

LDOE Curriculum Guides Model Lesson Suggestions

Visual Arts

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Sixth Grade (CA 1)

Title Studying the Aesthetic Qualities of Miriam Shapiro's *The Poet #2*

Time Frame Three 60-minute periods

Overview Students view and discuss Miriam Shapiro's *The Poet #2* to understand how color and shape are used to achieve an aesthetic affect. They create a Shapiro-inspired collage using color and shape and then reflect on what they learned.

Standards Critical Analysis and Creative Expression

Arts Benchmarks	
View works of art and analyze how artists use design elements and principles to achieve an aesthetic effect.	VA-CA-M1
Use the elements and Principles of Design and art vocabulary to visually express and describe individual ideas.	VA-CE-M3

Foundation Skills Communication, Problem Solving, Linking and Generating Knowledge

Student Understandings

Having viewed Miriam Shapiro's *The Poet #2*, students understand how color and shape are used to achieve an aesthetic affect. Students employ color and shape to create an aesthetic effect in their work.

Vocabulary

aesthetics, collage

Materials and Equipment

Internet or a large reproduction of Miriam Shapiro's *The Poet #2* (1984, acrylic and fabric on canvas, 108 x 72 inches), large sheets of paper, a variety of paper, wallpaper and fabric (both solid colors and with patterns) glue, scissors, and markers

Prior Knowledge

The students should be familiar with the art elements, especially color and shape.

Sample Lesson

Day 1

Display a reproduction of [The Poet #2](#) by Miriam Shapiro and ask each student to write a short paragraph about why he/she thinks this work of art is or isn't beautiful. Collect the paragraphs (5 minutes).

Lead the class in a discussion of the work (25 minutes). The following is some suggested information and questions to guide the discussion.

Has anyone heard the word *aesthetic* before?

If aesthetics is the study of beauty, do you think this is an important thing to think about? Why?

What makes a work of art beautiful?

Miriam Shapiro is a woman artist who is interested in showing a woman's point of view. Why do you think this is an important point of view?

This work is created using a collage of fabric and acrylic paint. Why do you think she selected this medium?

Looking at *The Poet #2*, describe some of the shapes she uses.

Are there any shapes that describe a woman's role in American society?

What colors does she use?

Are these calm or active colors?

Does the figure of the woman in *The Poet #2* appear to be calm or active? Why do you think this?

What feelings do you think the shapes of the painting create? Why do you think this?

What feelings do you think the colors in this painting create? Why do you think this?

Having studied Ms Shapiro's works, students plan a collage design based on an important society/country/ or world topic. To plan, students write the topic in their art journals and draw three different thumbnail sketches based on the topic (20 minutes). Examples of possible topics might include mankind's impact on the world's resources, the role of fashion in today's society, the impact of 9/11, how Hurricane Katrina changed our lives... Outline the criteria for the art-making project by presenting the Reflection/Rubric. Students understand that their work is assessed using the criteria provided.

Students create a collage about their idea, using a variety of paper and markers. They need to focus on colors and shapes to help convey the meaning of their work.

The students clean up their desks and ask several students to share their written statements that they wrote during the first five minutes of class (10 minutes).

Day 2

Individual students share the themes they are using for their collage (5 minutes).

The students work on their collages (45 minutes).

The students clean up their work space and store their works (10 minutes).

Day 3

Ask students to explain the following terms: aesthetics, and collage. The students reflect on decisions they have made to create an aesthetic effect in their collages thus far (5 minutes).

The students complete their collages. Each student is then asked to show his/her work and explain what he/she did to make his/her work aesthetically pleasing (40 minutes).

The students complete the reflection part of the rubric (15 minutes).

Sample Assessments

Formative

Check art journals for artist's statements and three thumbnail sketches.

Observe and monitor activities throughout the lesson. Adjustments and suggestions are provided based on the individual needs of each student.

Summative

Assess the collage using the Assessment Rubric.

