

# 6<sup>TH</sup> GRADE GEORGIA O'KEEFE LESSON PLAN DAY 1

Name: Sarah Lloyd

Time: 3 x 40 minute classes

Grade Level: 6th

<b>LESSON FOCUS or MAJOR GOAL:</b> In this lesson, students will learn about the artist of Georgia O'Keefe and create their own close-up flower watercolor painting in the style of O'Keefe.	<b>PREVIOUS ASSESSMENT INFORMING INSTRUCTION:</b> This lesson builds upon the previous Koru lesson in that it follows nature as an inspiration for art and it will help to build upon their newly acquired blending techniques in the medium of watercolor.
<b>OHIO CONTENT STANDARDS:</b> 3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world. 2PR Experiment with a variety of techniques and working methods when creating an original work of art.	<b>ASSESSMENT of STUDENT LEARNING:</b> Students will be assessed using a checklist worth 5 points. Formal, summative assessment, written feedback.
<b>LEARNING and ACADEMIC LANGUAGE OBJECTIVES:</b> 1. The students will learn about the artist Georgia O'Keefe and compare her works to that of photographs of flowers and be able to contrast her style and eye against that of a lens of a camera. 2. The students will create a close-up watercolor painting in the style of Georgia O'Keefe.	<b>MOTIVATIONAL TECHNIQUES:</b> Teacher will advise students that this lesson will build on their newly acquired watercolor skills and expand upon their blending techniques. Students will be shown a video of the history and work of Georgia O'Keefe (link is below), the students will then be shown a PowerPoint containing O'Keefe's flower paintings and photographs of flowers. Students will be asked to compare and contrast the paintings and the photographs and respond to teacher led questions as to how effective the eye is at capturing what the camera lens does.
<b>INSTRUCTIONAL STRATEGIES/PLANNED SUPPORTS:</b> 1. The teacher show the Georgia O'Keefe video and then show the PowerPoint and have students respond to contrast and compare as described in the motivational technique section. 2. Teacher will advise students to choose a flower from the ones provided them. 3. The teacher will advise students to place a piece of tracing paper over their flower and to trace all the lines and details of the flower and any background. 4. Teacher will walk around and assure that students are understanding the objective and are following along the directions well and assist where needed. 5. Any students requiring longer to trace their design will be given time during the next class. 6. Any student finishing tracing early will be advised to transfer their traced flower onto their 9"x12" paper. Materials: color flower images, 9"x12" paper, pencils, erasers, watercolor paints, paint trays, water cups, paintbrushes and paper towels.  <a href="https://www.youtube.com/watch?v=Igb7kGF2LBA">https://www.youtube.com/watch?v=Igb7kGF2LBA</a>	<b>LEARNING TASKS:</b> 1. The students will view a video and PowerPoint on Georgia O'Keefe and respond to questions regarding the artist's style and work. 2. The students will choose their flower image and begin tracing their flowers.
<b>CLOSURE ACTIVITY:</b> Teacher will ask to be sure that students understand the assignment and where they are headed next on the project.	

## 6<sup>TH</sup> GRADE GEORGIA O'KEEFE LESSON PLAN DAYS 2-3

Name: Sarah Lloyd

Grade Level: 6th

<p><b>LESSON FOCUS or MAJOR GOAL:</b> In this lesson, students will learn about the artist of Georgia O'Keefe and create their own close-up flower watercolor painting in the style of O'Keefe.</p>	<p><b>PREVIOUS ASSESSMENT INFORMING INSTRUCTION:</b> This lesson builds upon the previous Koru lesson in that it follows nature as an inspiration for art and it will help to build upon their newly acquired blending techniques in the medium of watercolor.</p>
<p><b>OHIO CONTENT STANDARDS:</b> 3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world. 2PR Experiment with a variety of techniques and working methods when creating an original work of art.</p>	
<p><b>LEARNING and ACADEMIC LANGUAGE OBJECTIVES:</b> 3. The students will learn about the artist Georgia O'Keefe and compare her works to that of photographs of flowers and be able to contrast her style and eye against that of a lens of a camera. 4. The students will create a close-up watercolor painting in the style of Georgia O'Keefe.</p>	<p><b>ASSESSMENT of STUDENT LEARNING:</b> Students will be assessed using a checklist worth 5 points. Formal, summative assessment, written feedback. Students will also do a self-assessment by completing a self-critique at the end of the project.</p>
<p><b>MOTIVATIONAL TECHNIQUES:</b> Teacher will advise students that this lesson will build on their newly acquired watercolor skills and expand upon their blending techniques. Students will be shown a video of the history and work of Georgia O'Keefe (link is below), the students will then be shown a PowerPoint containing O'Keefe's flower paintings and photographs of flowers. Students will be asked to compare and contrast the paintings and the photographs and respond to teacher led questions as to how effective the eye is at capturing what the camera lens does.</p>	
<p><b>INSTRUCTIONAL STRATEGIES/PLANNED SUPPORTS:</b></p> <ol style="list-style-type: none"> <li>7. The teacher will remind students that they are finishing up tracing their flowers and should be moving on to transferring their designs from the tracing paper to their 9"x12" paper.</li> <li>8. Teacher will advise students to transfer they will trace over the back of the tracing paper then flip it over and trace over again onto 9"x12" paper (unless carbon paper is available, in that case, students will use carbon paper to trace onto their 9"x12" paper.</li> <li>9. The teacher will then advise the students to use their color pictures as a guide and to begin painting their flowers using watercolors.</li> <li>10. Teacher will walk around and assure that students are understanding the objective and are following along the directions well and assist where needed.</li> <li>11. Any students requiring longer to paint their design will be given time during the next class.</li> <li>12. Any student finishing painting early will be advised to write a self-critique on the back of their painting if it is dry, if not then a separate sheet of paper is fine.</li> </ol> <p>Materials: color flower images, 9"x12" paper, pencils, erasers, watercolor paints, paint trays, water cups, paintbrushes and paper towels.</p> <p><a href="https://www.youtube.com/watch?v=Igb7kGF2LBA">https://www.youtube.com/watch?v=Igb7kGF2LBA</a></p>	<p><b>LEARNING TASKS:</b></p> <ol style="list-style-type: none"> <li>1. The students will finish up tracing their flowers and should be moving on to transferring their designs from the tracing paper to their 9"x12" paper.</li> <li>2. The students will trace over the back of the tracing paper then flip it over and trace over again onto 9"x12" paper (unless carbon paper is available, in that case, students will use carbon paper to trace onto their 9"x12" paper.</li> <li>3. The students will use their color pictures as a guide and to paint their flowers using watercolors.</li> </ol>
<p><b>CLOSURE ACTIVITY:</b> Teacher will review self-critiques and ask how painting something realistically as in this project, differs from the abstract painting from the previous Koru project</p>	