



Project Essential Questions

How can we use music to compare and contrast the basic needs of plants and animals?
How are food and nutrients different for plants and animals?

PROJECT DESCRIPTION

In this project, students will explore a collection of fine art by Georgia O’Keeffe, specifically her flower and plant paintings. Students will then participate in a role play where they become plant experts and save a dying plant. The students will use their shared background knowledge of Georgia O’Keeffe’s flowers and create a painting in this style of their very own thriving plant. Finally students will write a story about the plant they painted and how it was transformed from dying to thriving.

LEARNING TARGETS

“I Can...”

- Examine an artist and connect their fine art to plant’s basic needs
- I can write a solution to a problem using complete sentences
- I can create a painting of a thriving plant inspired by the style of Georgia O’Keeffe

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Units provide differentiated ideas and activities aligned to a sampling of standards.

The units do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

Produced through the U.S. Department of Education: Arts in Education—Model Development and Dissemination Grants Program
Cherokee County (GA) School District and ArtsNow, Inc.

Project Description	Learning Targets
<p>In this project, students will explore a collection of fine art by Georgia O’Keeffe, specifically her flower and plant paintings. Students will then participate in a role play where they become plant experts and save a dying plant. The students will use their shared background knowledge of Georgia O’Keeffe’s flowers and create a painting in this style of their very own thriving plant. Finally students will write a story about the plant they painted and how it was transformed from dying to thriving.</p>	<p>“I Can…”</p> <ul style="list-style-type: none"> ● Examine an artist and connect their fine art to plant’s basic needs ● I can write a solution to a problem using complete sentences ● I can create a painting of a thriving plant inspired by the style of Georgia O’Keeffe

ESSENTIAL QUESTIONS

<ul style="list-style-type: none"> • How can I connect visual arts to my knowledge of plants’ basic needs? • What components must I include in my painting’s subject matter and environment if the plant is thriving?

STANDARDS

Curriculum Standards	Arts Standards
<ul style="list-style-type: none"> • SILI. Obtain, evaluate, and communicate information about the basic needs of plants and animals. • A. Develop models to identify the parts of a plant – root, stem, leaf, and flower • C. Design a solution to ensure that a plant or animal has all of its needs met. 	<ul style="list-style-type: none"> • VA1PR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (drawing, painting, printmaking, mixed- media) using tools and materials in a safe and appropriate manner to develop skills. • c. Creates paintings with a variety of media (e.g., acrylic, tempera, watercolor).

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> ● nutrients, air, water, light, and soil ● problem, solution ● stem, flower, root, leaves ● botanist 	<ul style="list-style-type: none"> ● sketch, canvas ● value (lightness or darkness of a color) ● tint (adding white to make it light)

Project 3 of 3

Approx. Duration of Project: 1 day

TECHNOLOGY INTEGRATION

- Go on a virtual field trip to the Georgia O’Keeffe Museum in Santa Fe, New Mexico via Google Cultural Institute
<https://artsandculture.google.com/partner/georgia-o-keeffe-museum>

ASSESSMENTS

Formative	Summative
<ul style="list-style-type: none"> ● Class discussion during Gallery Walk ● Student painting and describing the features of their plant and its environment ● Students writing about their painting 	<ul style="list-style-type: none"> ● Student Writing ● Project 3 Rubric to assess the visual arts project

MATERIALS

- Acrylic paint
- Canvas
- Paint brushes
- Writing worksheet
- Pencils

Activating Strategy (5- 10 min)

- View picture of healthy and unhealthy plant.
 - Show students a wilting plant. “What happened to this plant?”
 - Show students a healthy plant. “What happened to this plant?”
 - Whole group: Compare the plants using a Venn diagram. “How are they alike?” They both have a stem, flower, leaf, roots, and they are in soil. Contrast the plants, “How are they different?” This plant is healthy and had water, air, nutrients, and light. This plant didn’t.

Main Activity

PROCESS:

PART I

- Explain to students, “*Today we will be botanist. A botanist is a plant expert! We need to figure out a solution to help meet the needs of this plant so that it can survive. What does a plant need to survive? How can we meet the needs of this plant?*” Discuss a

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solution to help meet all the needs of this plant.

- Sentence frame: To meet the needs of this plant I will...
- Talk with your partner about what you may write about..
- Complete writing activity on Project 3 Writing Sheet (SEE DOWNLOADS)
- Share student writing with whole group.