Resources

Information and images for this lesson may be found at the following website:

<http://www.albany.edu/museum/wwwmuseum/crossing/artist25.htm>

<http://www.albany.edu/museum/wwwmuseum/crossing/artist25a.htm>

Name_____

1. What topic does your collage represent?

2. How did you use the art elements of shape and color to help communicate your idea?

3. Do you think your collage is aesthetically pleasing? Why do you think this?

4. What did you learn from studying *The Poet* #2?

5. Did making your own collage change your first view of *The Poet* #2? If so, how?

Teacher/Student Assessment Rubric for Shapiro-Inspired Collages

Student's Name _____

Evaluate the collage using the following criteria:

- 5 - The student fully addresses the criteria
- 4 - The student addresses most of the criteria
- 3 - Some of the criteria is met
- 2 - The required criteria is met at a minimal level
- 1 - The student failed to meet the criteria

1. The artist's statement is clearly stated.

5 4 3 2 1

Comments:

2. The collage uses the elements of shape and color to communicate an idea.

5 4 3 2 1

Comments:

3. The collage is well crafted and reflects effort.

5 4 3 2 1

Comments:

4. The student communicates an understanding of aesthetics.

5 4 3 2 1

Comments:

5. The student answered the above questions using complete sentences.

5 4 3 2 1

Total _____ (25 points possible)

Sixth Grade (HP 6)

Title Georgia O'Keeffe and Abstraction

Time Frame Five 60-minute classes

Overview Students view a series of works by Georgia O'Keeffe and then create an abstract painting from nature.

Standards Creative Expression and Historical and Cultural Perspective

Arts Benchmarks	
Identify major works of great and influential artists and recognize their achievements.	VA-HP-M6
Demonstrate art methods and techniques in visual representations based on research of imagery.	VA-CE-M1
Maintain a sketchbook or journal and develop a portfolio.	VA-CE-M7

Foundation Skills Problem Solving, Resource Access and Utilization

Student Understandings

Having studied the work of Georgia O'Keeffe, students identify important art works created by a woman in the twentieth century. Having created a nature painting, students understand how imagery from nature can serve as creative inspiration for abstract works of art. Having created a painting, students use strategies and techniques for color mixing and painting application.

Vocabulary

picture plane, abstraction, organic forms, positive and negative shapes, dominant, contrast, landscape, view finder

Materials and Equipment

Large newsprint or other inexpensive paper; Internet access or access to reproductions of O'Keeffe's *Jack-in-the-Pulpit* #2, #3, #4, #5, #6; art journals; index cards; pencil; large heavy-weight paper; tempera paint; paint brushes; water; paper towels; painting palette; smocks are recommended, but optional; self-evaluations

Prior Knowledge

Students should be familiar with tempera paint and its properties including color mixing, blending and creating hard edges when painting, care of paint brushes and protection of clothing.

Sample Lesson

Day 1

Warm-up activity (20 minutes)

Open by giving each student a large piece of newsprint and a marker and asking him/her to create a large line drawing of a flower. When finished, display the drawings and discuss what the drawings tell the viewer. Can you identify the kind of flower? Is anything around or behind the flower? Did you draw a landscape with your flower? Does the flower fill the *picture plane*? Are there any empty or *negative shapes* around the flower? Are the *positive* or *negative shapes dominant*? How many flowers are in the pictures?

Introduce an artist who is known for her paintings of flowers. Georgia O'Keeffe was an American artist who lived from 1887-1986. O'Keeffe was influenced by several artists of her time; most notable was her husband, Alfred Stieglitz, as well as Arthur Dove, Charles Demuth and Marsden Hartley. She is well-known for her flower paintings. While she often painted from life, her paintings can be very *abstract*. Abstract art often uses images and forms from the world around us and exaggerates, simplifies or enlarges these forms. In her flower paintings, she uses *organic forms*, forms from nature. Students view O'Keeffe's *Jack in the Pulpit* series [Jack-in-Pulpit - Nos. II, III, IV, V, VI](#) and guide the student in a discussion of these works using the following questions (20 minutes).

How do we know that these paintings are all about the same kind of flower?

What forms does Ms. O'Keeffe exaggerate, enlarge, and/or simplify?

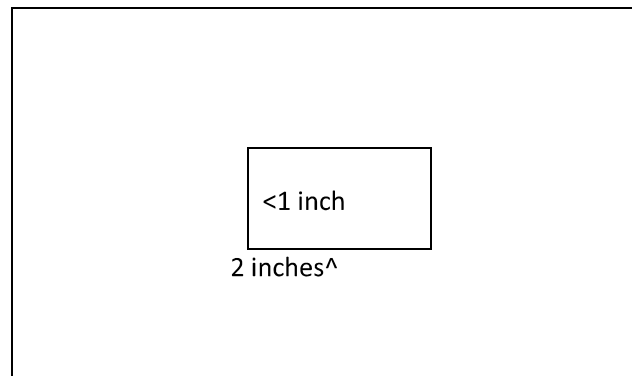
Does she have negative space in any of these paintings?

How does the negative space help the paintings?

