Georgia's Flowers

Third Grade

Adapted by M. Goldman

Core Subject Area

Science

Art Form +Elements

Visual Arts

MSCCR Standards

L.3.1.2 Examine evidence to communicate information that the internal and external structures of a plant (e.g., thorns, leaves, stems, roots, or colored petals) function to support survival, growth, behavior, and reproduction.

MSCCR Creative Arts Standards

VA: Cr2.3.3 Organize and develop artistic ideas and work. INVESTIGATE a. Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

VA: Re8.1.3 Interpret intent and meaning in artistic work. ANALYZE a. Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

VA: Cn10.1.3 Synthesize and relate knowledge and personal experiences to make art. SYNTHESIZE a. Develop a work of art based on observations of surroundings.

Duration

45-60 minutes

Objectives

TSW label the parts of a plant and identify what they do.

TSW paint a flower in the style of Georgia O'keeffe.

Materials Needed

Samples of artwork by Georgia O'Keeffe via internet

Watercolors

White construction paper

Black Sharpies

Vocabulary

Seed

Roots

Stems

Leaves

Flower

Seedling

Warm colors- yellow, orange, red

Cool colors- blue, green, and purple

Space- positive and negative

Lesson Sequence

1. Show students a flower that includes stem, colored petals, leaves, and roots if possible. (If not available, a picture that includes these aspects can be used.) Have students recall the parts of the flower and the function of each part.

2. Review this knowledge by singing the "Plant Parts" song to the tune of The Wheels on the Bus. (In archives)

3. Give students a brief history of Georgia O'Keeffe. (Included in this lesson.)

4. Show students some artwork by Georgia O' Keeffe. (Red Amaryllis, Purple Petunias, Yellow Cala, Squash Flowers No. 1 plus many more)

5. Ask students to identify the flower parts and their function. Ask students what they notice about O'Keeffe's painting of the flowers. (Oversized or a very close up. You often cannot see the entire flower in the picture.)

6. Have students create an "O'Keeffe Flower."

7. Have students draw a BIG flower on white construction paper. A few tips to help them draw larger – Tell them the flower is so big it will fall off the edges of the paper, Must touch all four sides of the paper, show examples of the correct size, review the word overlapping and how petals overlap each other.

8. Have students use a black sharpie to outline and add details.

9. Display a color wheel. Show students how the color wheel has primary colors, secondary colors, cool and warm colors, and finally complementary colors. Have students practice calling out whether the color is warm or cool. (The teacher calls out blue, students should respond cool.) Continue until students are confident.

10. You can use a cool wheel and use warm and cool colors. If a student paints the flower a cool color, have them select a warm color background and also the opposite way. Teaching the difference is the positive and negative space here. The flower is going to be the positive space and everything that is not a part of the flower is the negative space.

11. Have students share about their flower and what parts are visible and the function of that part.

Extended Learning Activities

Set up a gallery walk (post pictures around the classroom, then have students walk through) and have students tell about their art as well as the function of the plant parts.

Sources:

Bio for students https://kids.kiddle.co/Georgia_O%27Keeffe

Theartofed.com

http://teachingwithsongs.blogspot.com/2009/05/plant-parts.html

http://www.wheretomorrowbegins.org/climb/wp-content/uploads/2013/02/Science-Grade-3-Life-Unit-3L2.pdf

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http://1.bp.blogspot.com/-l2w6S-3ocSY/UFICWaAT5OI/AAAAAAAACGQ/ii_YR20BiCA/s1600/Color_Wheel_-_comp_Page_1.jpg

Plant Parts

(To the tune of The Wheels on the Bus)

The roots are underground,

Underground, underground.

The roots on a plant are underground.

Roots are part of a plant.

The stem on a plant holds up the leaves,

Up the leaves, up the leaves.

The stem on a plant holds up the leaves.

Stems are part of a plant.

The leaves on a plant are making food,

Making food, making food.

The leaves on a plant are making food.

Leaves are part of a plant.

The flowers on the plant are growing seeds,

Growing seeds, growing seeds.

The flowers on a plant are growing seeds.

Flowers are part of a plant.

Source unknown. Posted by Megan Gregory,