PART 2

- Take students thru the **Gallery Walk: O'Keeffe Inspired Flower/ Plant Paintings (SEE DOWNLOADS)**. *To go deeper with your study of O'Keeffe you can visit the google cultural institute of her museum in Santa Fe, New Mexico.)
 - Students will critique the art pieces in the Gallery Walk, asking questions such as: What plant parts do you see? What colors, lines, shapes do we see in each plant part? Why does this plant look healthy? Did this plant have all of its needs met?
 - Begin to sketch our own O'Keeffe inspired plants on canvas. Direct students to be sure to include the stem, leaves, and flowers. Direct students to include the plant's environment.
 - After sketches are complete, meet back on the carpet to discuss tints present in the colors they will use for their paintings. Identify colors present in the Gallery images. Look at the color of the flower. Suggested questioning: Are all the petals the same color? No, there are different values. Value is how light or how dark a color is. Adding white to a color makes it lighter and that is called a tint. Demo tints on a piece of paper. Emphasize the addition of a small amount of color to create a tint. Then pass out paint, smocks, canvas, and brushes.
 - Return to seats. Let students select the colors for their flowers. Prior to painting, have them create some tints on their palette. Remind them to add a small amount of paint to the white to create tints.
 - Begin teacher directed painting on canvas. Paint the flower first. Then add some tints to show value.
 - Paint the pot, steam, and leaves. Also, include sunlight in your painting..

PART 3

- After paintings have dried, use sticky notes to label parts of the plant. Label the stem, flower, roots, and leaves. Label the needs. Let students do a gallery walk. Place student artwork, labels, and writing on top of desks and let students walk around and view each other's work..
- Students will then write a story about their plant and why it is able to thrive. Direct students to use all of their science vocabulary in their stories: stem, leaves, roots, flower, sun, water, soil, and nutrients.

Classroom Tips: Teachers may want to consider doing the flower paintings as a center or small group to manage the painting, cleaning, passing of supplies, etc... Also you could partner with the visual arts teacher in your school to make this a partnership where the painting takes place in the art room and the writing takes place in the general classroom.

REFLECTION**Reflection Questions**

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Approx. Duration of Project: 1 day

- *How can we compare and contrast our plants?*
- *What plant parts can we see in our paintings?*
- *How can we meet the needs of the plant?*
- *How did we create the plant’s environment in our painting?*
- *What keeps the plant healthy? What makes it unhealthy?*

DIFFERENTIATION**BELOW GRADE LEVEL:**

- Partner students to provide positive peer models for sentence stem completion and brainstorming ideas from problem solving.
- Utilize dictation options and oral questioning for sentence stems completion.
- Provide word wall or visual vocabulary bank for use with written responses.

ABOVE GRADE LEVEL: Encourage students to design a brochure about the plants part and its basic needs.

EL STUDENTS: EL Students:

- Use sentence starters to assist students in discussing the pictures of the healthy and unhealthy plants. (“This plant is wilting/dying because…” and “This plant is healthy because…”)
- Add pictures to the Venn diagram next to the similarities and differences.
- Bring in realia (real plants) in addition to the pictures of healthy and unhealthy plants.
- Pair ELP 1 students with a peer to assist with the writing activity in part 1.

ADDITIONAL RESOURCES

- Go on a virtual field trip to the Georgia O’Keeffe Museum in Santa Fe, New Mexico via Google Cultural Institute <https://artsandculture.google.com/partner/georgia-o-keeffe-museum>




APPENDIX




- Project 3 Rubric
- Project 3 Writing Sheet
- Gallery Walk: O’Keeffe Inspired Flower/ Plant Paintings

CREDITS

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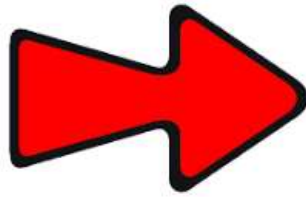
O'Keeffe- Inspired Plant Paintings

CHECKLIST			
My plant's story included complete sentences and punctuation.			
I used all of the science vocabulary to describe the plant's parts.			
I used all of the science vocabulary to describe the plant's needs.			
My painting was in the style of O'Keeffe with strong use of color and lines. The environment of the plant was also included in the painting.			

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Name: _____

How can we meet the needs of this plant?



To meet the needs of this plant, I will
