document camera. Be sure to guide and encourage the students to draw very large (this may be challenging for some students - so teacher should circulate and assist as needed). Encourage students to sketch lightly.

Once drawings are complete the teacher should demonstrate oil pastel techniques. Have students practice blending, drawing, and outlining with the oil pastels on a separate piece of paper.

Review color theory practices and have students select a warm and cool or complementary combination for their foreground/background

Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

Students may choose an oil pastel combination (encourage warm and cool colors) to emphasize the color and mood/feeling of their flower/plant.

Students to complete their flower/plant with the oil pastels, covering the entire paper and blending colors where needed.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

Turn and Talk: Show your neighbor your picture; what lines/shapes do they see, what feelings do they get from your artwork? Were they correct? Share your intent.

Think Pair Share: Discuss your artwork with your table, answering, how did you as an artist express yourself through your art?

Summative Assessment

Teacher to observe students during art production and analyse student work based on project rubric (attached) to formally assess.

Formative Assessment

Oral responses during discussion/student reflection questions

Check for understanding of directions (thumbs up/down)

Observation during art production

Feedback to Students

Students will receive continuous feedback.

Teachers will ask questions to ensure students are prepared to begin the the project.

Students will receive feedback, after the drawing phase and before beginning to add oil pastels.

Teacher will circulate during the time students are working on artwork to answer questions and give feedback.

Feedback will be given after completing the project in the form of a final grade.

ACCOMMODATIONS & RECOMMENDATIONS

Accommodations:

Special Education:

Provide students needing extra assistance with a smaller paper and simpler flower/plant to draw

English Learners:

Have visual demo and have lesson directions written in Spanish; Place students with a bi-lingual buddy.

At-Risk:

Provide praise the student for successes

Advanced Learners:

Allow more complicated composition and challenging images

Extensions:

Have students write a brief artist statement reflecting why they chose the view they did, as well as their intent of the feeling they wanted to convey via their color usage.

Students may watch the BrainPop on Georgia O'Keeffe

Suggested Technology: Computer for Presenter, Internet Connection, Interactive Whiteboard

Special Materials Needed:

Magnifying glasses (1 per small group) ?

Flowers/plants (fake or real)

Pencils

Construction Paper

Oil Pastels

Example(s) of Georgia O'Keeffe, flower subject (ie: Light of Iris, Blue Morning Glories)

SOURCE AND ACCESS INFORMATION

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Related Standards

Name	Description
VA.3.C.3.1:	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.
VA.3.S.1.1:	Manipulate tools and media to enhance communication in personal artworks.
VA.3.S.1.3:	Incorporate ideas from art exemplars for specified time periods and cultures.
VA.3.S.1.4:	Choose accurate art vocabulary to describe works of art and art processes.
VA.3.S.3.1:	Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.

Remarks/Examples:

e.g., concepts, technique, media, subject matter