TITLE: Flower Collages

CONTENT FOCUS:

Art Production: Creating a collage with multimedia.

Art History: Studying Georgia O’Keefe’s life and work as a female painter

Aesthetics: Discussion on nature and composition.

Integrated Subjects: Science, Language arts

GRADE LEVEL: 3-4

LENGTH: One hour (possibility of being revisited for 30-45 minutes)

RESOURCES:

Visuals:

Red Poppy, 1927

Jimson Weed Oil, 1936

Blue Morning Glories, 1938

Information:

Georgia O’Keeffe Museum—Her Life. http://www.okeeffemuseum.org/her-life.aspx

50 American Artists You Should Know. Debra Mancoff. Prestel Verlog. 2010

Georgia O’Keeffe: Desert Painter. Emily Rose Kucharczyk. Blackbirch Press. 2002

MATERIALS:

12x18 white paper (one sheet per student)

Garden magazines (about 10 for whole class)

Assorted paper and fabrics (in different colors and textures)

Glue (small cup per student)

Small paintbrush to be used with glue (one per student)

Markers, colored pencils and/or crayons in assorted colors (large selection per table)

Paint, optional (selection for class)

Newspaper to cover tables

LEARNING OBJECTIVES:

Knowledge:

1. Students will learn about Georgia O’Keeffe and her style of American Modernism.
2. Students will learn about organic lines and creative expression through nature.
3. Students will expand their knowledge of collage.

Skills:

1. Students will learn how to use multimedia in collage.
2. Students will learn how to use composition to create a very up-close image of a flower.
3. Students will reflect on the role of nature in art.

Values:

1. Students will gain awareness of organic shapes and composition.
2. Students will connect science and art as way to see nature.
3. Students will also gain a greater awareness of artists’ interpretations of nature.
4. Students will become more aware of expression and interpretations in art.

TEACHING/LEARNING PROCESS:

PREPERATION:

1) Set up visuals

2) Have students cover desks in newspaper

3) Set out containers of markers/colored pencils/crayons

4) Prepare containers of papers and other materials

 Time: 5 Minutes

INTRODUCTION:

1. Students will be introduced to the work of Georgia O’Keeffe and shown examples of her work.
2. They will be asked questions on the size of the subject, the colors, and the lines.
3. Students will be shown the materials and the basics of collage will be reviewed.
4. Students will be told about the writing assignment to be done after they are finished.
5. Rules will be laid out—students will be allowed to talk quietly in their groups. If noise level is too high they will not be allowed to talk. Anyone who is not on task or being disruptive will be asked to follow normal discipline guidelines (moving their pin/magnet, flipping card, etc.). If students have questions they should raise their hands.
6. Students will be asked if they have any questions.

Time: 10 minutes

ACTIVITY:

1. Give each student one piece of 12x18 white paper.
2. Allow students in groups to go up and pick paper, pictures, and fabrics to use in their collages. They will be limited to five different fabrics, papers, or pictures to begin with. Once they have used those or if they feel like they need something else they may raise their hand and be allowed to get more.
3. Students have time to work on their collages.
4. Students will be given continuous but monitored access to the collage materials.
5. For last ten minutes paints may be used by students to add details to their collages
6. If students finish early, they will be asked to start their journal writing activity—descriptive paragraph or short story on their collage.

Time: 45 Minutes

CLEAN UP:

1. Students will be asked to put extra paper and material into original containers
2. Students will be asked to put markers, colored pencils, and crayons away.
3. Students will be asked to throw away newspaper desk coverings.
4. A helper will distribute baby wipes to each student to wipe off their hands and desks if needed.

Time: 5-10 minutes

CLOSURE:

1. Students will put their work to be displayed.
2. Students will write a descriptive paragraph or short story on their piece collage.
3. Students will be guided in a discussion about the kinds of flowers they did, their interpretation of the flower, and how they felt about the collage process.

Time: 10 minutes

ASSESSMENT:

Students will be assessed on the following criteria:

1. Did they show an understanding of organic lines and shapes?
2. Was their art a representation of a flower?
3. Did the flower take up most of the student’s paper?
4. Did the student use at least three different types of paper/fabric/markers/colored pencils/paint in their collage?
5. Did the student describe their collage with details in their paragraph/short story?
6. Did student display pride in their work?

VOCABULARY:[[1]](#footnote--1)

Collage— a composition or design made by arranging and gluing materials to a background surface

Color— an element of art with the properties of hue (the name of the color), value (the lightness or darkness of the color) and intensity (the saturation of the color or its brightness of dullness)

Composition— the idea of filling the art space, such as the piece of paper or canvas, so as to give the piece of art a sense of unity,

Hue— the common name of a color such as “yellow” or “blue-blue-violet”

Organic lines/shapes— an element of art which is the form of an object which is not geometric and is either without a recognizable form or one that reflects something in nature.

1. *Definitions taken from Emphasis Art*, Ninth edition Robert D. Clements and Frank Wachowiak. [↑](#footnote-ref--1)