



Flower Parts

GRADE: 3

TIME: 1-2 sessions

Developed by: Linda Pfisterer, Art Specialist



KIT INCLUDES:

1 Lesson plan

6 Teaching boards:

- 1 Britton biography board
- 3 flower parts boards
- color wheel
- vocabulary board
- lesson examples

1 Eyewitness Book:

PLANT by David Burnie

MATERIALS:

Students receive construction paper as follows:

one each of:

- 9x12" black
- 6x9" gray
- 6x9" white
- 4x3" peach or salmon

many pieces of:

- 3x9" various green shades
 - 1/4" x 9" various green shades
- Oil pastels
Scissors, glue

LESSON DESCRIPTION:

The parts of flowers are discussed along with the Botanist, Elizabeth Britton. Students then use oil pastels and shading techniques to create flower parts and assemble these parts to make a flower relief.

VOCABULARY:

shape
analogous colors
contour line
3-D or three dimensional; relief
flower parts: petal, bud, stamen, stigma, veins, stem, roots

ART ELEMENTS:

- ☒ Line
- ☒ Shape/Form
- ☒ Color
- ☐ Value
- ☒ Texture
- ☐ Space/ Perspective

ART PRINCIPLES:

- ☒ Pattern
- ☐ Rhythm/movement
- ☒ Proportion/Scale
- ☐ Balance
- ☐ Unity
- ☐ Emphasis

CONTENT

CONNECTIONS:
Parts of a whole
Science, botany

THEMES:

Our world--nature

OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

1. Name the flower parts as they make them for their flower collage and when finished.
2. Identify analogous colors as they make color choices for their flowers.
3. Use oil pastels for drawing, blending and shading techniques on the petals and leaves of flowers.
4. Use folding techniques for a three-dimensional relief effect in the flower collage.

PREPARE:

Collect construction paper in following colors: black, white, gray, peach or salmon, various greens.
To prepare for lesson pre-cut into the follow:

Black--9" x 12"

Gray--6" X 9"

White--6" x 9"

Peach or salmon--3" X 4" (approximate is fine)

Various shades of green--3" X 9" and 1/4" X 9"

ENGAGE AND EXPLORE:

Hold up the **Elizabeth Britton board** as you discuss this introduction.

The fields of science and art blend as scientists rely on drawing to record the detail they see, and artists use careful observation of nature to create beautiful works of art. Years ago a botanist name Elizabeth Britton made hundreds of sketches and watercolor paintings of plants in detail to raise people's awareness of endangered native plant species. She helped to organize the Wildflower Preservation Society of America, and she and her husband created a huge botanical garden in New York City.

Today we will be choosing our own shapes and colors for the petals and leaves and other flower parts as we construct our flower collages. We will look at color combinations for the petals and learn how to blend them. (Teacher suggestion: Teach about or review the function of each flower part as they make it.)

CREATE:

All drawing done with oil pastels.

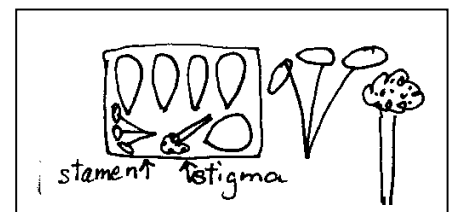
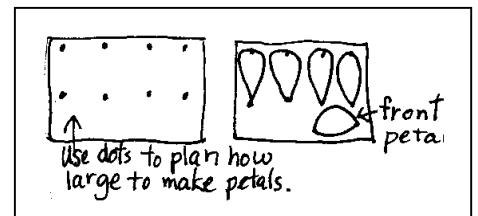
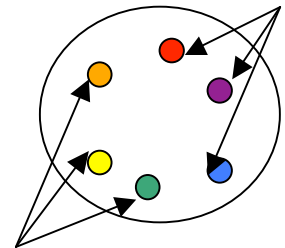
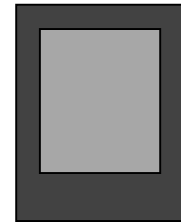
1. **Glue** the 6x9" gray to the 9x12" black with 6 dots of glue.
Glue the lesson description to the back with 4 dots of glue.

2. **Use the color wheel** as you look at flower colors. If you describe a flower as purple, look again because you can see some blue or red. These colors are analogous to purple. Analogous colors are touching each other on the color wheel (see examples). Flower petals often appear to be only one color, but artists like to use the touching colors (analogous) to make the flowers more interesting. You can only have three analogous colors.

Using the oil pastels, have students practice by choosing a color and finding the two other analogous colors. (e.g. If red is your main color, you could use red, orange, and yellow, OR orange, red and purple, OR red, purple and blue.)

