

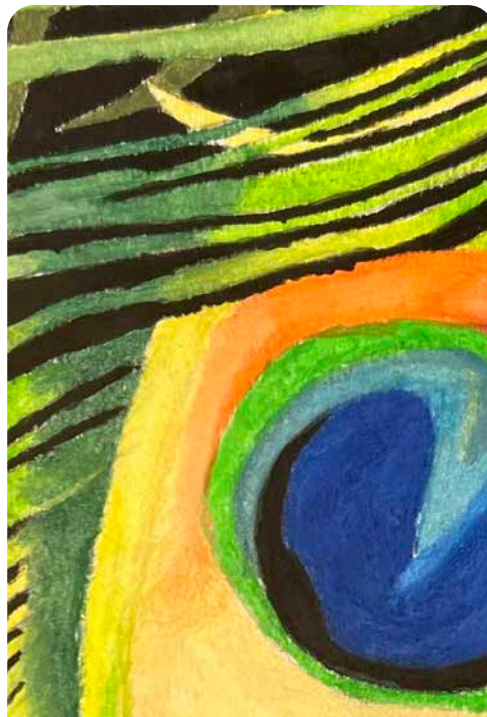


By Art Teacher Holly Lovegrove

# Up close with Georgia O'Keeffe

Volume 152 | Gr. 9–12

Time: 4–5 weeks



## National Core Art Standards

### Creating

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

**Anchor Standard 3:** Refine and complete artistic work.

### Responding

**Anchor Standard 7:** Perceive and analyze artistic work.

**Anchor Standard 9:** Apply criteria to evaluate artistic work.

### Connecting

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.

**Anchor Standard 11:** Relate artistic ideas and work with personal meaning and external context.

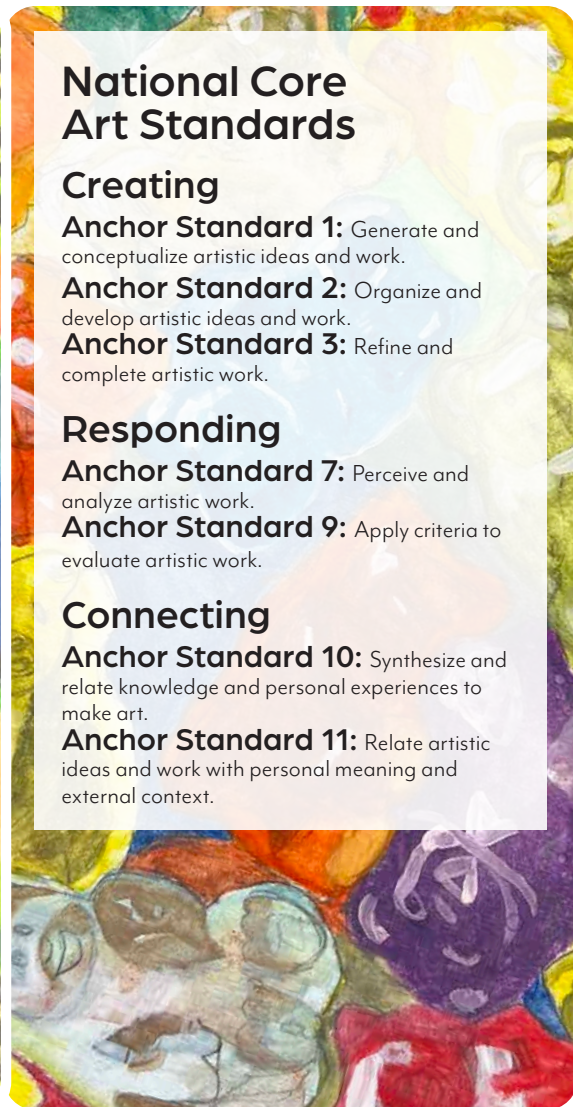
## Materials list

- Chromebook
- Digital images or prints of objects for close-up drawing
- Grid sheets ([9719089](#))
- Rulers ([2100207](#))
- Drawing pencils ([9741059](#))
- Erasers ([9730496](#))
- Pencil sharpeners ([9726311](#))
- Watercolor paper or sketchbooks ([NE20722](#) or [6200118](#))
- Watercolor pencils, semi-moist watercolors, and watercolor crayons ([9737763](#), [NE20186](#), [9716224](#))
- Paintbrushes ([9725240](#))
- Water cups ([9702821](#))
- TV for presentations
- Artwork display space