In *Jack in the Pulpit VI* would you know it was a flower if you had not seen her other works?

Why do you think she makes only part of the flower so large in [Jack in the Pulpit VI](#)?

Explain that the students are creating their own work from nature. In order to help students create a design from nature, they create a small view finder out of an index card. (Fold the card in half and cut a 1" x 1" rectangle out of the middle of the fold.)



View finder

Practice using the view finder to draw images in their sketchbook (15 minutes).

Take students outside to use their view finders to draw from nature. Students place their view finder in their art journals for the next class (5 minutes).

Day 2

Instruct students to get their sketchbooks, view finders and pencils for a trip outside to draw (5 minutes).

Take students outside with their view finder, sketchbook and a pencil. Using the view finder, students observe the landscape so that the view finder shows only a portion of an organic form. Examples: Part of a flower, part of a tree, part of the ground with parts of different organic objects such as rocks, grass, leaves, etc. Dividing their journal page into fourths, each student should find an interesting composition and sketch that composition into one of the four sections in their art journal. Students should complete a total of four different compositions from nature (45 minutes).

Students return to the class room and put their materials away (10 minutes).

Day 3

Tell students they are to review their four sketches from last class and select their best composition to use to create a painting. Present the rubric for assessing the student's paintings at this time (10 minutes).

Using large, heavy-weight paper and tempera paint, students create their abstract paintings from their drawings from nature (40 minutes).

Students clean up their painting area and store the paintings on a drying rack (10 minutes).

Day 4

Show the students' works (flower paintings). Remind them that Georgia O'Keeffe used blown-up images of flowers to create her abstract-looking paintings. The rubric is reviewed with the students (10 minutes).

Students continue to work on their abstract paintings (40 minutes).

Students clean up their painting area and store the paintings on a drying rack (10 minutes).

Day 5

Remind students that they should finish their abstract paintings and that they need to fill out a Venn diagram comparing their painting to Ms. O'Keeffe's as well as a self-evaluation when their paintings are done (5 minutes).

Students complete their abstract paintings, the Venn diagram and the self-evaluation (25 minutes).

After these tasks are completed, the students present their painting to the class. They share the similarities and differences between their work and Ms. O'Keeffe's as well as some of the reflections they have about their paintings (30 minutes).

Sample Assessments

Formative

Assess student participation in the class discussion of O'Keeffe's artwork.

Check art journals for the completion of four planning sketches

Observe and monitor activities throughout the lesson. Adjustments and suggestions are provided based on individual needs of students.

Summative

Evaluate the Assessment of Abstract Painting from nature (a suggested rubric is available).

Venn diagram

Students present their artwork to the class.

Resources

The following websites contain information and images for this lesson:

<http://www.nga.gov/cgi-bin/pimage?68973+0+0>

<http://www.nga.gov/cgi-bin/pimage?68974+0+0>

<http://www.nga.gov/cgi-bin/pimage?68975+0+0>

<http://www.nga.gov/cgi-bin/pimage?68976+0+0>

<http://www.nga.gov/cgi-bin/pimage?68977+0+0>

<http://www.artchive.com/artchive/O/okeefe.html#images>

<http://www.artic.edu/aic/collections/citi/search?artist=O'Keeffe&keyword=&search=search>

http://www.butlerart.com/pc_book/pages/GEORGIA%20O'KEEFFE.htm

<http://www.metmuseum.org/search/iquery.asp?command=text&datascope=all&attr1=%22O'Keeffe%22&c=t%3A11%2F%2F%3Assl%2F%2Fsitemap+taxonomy%2F%2F%3AWorks+of+Art:Permanent+Collection%3A>

Georgia O'Keeffe and Abstraction: Self/Teacher Assessment of Abstract Painting

Name _____

Directions: Answer the following questions in an honest and thoughtful way. Award points based on the honesty and thoughtfulness of your answers. The following questions are worth 5 points each.

_____ Did you use negative space in this painting, and where is it located? If you did not use negative space, how did you create contrast?

_____ What dominates your painting, positive or negative space? Why did you select this (positive or negative) space to dominate?

_____ What organic form did you use to create your painting, and why did you select this form?

_____ What was the most interesting part of this organic form?

_____ Why did you select this composition over the other three sketches you drew?

_____ What problems did you have painting your abstract composition?

_____ Is the paper completely covered with paint, or can you see white paper showing through?
If white paper shows, how does it help your painting? If it does not help your painting, how would you go back and correct this on your painting?

_____ What is your favorite part of this painting? Why?

Total _____ (40 points possible)