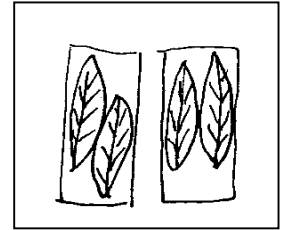
3. **Choose a petal shape.** On the white paper, use your lightest of the three analogous colors to draw four large and one smaller petal for the front. Then shade it in thirds with the other analogous colors moving in a vertical direction. (The vertical direction of coloring makes the flower look real because that is the way the petal gets nutrients.) When the petal is filled with color draw white vertical lines in the middle of the colored petal. Next, blend colors with your finger by pushing in one direction only. If you rub back and forth, the colors have a muddy look.

4. **Draw the stamen and stigma** on the same white paper. These are the reproducing parts of the flower. Now use the opposite colors on the color wheel so the petals will not camouflage the stamen and stigma. For example, look at the three analogous colors of your petals and choose oil pastels from the opposite colors on the wheel for the stamen and stigma.

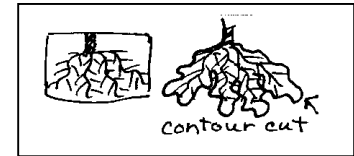


5. **Add a small flower bud** in the corner of the same white paper. Then cut out all the pieces.

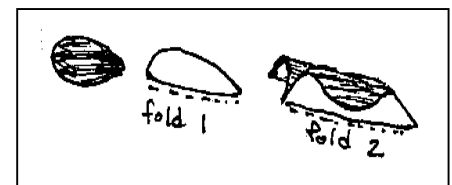
6. Look at the four leaf information boards. **Choose a leaf shape.** Pick light and dark green oil pastels and two other colors analogous to green. Draw four large leaves, two on each green paper, and add the veins. Use all three analogous colors to fill in come color. Cut out the leaves.



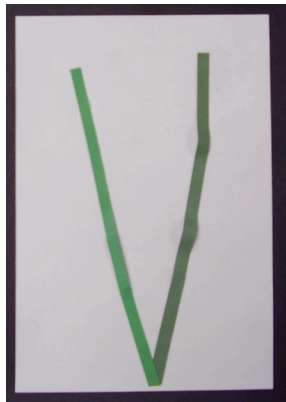
7. **Draw the roots next.** This part is under the ground, but is an important part of the flower. Draw these on a salmon color paper and cut out with an interesting contour line cut. (A contour line follows along the outside of a shape. Sometimes it is referred to as a “bubble cut.”)



8. **Fold the flower petals, and roots** so they push out from the flat surface. Fold in half and then pull back the edges to make an airplane type fold.



9. **ARRANGEMENT AND GLUING:**
Use this order for easy assembly.



1. Stems: bend slightly, glue tips.



2. Flower petals: glue inside tips.



3. Glue four large petals plus stamen, stigma.



4. Glue front flower petal, flower bud, roots.



5. Arrange 3 or 4 leaves and glue.



6. Add falling pollen with oil pastel dots. Write your name in pencil at the bottom.

CLOSE:

ASSESSMENT:

Individual art show and demonstration of learning:

1. Have students work in pairs. Each shows the other their art, identifies the analogous colors used on the petals, and points to the parts of a flower while saying the word.

Teacher assessment tool

DN	OK	UP	Lesson_____ Teacher_____
			Grade_____ Date_____ Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)
			1. Did you (include all the parts of the flower in your art)? (K)
			2. Can you explain (analogous colors)? (K)
			3. Did you (blend and shade with your oil pastels)? (S)
			4. Did you use (folding techniques to make your art look 3/D)? (S)
			5. Did you add an imaginative touch to your art? (C)
			6. Did you actively listen and follow directions?(A)
			7. Did you do your best during this lesson?(E)

Teacher self-critique

8. My teaching of this lesson:

1	2	3	4	5	6	7	8	9	10
needed improvement							was highly successful		

9. What would I do differently next time?

ALIGNMENT:

Alignment of Standards:

Art: A1,2,3; B4; C2b,5;D1.

English: C2,3,4.

Math: B4.

Science: C2,3.

Geography: E

Alignment of GLE's:

Reading: R1.4, R1.6, R1.7.

Math: M5.1.6, M5.1.7.

Science: SC1, SC3

CREDITS:

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Flower Parts

The art lesson Flower Parts is also a science lesson, requiring students to build an artistic flower with all the parts of a real flower.

Students first learn about the Botanist, Elizabeth Britton, who was famous for sketching and water-coloring flowers in the early 20th Century.

Students considered line, shape, color and texture when making their flower. They then used construction paper, oil pastels and shading techniques to create a flower, folded and displayed in a relief, 3-D manner.

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In this art lesson students study science. They learn or review all the parts of a real flower and then build their own artistic flower.

Before making art they learned about the Botanist, Elizabeth Britton, who was famous for sketching and water-coloring flowers in the early 20th Century. She also started the Wildflower Conservation Society of American, alerting many to the plight of some rare flower species threatened with extinction.

To successfully construct their flowers, students had to consider:

Line

Shape

Color

Texture

Proportion

These are elements and principals of art.

Students then used construction paper, oil pastels and shading techniques to create a flower, folded and displayed in a relief, 3-D manner.

Enjoy our art!