**Volunteer Notes**

**For Georgia O’Keefe**

Items Needed:

Watercolors (15)

Watercolor brushes (15)

Watercolor paper (1 per)

Cups

Water-pitcher if no sink available

Masking tape

Paper towels

In Classroom: Pencils

**Concepts being taught:** Please be able to understand and discuss these concepts with the students**.**

**Abstract art-**Art that is geometric in design or simplified from its natural appearance; does not need to look like anything real. Enlarged flowers and floating skulls are considered abstract.

**Realism-** To show life as it really is; subjects as they really are. O’Keefe’s skyscrapers are amazing examples of this.

**Scale-** In art, scale refers to the size of an object in relationship to a clear set of measurements. Artists use this form of art to create artistic pieces and the relative size of the artwork is compared to the size of the human body, and at times is minimized or exaggerated for artistic affect. O’Keefe enlarges images of flowers, even painting the petals right off the page, and so close up, you feel you are inside the flower itself.

**Other Notes:** Please be sure to read through *all* instructions with the students before they begin any project.

 It is important to point out to the students they are to look at the image visible in their “viewfinders” and enlarge what they see to *fit* and *fill* their papers. Here’s some tips:

Show the students scale by sketching a simple, small flower, or a smiley face. Then draw the same flower next to it, but larger, and then again, really large.

 A way to visualize an enlargement for drawing is with the use of grids. You could divide your 1st flower into 4 quadrants by drawing a simple “t” over it, then draw a bigger “t” and draw the flower as it appeared in the 1st grid, the same but bigger. See example:

Have the students imagine a simple T-grid in their mind over the viewfinder image. They may lay their pencils down on it, or use their fingers to more visually divide the image. Then have them actually divide their extra art paper into a T-grid, and sketch what they see in each quadrant of the viewfinder image, onto the larger quadrant of their sketch paper, enlarging the image to fit their papers.

* After they have practiced, have them *mentally* divide their watercolor paper in to a T-grid and copy their sketch, **lightly** with their pencil. Refer to the actual picture for details, shading and color options, but they may choose their own colors.

The students will have to share paints, pictures and the view finders. Perhaps have 4 to a viewfinder, asking who wants to do which picture and have them sit together.

They can use their rulers to make straight grid lines, and perhaps make a discreet dot on each side of their watercolor paper where a T-grid would enter the page, as reference.

Have Fun!