



## Art

# Georgia O'Keeffe

## Abstract/modernism

### 1887-1986

Year 5 Unit 1

### Intent:

In this unit, pupils will learn what Modern art is and how to build towards creating their own Modern art work. They will build on their previous Year 4 exploration of drawing, painting and collage. In lessons 1 and 2, they will look at the work of Georgia O'Keeffe and explore her influences in the art world. Using revisited drawing, printing and textile techniques along with using abstract and modern techniques, pupils will create their own work of art inspired by O'Keeffe, whilst also revisiting abstract art from year 1. This will lay the foundations for future creations as they move through the school and allow pupils to see themselves as Artists.

### Pupils should be taught to:

#### Know:

What Modern Art is  
Who Georgia O'Keeffe was.  
How to use wax batik safely.

#### Be able to:

Work in the style of an artist.  
Use batik to wax resistant and watercolours.  
Use batik to create an effect.  
Combine learnt art skills to create a final piece.

### Prior learning:

| EYFS  | Year 1   | Year 2                        | Year 3                                    | Year 4                           |
|---|--|-------------------------------|---|----------------------------------|
| Explore and play with a wide range of media and materials | Drawing techniques/colour mixing/ simple collage | Revisiting Post Impressionism | Revisiting Pastel and drawing techniques. | Revisit Abstract Art from Year 1 |

### Key Vocabulary:

#### Core Knowledge

|              |  |
|--------------|--|
| Modern Art   | Artwork made between the 1860s and the 1970s. The term is usually associated with art in which the traditions of the past have been thrown aside in a spirit of experimentation. |
| Abstract Art | Artwork made from colour, shape and pattern rather than objects which you recognise.   |
| Textile      | Fabric or cloth.   |

#### Technical Vocabulary

|               |   |
|---------------|---|
| Wax resistant | Draw with wax on your paper, paint over the wax, and the wax resists the watercolour leaving the white of the paper exposed beneath the wax.                                      |
| Batik         | Batik is an Indonesian technique of wax-resist dyeing applied to the whole cloth. Batik is made by drawing dots and lines of the wax resist with a spouted tool called a canting. |

### Misconceptions

Not true

People feel O'Keeffe is less important than artists such as Pablo Picasso or Jackson Pollock because her work did not influence other painters the way theirs did.

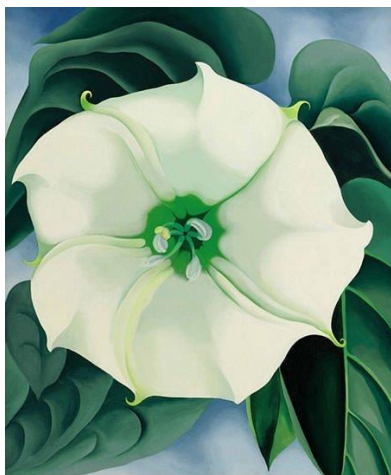
Teach this

In the 1930's, 40's and 50's female artists would not have been imitated, and certainly, not the men. Just because her work was not seen as influential at the time by her male counterparts, is not to suggest that O'Keeffe's work was not important. The era has a lot to say for why female artists were not seen in the same light as male artists, not O'Keeffe's work itself.

### Key Works of Art



**Oriental Poppies (1928)**








**Jimson Weed, White Flower  
No. 1 (1932)**




The most expensive painting by a woman- sold for £28 million in 2014 at auction.



**Lake George  
Reflection (1922)**  
(can be viewed horizontally or vertically)

| Lesson number | Key enquiry question & learning objective   | Suggested learning activities  | Examples/Art references   |
|---------------|---|--|---|
| 1             | <p><b>What is Modern Art?</b></p> <p>LO: To investigate what surrealism is and know who Georgia O’Keeffe is.</p>  | <p><b>Input:</b><br/>           Show pupils examples of Modern Art, include some of O’Keeffe’s work but not solely her work. (This will follow on in session 2)<br/>           Ask the children to think about what they can see in the images. How does the art make them feel? What is the artist trying to portray in their artwork?</p> <p><b>Task: In sketchbooks</b><br/>           Print one or two Modern art pieces and have the children annotate/appraise the piece. Using questions eg:<br/>           What do you think this painting shows? What do you like/dislike? What techniques do you think the artist has used? What mediums has the artist used to create this piece? How does this piece make you feel? What is the artist trying to portray in their artwork?</p> <p><b>Cumulative Questions 1 &amp; 2</b></p>  |    |
| 2             | <p><b>How does O’Keeffe use photography to influence her art?</b></p> <p>LO: To experiment with wax resist and water colour.</p> <p><b>Will continue into lesson 3.</b></p> | <p><b>Input:</b><br/>           Explain who Georgia O’Keeffe is and why she is important. Explain that not only did she create modern art and abstract art, she also created sculptures and use photography.<br/>           Show examples of his work and discuss with the children. Let the children discuss the differences they can see in the artwork.<br/>           Georgia O’Keeffe draw idea from photographs : “As a young artist, O’Keeffe was fascinated by the way photographers were beginning to see the world in new, radical ways. Seeking to break moulds herself, she drew on photography’s capacity for minimalism, at first influenced by Stieglitz’s use of snow and smoke to form large fields of white.” - See images to the right.</p> <p><b>Task:</b><br/>           Let the children use iPad/cameras to work in pairs or teams to collect close up images of trees/ flowers or anything natural.<br/>           Print these images off and get the children to stick them in the sketchbook – a double page would be good:<br/>           Photos to the left and on the right- children are to roughly sketch out what they can see in the photo they have taken.</p> |  <p><i>In the New York Central Yards, 1903, by Alfred Stieglitz</i></p>  |

