



Lesson Delivery Date: ___/___/___
Lesson Delivered By: _____
Initial when complete: _____
Supplies Bought: _____
Materials Prepped: _____
Feedback Complete: _____

SCALED LEARNING™ LESSON PLAN - SACC

Review this lesson plan at least 3 days prior to leading.

LESSON NAME: (What is the name of the activity?) Georgia O’Keeffe Flowers	TIME REQUIRED: 60 minutes	AGES: All
SCALED LEARNING FRAMEWORK ELEMENTS: (STEM, Career Connected Learning, Arts, Literacy, Education, Diversity and Global Learning, etc.)		
<ul style="list-style-type: none"> Arts Diversity and Global Learning 		
STANDARDS ADDRESSED: (Common Core State Standards; National Core Art Standards)		
Arts: <ol style="list-style-type: none"> Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work. Refine and complete artistic work. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. 		
LESSON OBJECTIVE: (What youth should get from this activity, what they should achieve?) Youth will be able to:		
<ul style="list-style-type: none"> Learn about Georgia O’Keeffe as they make warm and cool color flowers using markers, pastels or paint. 		
MATERIALS NEEDED:	PREPARE AHEAD OF TIME:	
<ul style="list-style-type: none"> Printed information about O’Keeffe HERE and HERE 9” x 12” white drawing paper Permanent black markers Oil pastels 	<ul style="list-style-type: none"> 	

PART ONE:	
SAY: Today we’re going to an in-depth at a famous female artist, Georgia O’Keeffe and will create art inspired by her style.	
ASK & CONNECT (prepare opening ideas to connect lesson to youth’s prior experience or prior session)	
<ul style="list-style-type: none"> Review O’Keeffe’s biography and view and discuss Georgia O’Keeffe’s flower paintings. 	
PART TWO: (What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.	What key skills will I need to be prepared to model or teach?
<ol style="list-style-type: none"> Demonstrate drawing the flower on white paper using a permanent black marker (or oil pastels). After the demonstration, students will try their hand at drawing their own flowers. They should create a warm color 	<ul style="list-style-type: none"> Understand the difference between realistic and abstract. Know the warm colors (red, yellow, orange). Know the cool colors (blue, green, violet).

flower – and a cool color flower.

3. Draw a circle about 1/3 of the way down on the paper.
4. Draw a 3 scalloped circles around the original circle.
5. Draw 4 wavy lines for the stem. Make sure that they touch the flower top and the bottom of the paper.
6. Draw a small leaf on each side of the stem. Follow the shape of the leaf, draw several larger outlines of the leaf.
7. Repeat the scalloped lines for the flower top until the entire paper has been filled with lines. It will appear that the flower extends beyond the paper.
8. Repeat the lines for the leaf until the entire bottom of the paper has been filled in with lines.



ASK DURING (open-ended questions for during activity)

- Do you prefer warm or cool colors? What colors do you tend to wear the most? Why do you think that is your preference?

SITE SPECIFIC (complete prior to lesson delivery)

Leadership (How can youth help lead?)

Choices (What content or process choices are there?)

How will I promote exploration?

How will I nurture creativity?

PART THREE:

REFLECT

- What was the most interesting fact you learned about our artist?
- Show off your art and reflect. What did you think of this process? How does the use of warm vs. cool colors impact your art?

FAMILY AND PARENT ENGAGEMENT (Select how activity will be shared)

- Invitation: During activity, invite families to join as they are picking up their child
- Conversation: Draw parent's attention to their youth's contribution at pick up and explain their child's positive contributions to the final product or process
- Communication (written): Photos or written Staff or Youth recap for upcoming newsletter or parent email