



Staff Name: Stewart, Katie

Course Name: Art 8

Lesson Name : Collaborative Flower

Lesson Unit: Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Lesson Topic: Themes in Art Forms

Lesson Dates:

02/04/2019-03/08/2019 Time Slot(s): Art 8

Non-instructional Days:

None

TEACHER LESSON PLAN DESCRIPTION

Students create a flower painting through collaboration (each person does a section and it is assembled). Each flower will be a Pennsylvania native flowering plant. Students will complete a report on the plant before painting. Students will paint their flowers in a Chuck Close style.

TEACHER LESSON PLAN INSTRUCTIONAL PROCEDURES & ACTIVITIES

Estimated Time Frame: 2-3 Weeks

Procedures:

1. Students form groups of 3-4 students to complete their project.
2. Students choose a flower from the provided list of native PA flowers
3. Students work as a group to complete the short Google Doc research project about the flower/plant to identify characteristics of that particular flower/plant
4. Students work as a group to compile their research into a short essay about their chosen flower/plant
5. Students select an image of the flower and send to the teacher
6. Teacher enlarges image to a minimum of 7" high and prints in color
7. Students create a 1/2" grid over their image
8. Students use a 3"x4" card to divide their image into sections for each person to paint
9. Students cut apart their image into 3"x4" rectangles that are assigned to each student and marked how they reassemble to form (at least most of) the picture
10. Students receive a 12"x16" piece of canvas paper and figure out how many times larger it is from their 3"x4" image is (4 times)
11. Students multiply 1/2" (their image grid) by 4 to determine their grid on the large paper needs to be 2"
12. Students draw a 2" grid on their large paper
13. Students draw their flower petals and flower center following their grid on the large paper
14. Students learn about Chuck Close by investigating his page on the school's art website
 1. Students read about his work
 2. Students view examples of his work
 3. Students read a short interview with him
 4. Students watch a video interview with him
15. Students identify the characteristics of Chuck Close's abstract portraits
 1. Painting is painted within the grid boxes, so you see the grid when completed
 2. Each grid box is filled with a unique shape that is layered three or more times with different colors to create a unique color pattern that works within the image to form the image as a whole
 3. The colors within each grid box are connected to form a particular part of the image color scheme
16. Students choose a minimum of three colors to use in the different parts of their image (flower center, flower petals, background)
17. Students put the base colors down in each grid box, being careful to not have the same color next to itself and following their guidelines to ensure their colors are in the appropriate areas. Students use multiple base colors in grid boxes that have different parts of the flower in it.
18. Students build color layers using various shapes within their grid boxes following Chuck Close's style and the example provided
19. When completed, the piece for each group is assembled and displayed along with the picture they worked from and the essay they created about the flower/plant

TEACHER LESSON PLAN STUDENT LEARNING OBJECTIVES

1. Students work together as a group to create a finished piece of art.
2. Students create art using acrylic paint.
3. Students create art in the style of Chuck Close.
4. Students demonstrate proficiency in the use of acrylic painting.
5. Students practice grid drawing techniques.
6. Students practice and utilize grid enlargement.

STEM Connections

1. **Science** - Students identify common PA native flowering plants.
2. **Science** - Students research one common PA native flowering plant.
3. **Science** - Students create an essay based on the research they completed on their flowering plant.
4. **Math** - Students practice multiplication and division to identify how to enlarge their grid from their image to the final paper.
5. **Math** - Students practice measurement using rulers.
6. **Engineering** - Students assemble their pieces together to create a cohesive image that portrays what they feel is the best organization of their individual pieces.
7. **Technology** - Students use various types of information (videos, interviews, images, informational internet pages) to learn about the style created by artist Chuck

Close.

TEACHER LESSON PLAN MATERIALS

1. Computers, Internet, Google Classroom, Google Drive, West Greene Art Central Website
 2. Flower Research Google Doc
 3. 3x4 paper rectangles
 4. Scissors
 5. Black markers (for drawing grid on images)
 6. Pencils
 7. Flower images (Printed in color)
 8. 12x16 Canvas paper (one per student)
 9. Acrylic Paint
 10. Paper towels
 11. Paintbrushes, water cups, palettes or palette paper
 12. Project Example
 13. Chuck Close example images and videos (West Greene Art Central Website)
 14. Rulers
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