



Nature in Art = Art in Nature

Presented By

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<p>LESSON TITLE: O’Keeffe’s Colors</p> <p>Essential Understanding: Human beings use their sensory perceptions of the environment to develop and organize ideas. One important way that human beings express their ideas is through the creation of original artwork.</p> <p>Essential Questions: What kind of colors and values do we find in the natural environment? How do colors express temperature or seasons? How can we use color to communicate feelings, ideas and experience as well as reflect our observations of nature? Do things look different from various points of view?</p> <p>Key Concepts : Observation, Discovery, Environment, Elements of Art, Materials, Techniques and Processes, Expression, Experimentation, Analysis</p> <p>Objective: SW observe color as used by a master artist in nature-inspired abstract paintings. SW determine color palettes in terms of warm and cool colors. SW create an abstract mixed media piece of art inspired by observations of nature and the artwork of Georgia O’Keeffe.</p>	<p>ART TEKS: 117.11 3.1A,B; 3.2A,B,C; 3.3A,B; 3.4A,B</p> <p>Anticipatory Set: What did you notice about the things we viewed under the magnifying glass? What surprises did you find by looking at the plants/objects/flowers closely? Let’s look at some artwork by the artist Georgia O’Keeffe. She liked to look at things closely and in different ways. Do you recognize anything from nature in her artwork now?</p> <p>Input: Students should begin to use observational skills to notice details in works of art. Students should develop an understanding of warm and cool color palettes. Students should become aware of how viewpoint changes the picture.</p> <p>Key Skills/Process (Model): TW show art pieces and initiate discussion about Georgia O’Keeffe’s work. Why did she choose to paint things from nature “close-up” and why is this abstract to us? Why did she paint small things on very large canvases?</p>
<p>Preparation: Show students artwork created by Georgia O’Keeffe. Ask students if they recognize what the painting represents. Give students magnifying glasses to look closely at live flowers and plants - either out of doors or fresh in the classroom. (Shells and bones as well)</p> <p>Artist Connection: Georgia O’Keeffe</p> <p>Resources: O’Keeffe prints, books - see bibliography on back</p> <p>Materials: White drawing paper, watercolor paints, water, brushes, spray bottle, pencil, (optional) oil pastels, scissors, glue sticks, fresh flowers, shells, bones other items found in nature</p> <p>Vocabulary: warm colors, cool colors, wash, abstract</p>	<p>Guided practice (Steps) :</p> <ol style="list-style-type: none"> 1. TW demonstrate wet-in-wet watercolor technique. TW encourage students not to paint anything in particular, just allow the colors to bleed into one another. 2. The first painting will be created with only the warm colors in the watercolor palette (red, orange, yellow). Black and brown will not be used at all during these paintings. 3. Students should put their names on the back of the paper in pencil before beginning artwork. Students wait until the teacher sprays papers with spray bottle before beginning the painting. 4. When paper is completely covered with paint, put away to dry. 5. Repeat process in a second painting except the student will only use the cool colors in the palette (blue, purple and green). 6. When both paintings are dry, students must choose whether

<p>(recognizable but not realistic), mixed media, background, foreground</p> <p>Closure: Students self-assess artwork against project rubric. Students group evaluate artwork. Display artwork.</p> <p>Assessment: Did the students successfully...differentiate between cool and warm color palettes? Differentiate between foreground and background? Could student create an artwork using correct procedures? Was student able to complete work according to standards established by assessment rubric? Can student identify and discuss aspects of Georgia O'Keeffe's artwork?</p>	<p>they create an artwork that has a cool background or a warm background. Only one painting will be cut into pieces, the other will serve as the background.</p> <ol style="list-style-type: none"> 7. On the painting that will be the object, or foreground, students sketch objects from nature on the back side of the painting in pencil. Students should cut a basic overall shape and then embellish it with pieces. This will add dimension. 8. Students glue pieces of foreground to the background. They may embellish with oil pastels to create texture and depth. <p>Independent Practice: Students create abstract artworks using watercolor paintings and then collage them together to create a mixed media piece.</p>
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Bibliography:

Benke, Britta. Georgia O'keeffe: The Artist in the Desert (Adventures in Art. Prestel Publishing (May 30, 2006)
 # ISBN-10: 3791335588

Lynes, Barbara Buhler; Poling-Kempes, Lesley; Turner, Fredrick W. Georgia O'Keeffe and New Mexico: A Sense of Place. Princeton University Press (May 4, 2004)
 # ISBN-10: 0691116598

Marshall, Richard D.; Oliva, Achille Bonito; Scott, Yvonne. Georgia O'Keeffe: Nature and Abstraction. Skira (November 27, 2007)
 # ISBN-10: 8861301274

Venezia, Mike. Georgia O'keeffe (Getting to Know the World's Greatest Artists). Chicago: Children's Press (January 1994)
 # ISBN-10: 0516422979

PLANTABLE PAPER

<p>Materials List:</p> <ul style="list-style-type: none">• Sponge• Terry Cloth Towel• Felt or flannel fabric• Strainer• Large Plastic Container• Blender/Food Processor (For making paper pulp)• Paper to Recycle• Flower Seeds• Colored Tissue Paper (optional) <p>Prep:</p> <ul style="list-style-type: none">* Select pieces of paper to recycle.** Tear into small pieces* Put pieces in blender, until it's approx. half full	<p>Steps:</p> <ol style="list-style-type: none">1. Fill the blender with warm water.2. Slowly run the blender and gradually increase the speed until the pulp looks smooth and well blended. (30-40 seconds) Check that no flakes of paper remain. If they do, blend longer.3. Add a pinch of flower seeds to pulp and gently stir. Do not blend seeds!4. Set strainer on cup. Pour blended pulp with seeds through strainer.5. Plop pulp directly onto felt or flannel fabric.6. Pat pulp into desired shape. It should be not too thick, but can be thicker than regular paper.7. Tilt pulp sheet on fabric over cup. Press water out of wet pulp with fingers.8. Use sponge to remove additional water. Press pulp flat.9. Use a terry cloth towel to remove last amount of water. Press firmly.
<p>Tips for Success:</p> <ul style="list-style-type: none">• Tint your pulp by adding a 1 inch	<p>Drying Methods:</p> <ul style="list-style-type: none">• Set paper on pie pan or pizza pan in

<p>square of colored tissue paper before blending.</p> <ul style="list-style-type: none">• Squeeze the pulp a bit to get out the rest of water.• You can mix different types to create your own unique paper.• The thicker it is the longer it will take to dry.	<p>250 degree oven for about 10 mins.</p> <ul style="list-style-type: none">• Gently wave hair dryer over paper until it is dry enough to peel off and turn over. Repeat blow dry.• Set in front of household fan.• Set outdoors in direct sunlight
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Internet resources:

www.tryittuesday.com - plantable paper and other papermaking recipes

www.morning-earth.org - circle of life, earth poems, ecological literacy and environmental art

www.greenmuseum.org - environmental artists, projects and reference materials