**Title: Georgia O’Keeffe Cow skull and Flower**

**Grade: 4**

**Materials: white paper, red and black construction paper, cow skull, white crayon, crayons, parts of a flower worksheet, pictures of O’Keeffe’s artwork, color pencils**

**Time: 35 minutes/5 classes Sept. 19- Oct.?**

**Visual Art Content Standards**

**4th VA: Cr1.1.4a: Brainstorm multiple approaches to a creative art or design problem.**

**4th VA: Cr2.1.4a: Explore and invent art-making techniques and approaches.**

**4th VA: Cr2.2.4a: When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.**

**4th VA: Cr3.1.4a: Revise artwork in progress on the basis of insights gained through peer discussion.**

**4th VA: Re8.1.4a: Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.**

**Objectives**

**Student will use a white crayon to draw a cow skull in the style of the artist Georgia O’Keeffe.**

**Student will use crayons to create a flower in the style of Georgia O’Keeffe.**

**Vocabulary**

**Georgia O’Keeffe, parts of a flower,**

**Anticipatory set/Pre-assessment:**

**Teacher asks the class if they ever went exploring in our Tucson desert and found animal bones. Have you ever looked at an unusual object and wanted to draw it? Do you or draw flowers the way they look or do you change the way they look in your drawing?**

**Art History/ Art Concepts**

**Georgia O’Keeffe is an American artist that lived from 1887-1986. During that time it was hard for a woman artist to show her work in art galleries. O’Keeffe met photographer Alfred Stieglitz and he agreed to display her artwork in his gallery, in New York. Georgia’s artwork became popular. She painted flowers the way she saw them. They were not small flowers but very large. In Tucson, at the University of Arizona art museum, her original artwork, *Red Cana,* is on display. O’Keeffe moved from New York to New Mexico. Her artwork was influenced by the New Mexico desert. Georgia loved the white bleached bones she found in the desert and she included them in her paintings.**

**Guided Practice/Teacher Demonstration**

**1st Teacher will have students write their name, table number, teacher name, subject and date on the back of their label the parts of a flower paper. Students will label the flower then color the flower with color pencils.**

**Teacher will walk around the room to observe student performance and give feedback.**

**Day 2**

**2nd Teacher will have students write their name, table number, teacher name, subject and date on the back of their red or black construction paper. Students will observe teacher drawing the cow skull on red construction paper. The students will look at the cow skull and begin drawing it on their white or black construction paper.**

**Teacher will walk around the room to observe student performance and give feedback.**

**Day 3**

**3rd Teacher will add a desert scene to the cow skull drawing in the style of Georgia O’Keeffe. Students can add a flower, desert landscape or both to their cow skull drawing.**

**Teacher will walk around the room to observe student performance and give feedback.**

**Day 4**

**4th Teacher will have students write their name, table number, teacher name, subject and date on the back of white paper. Teacher will observe one of Georgia O’Keeffe’s flower pictures. Teacher begins drawing a large flower in the style of Georgia O’Keeffe. Teacher shows how the flower touches all the edges of the paper. Student will begin their flower drawing.**

**Teacher will walk around the room to observe student performance and give feedback.**

**Day 5**

**5th Student will complete their flower. Students will self-monitor and check to see if they have included all steps of the lesson. Ask: Did I label and color the parts of the flower hand out? Did I draw the skull white and add a desert or flower to my cow skull. Did I draw my flower large enough to touch all edges of the paper?**

**Teacher will walk around the room to observe student performance and give feedback.**

**Check for Understanding/Guided Practice**

**Teacher will check for understanding by observation of each student and giving feedback. Each time the class meets teacher will do a step-by-step demonstration.**

**Assessment**

**Teacher will assess the final artwork with an E for Excellent or an S for satisfactory. Students that earn an E/Excellent completed all 5 steps.**

**Closure**

**Teacher will review the objectives.**

**Differentiation**

**Teacher will help students that are having trouble by re-teaching and giving individual attention to student by drawing on a separate paper to help solve the problem.**