## Objectives

*Students will be able to ...*

- Deepen their understanding of the concept of zooming in on objects by exploring Georgia O'Keeffe's work
- Create a detailed pencil sketch using a grid technique based on a photo of a group of objects (flowers, candy, fruit, etc.)
- Choose between watercolor pencils, semi-moist watercolors, and watercolor crayons to bring their sketch to life





## Week 1: Introduction to Georgia O'Keeffe and "zooming in"

### Days 1–4

- Introduce Georgia O'Keeffe, and analyze and discuss selected artworks, emphasizing composition, form, and detail. Focus on how she zooms in on objects, especially flowers, in her artwork.
- Then, have students search for a high-resolution reference photo of their choice. Tell them to focus on interesting objects in unique compositions that include a variety of colors and textures. Inspiration photos can be of flowers, food, animals, etc.
- After you've approved their reference photos, students should draw freehand, use a grid technique, or use tracing paper to create their drawing.

## Week 2: TAG: Peer artist discussion and feedback about in-progress work

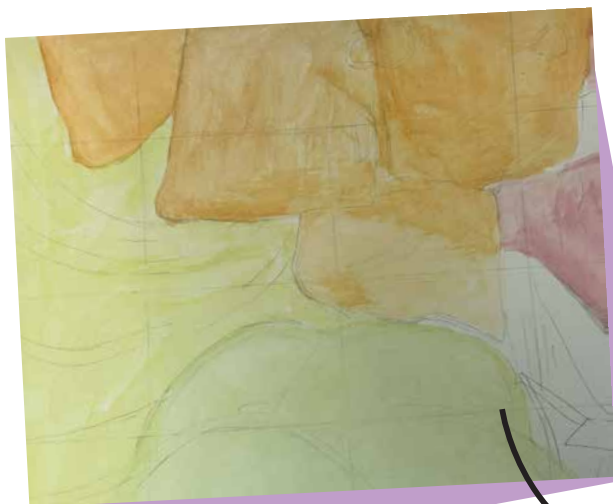
### Days 1–2

- Have students share and discuss their preliminary sketches, providing feedback on composition and details using the TAG worksheet on p. 4, adapted from The Art of Education University.
- Students should then reflect on the discussions and complete their structure drawing.

### Days 3–4

- Students should refine their pencil sketches based on peer feedback and their own reflections.
- Discuss strategies for successfully transitioning from a detailed sketch to a watercolor painting.
- Have students transfer the final pencil sketch onto watercolor paper.





## Week 3: Exploring watercolor mediums

### Days 1–2

- Review the basic techniques for working with watercolor pencils, semi-moist watercolors, and watercolor crayons.
- Have students experiment with each medium on small paper samples to decide which one they will use for their final artwork.
- Ask questions to spark discussion on the advantages and challenges of each medium.

### Creating the watercolor artwork

#### Days 3–4

- Students should begin creating their final artwork using their chosen watercolor medium and share an in-progress photo of their work by Day 4.
- Provide feedback and address questions as students work on their watercolor paintings.

## Week 4: Completing the watercolor artwork

### Days 1–4

- Students should continue working on their watercolor artwork and finalize them on Day 4.

## Week 5: Reflection and Exhibition

### Days 1–2

- Students should reflect on their artwork and write about the experience of creating it.
- When completed and pressed, have them mount their artwork on colored or black mounting paper for display with a name tag.

### Days 3–4

- Students should provide constructive feedback to their peers and reflect on their own artistic process.

## Assessment

- **Grid drawing:** Evaluate the accuracy and details in the enlarged pencil sketch created using the grid technique.
- **Watercolor technique:** Assess the skill and creativity in using the chosen watercolor medium to enhance the artwork.
- **Understanding of Georgia O’Keeffe’s work:** Evaluate the student’s ability to connect O’Keeffe’s techniques to their own creation.
- **Artistic reflection:** Assess the students’ understanding of the process of creating the artwork and their ability to describe their artwork as demonstrated in their description of the elements and principles of art.

# **TAG: Peer artist discussion and feedback**

**Artist's name:**

**Artwork title/project:**

## **Step 1: Think**

What do you notice about the artwork? (e.g., line quality, shading, composition, texture, balance)

## **Step 2: Ask**

Ask at least one thoughtful question about the artwork and write it below. (e.g., What inspired this piece? How did you decide on the positioning of the subject?)

## **Step 3: Give**

Provide at least one positive comment and one suggestion for improvement. (e.g., What stands out in the piece? How could it be enhanced?)

**Positive Comment:**

**Suggestion for Improvement:**