



Shells with Georgia O'Keeffe

GRADE: 4 and up

TIME: 2 sessions

Developed by Karen Stomberg, FNSBSD Art Specialist



LESSON DESCRIPTION:

Students learn about the life and art of Georgia O'Keeffe, focusing on her large close-up paintings of shells. They play an observation game of hunting for shape, pattern and texture on photos of real shells, and then they use oil pastels to create a four-section study of actual shells.

KIT INCLUDES:	MATERIALS:
<ul style="list-style-type: none"> • lesson plan w/ Shells Game • vocabulary board • lesson boards: <ul style="list-style-type: none"> ~ O'Keeffe biography and paintings (2 sided) ~ 6 shell photographs (3) ~ color study ~ lesson procedure • books; <i>Georgia O'Keeffe</i> (large) <i>Georgia O'Keeffe</i> (small) • class set of shells, (bivalves and univalves) 	<ul style="list-style-type: none"> • construction paper: <ul style="list-style-type: none"> --9" x 9" asst. colors --8" x 8" black --12" x 12" black • oil pastel set • real shells: one bivalve & one univalve per student • glue • ruler • pencil

VOCABULARY:	ART ELEMENTS:	ART PRINCIPLES:	CONTENT CONNECTIONS:
pattern texture shape close-up cool colors warm colors	univalve bivalve Georgia O'Keeffe	___ Line ___ Shape/Form ___ Color ___ Value ___ Texture ___ Space/Perspective	___ Pattern ___ Rhythm/movement ___ Proportion/Scale ___ Balance ___ Unity ___ Emphasis
CONTENT CONNECTIONS: Science: ocean, shells, classification			
THEMES: Beauty in Nature			

OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

- discuss American painter Georgia O'Keeffe and observe her large close-up paintings of shells
- differentiate and describe shapes, patterns and textures on shells
- review color theory with focus on warm colors, cool colors and value
- practice blending techniques using oil pastels
- create an oil pastel study of the topside and underside of 2 real shells with detailed pattern and texture

PREPARE:

- read lesson plan, familiarize yourself with Georgia O'Keeffe and kit boards
- cut paper, gather materials and prepare a sample to ensure student success

ENGAGE AND EXPLORE:

A. Introduce Georgia O'Keeffe and her shell paintings.

1. Display Georgia O'Keeffe biography boards. Discuss Georgia O'Keeffe:

- Read the book *Georgia O'Keeffe* by Mike Venezia to your students. As an alternative, use the biography board as a source of information and point out photos of Georgia for your students.
- Discuss the following important points with students:
 - a. Georgia O'Keeffe was a remarkable American painter who loved to paint the landscape and natural objects like flowers, bones and shells.
 - b. She made her objects large and looked at them closely, painting them with carefully blended colors.
 - c. Georgia had never seen the ocean when she was a little girl, but when she visited her grandmother O'Keeffe, she was entranced by her grandmother's shell collection and liked to put a shell to her ear to hear the ocean.
 - d. When she became an artist, she went to places with shells and collected them to bring home to paint.

2. Display Georgia O'Keeffe shell paintings boards. Discuss the O'Keeffe shell paintings:

- Read Georgia O'Keeffe's quote to students.
- Tell students that in real life these paintings are all very large and that the color is somewhat different. Ask these questions: "What are the similarities in all four paintings?" (single shell, plain background, shell fills up most of the painting), "What are the differences?" (color, shape, type of shell, point of view)
- Explain that seashells are divided into two main groups: univalves (shells with one part) and bivalves (shells with two parts). Ask students to point out the univalves and bivalves among O'Keeffe's paintings.
- Ask students to point out the inside and outside of shells in the paintings.

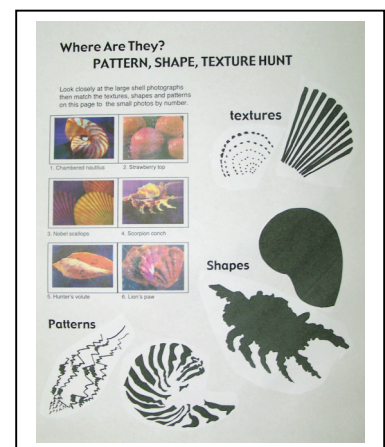
B. Observe and discuss photographs of shells:

1. Display shell photographs. Have students look closely at each shell:

- Ask them to describe shapes, patterns, textures and colors that they see. Remind them that TEXTURE is the way a surface looks or feels to the touch, PATTERN is the repetition of shapes or lines.
- Have students determine if the inside and outside of each shell could be described in the same way.
- Identify UNIVALVES and BIVALVES.

2. Hand out shell observation game sheets and play game.

- Students look closely at the large shell photographs, then match the textures, shapes and patterns on the game sheet to the small photos by number.