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|          |  | <p>Then use wax crayons to go over the light sketch and then fill in the other areas with water colour paints- this will allow a wax resistant effect.</p> <p><b>Cumulative Questions 1 -4</b></p>   | <p><i>Train at Night in the Desert</i>, 1916, by Georgia O'Keeffe</p>  |
| <p>3</p> | <p><b>How does O'Keeffe use colour and reflection in her work?</b></p> <p>LO: To plan a batik fabric design.</p> <p>This will take 2 lessons – Batik next lesson</p> | <p><b>Input:</b><br/> Revisit some of O'Keeffe's work- eg. Lake George Reflection. Emphasis how she has created an effect by using the reflection in the lake.<br/> The top picture shows how she blends colours to create the effect of a sunset.<br/> Let the children discuss the images and think about what they like/dislike. What would they have done different? Which landscape would they have created?</p> <p><b>Task:</b><br/> Show the children examples of batik. Explain that they will be making their own batik: This is where they will draw onto fabric using wax. Once the wax is dry they will then fill in the sections with fabric dye/paint. The wax will resist and once dried, the fabric will be ironed to reveal their landscape/ O'Keefe-esque batik.<br/> The children are going to use their sketchbooks to design a batik. They will need to annotate and label their designs, possible create 2 designs to pick from.</p> |  <p><b>Lake George Reflection (1922)</b></p>  <p><b>"Lake George (formerly Reflection Seascape)" (1922).</b></p> |

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|   |  | <b>Cumulative Questions 3-6</b>   |   |
| 4 | <p><b>How does O’Keeffe use colour and reflection in her work?</b></p> <p>LO: To experiment with batik.</p> <p>This will take a whole afternoon if not longer.</p> | <p><b>Input:</b><br/>Have the children revisit their plans and annotations to make sure they are happy with their designs.</p> <p><b>Task:</b><br/>Each child will be given a piece of fabric (probably calico) to lightly sketch their design onto or have their design photocopied so that they can trace it through the fabric with the wax.</p> <p><b>The wax can be tricky and dries very quickly.</b><br/>Once the wax is dried the children can start to apply the fabric dye/paint to the sections without wax and voila- they will have a batik fabric design!</p> <p>Once complete have the children evaluate their work in sketchbooks.</p> <p><b>Cumulative Questions 5-8</b></p> |  <p>The white/light areas are the wax.</p> |
| 5 | <p><b>Which techniques will I use to create my final O’Keeffe inspired piece?</b></p> <p>LO: To plan a final piece.</p>  | <p><b>Input:</b><br/>Recap prior learning of techniques: wax resistant and water colour and batik wax and fabric dye along with O’Keeffe’s work. The children need to plan and create their own masterpiece using the skills they have learnt.</p> <p><b>Task:</b><br/>Children to plan in their sketch books how they would like their final piece to look. Children need to think about colour, shape, pattern and which techniques they would like to use. (mixed media)</p> <p><b>Cumulative Questions 7 -10</b></p>  |   |
| 6 | <p><b>Which techniques will I use to create my final O’Keeffe inspired piece?</b></p> <p>LO: To create a final piece using previous learning.</p>                  | <p><b>Input:</b><br/>Children to check their final piece design, make sure they are happy with it, do they want to make any changes?</p> <p><b>Task :</b><br/>Children to create final piece from their plan on art paper/card/fabric.</p>  |    |

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|  |  | <p>Photo of final piece to be stuck in sketch books for children to evaluate.</p> <p><b>Cumulative Questions 9 &amp; 12</b></p> |  |
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