CREATE:

1. Divide Square. Use a ruler and pencil to divide the 8" x 8" black square into quarters. Label each quarter very lightly in pencil in the upper left corner.

a	b
c	d

2. Look closely at your two shells; one should be a univalve shell and one a bivalve shell. Feel the shape/form of your shells. What are the textures? Are they the same on the top and bottom? Look for color on the top and bottom. Are there some strong differences in color? (contrast) and some soft color changes? Look for patterns. Are there spirals? Patterns of bumps or ridges? Colored patterns?

Top
view

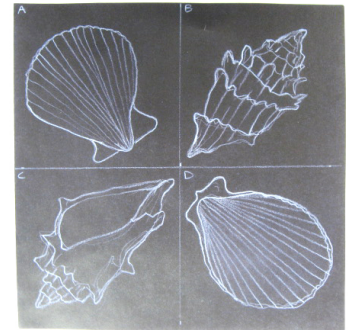


Bottom
view

3. Draw shells. Use a regular pencil with a light sketching technique. Don't erase on the black paper--the oil pastel will cover up unwanted lines. You will draw each shell twice, once from the top (top view) and once from the bottom (bottom view). NOTE: illustration is in white pencil for clarity

Make drawings LARGE and SIMPLE with a small amount of detail. More detail will be added with oil pastel later.

- Draw on the diagonal.
- Draw bivalve shell in quarter squares a and d.
- Draw univalve shell in quarter squares c and b.



4. Study color and practice with oil pastels.

- Use color wheel to review colors. Name primary and secondary colors around wheel.
- Show WARM and COOL color chart. Talk about warm and cool color families.
 - Have students take their oil pastels out of the box and line up the warm and the cool color families on their desk.
 - Tell students some of the colors, like pink and peach are lighter versions of other colors like red and orange and will be in the same family as the darker color.
 - Brown and black are neutrals and go in either family.



- Make a color test sheet (on copier paper, folded in half lengthwise) to practice blending colors. Students will make patches of warm and cool colors as well as neutrals, then lighten them. Follow these steps:

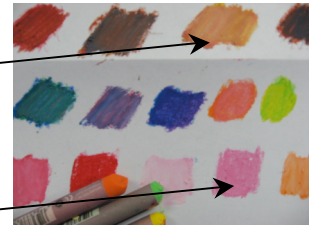
1. Make two patches of each warm color on one side of the fold and of each cool color on the other side of the fold.

2. Make lighter colors by blending white or peach into one patch of each color--keeping warm and cool colors separate.



3. Make a variety of tans and browns by blending other colors as well as white and peach into brown to change and lighten the brown.

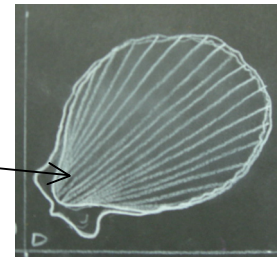
4. Make new colors by blending combinations of colors like blue and green or orange and red. Add white or peach to these colors.



5. Add color to your shells.

Color may be realistic or imaginative. Add as much detail as you can. Remember to blend colors to make them more interesting.

Space around shell is the background.



- Color shells using either a warm or cool color scheme.
- Color backgrounds with the opposite color scheme. If the shell is warm, the background will be cool. If the shell is cool, the background will be warm.
- COLOR BOTH VIEWS OF SAME SHELL IN SAME COLOR SCHEME OF CHOICE



Bivalve outside view
Color inside view same
Warm shell/cool background



Univalve outside view
Color inside view same scheme
Cool shell/warm background

Complete all four squares and glue finished work carefully onto colored 9" x 9" paper and 12" x 12" black paper. Be careful not to rub oil pastel or it will smear. Sign work in bottom right corner.



Shells with Georgia O'Keeffe

We learned about the life and art of American painter Georgia O'Keeffe. She loved to paint the landscape and natural objects like flowers, bones and shells. O'Keeffe made her objects large and looked at them closely, painting them with carefully blended colors.

Studying O'Keeffe's shell paintings helped us to identify some of the characteristics of seashells. Some of the elements we looked for were shapes, patterns, colors and textures. We also determined if the shells in the paintings were UNIVALVES (having one shell) or BIVALVES (having two shells) and noticed if we were looking at the inside or outside of the shell.

We hunted for shape, pattern and texture on photos of real shells, and then did careful observations of the inside and outside of two real shells.

Using oil pastels, we explored the WARM and COOL color families, practiced color mixing to make colors lighter and blended to create new colors. We created a four-section study of actual shells, showing the inside and outside view of a univalve and of a bivalve, using contrasting color schemes for the shells and backgrounds.



White Shell with Red
Georgia O'Keeffe 1938

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Where Are They?

PATTERN, SHAPE, TEXTURE HUNT

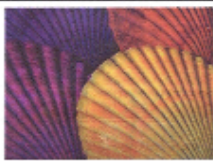
Look closely at the large shell photographs then match the textures, shapes and patterns on this page to the small photos by number.



1. Chambered nautilus



2. Strawberry top



3. Nobel scallops



4. Scorpion conch



5. Hunter's volute



6. Lion's paw

textures



Shapes



Patterns

