

## Super Sized

Tour for Grades 3–5 for *The Beyond: Georgia O’Keeffe and Contemporary Art*

### Tour Learning Objectives

Students will learn about:

- O’Keeffe as an innovator in the art world (exploring her use of space, scale, and abstraction, selection of subject matter, etc.).
- The most common themes that O’Keeffe explored with her work such as flowers, bodies, still lifes, city and desert landscapes, and abstraction.

### Visual Art Standards

- 3.CR.1.2 Evaluate the compositional and expressive qualities of personal works of art.
- 4.CX.1.4 Explain how place and time influence ideas, issues, and themes found in art.
- 5.V.1.3 Classify works of art in terms of whether they are realistic, abstract, or non-objective.

### English Language Arts Standards

- CCR Anchor Standard R.6—Assess how point of view, perspective, or purpose shapes the content and style of a text

### Pre-visit Activities

Before your visit, consider doing one of the activities listed below to help prepare your students.

In this tour students will examine images from the artist’s perspective and explore how certain choices made a really big impact.

Show students the image on the right for one minute without talking. Then, have them share one thing they observed.

Compare the painting to something in the classroom that measures 48 x 40 inches. Compare the height of the painting with the height of one or more people in the room.

In real life, jimson weed flowers measure about 5 inches across at the top. Why do you think O’Keeffe made the flower so much larger in the painting? Would you have observed so many details if the painting were only 5 inches high?



Georgia O’Keeffe, *Jimson Weed/White Flower No. 1*, 1932, oil on canvas, 48 x 40 in. Crystal Bridges Museum of American Art, Bentonville, Arkansas, 2014.35 © 2018 Georgia O’Keeffe Museum; Photograph: Crystal Bridges Museum of American Art/Edward C. Robinson III

## Pre-visit Activities

Before your visit, consider doing one of the activities listed below to help prepare your students.

**Meet Georgia O’Keeffe:** [View a video](#) of Georgia O’Keeffe in New Mexico talking about her inspiration and painting.

**Matters of Size:** Ask students to select an object in the classroom and discuss what would happen if it were 10 or 100 times its original size. Use a ruler to show what happens when a small object is 10 times its original size. How does changing the size of the object make you think about it differently?

**Realistic, Abstract, or Non-objective art:** Introduce students to the ideas of realistic, abstract, and non-objective art. See suggested definitions and links to examples of each from the NCMA’s collection.

- **Realistic art** is art that is easily recognized because of its detail. The different parts of the subject are the same as you’d see in real life. They are proportional. Examples include [Still Life with Glass, Fruit, and Jar](#) by Circle of Francisco de Zurbarán, [Winter Landscape](#) by Joos de Momper II (the Younger), and [Askew](#) by Roxy Paine.
- **Abstract art** is art in which you can recognize the subject (what is being depicted in the work), but some detail is removed or changed. Some things may be realistic, but other parts of work may be exaggerated or a different color, for example. Examples include [Cebolla Church](#) by Georgia O’Keeffe, [Portrait of Emy](#) by Karl Schmidt-Rottluff, [Untitled \(Standing Figure 5\)](#) by Nathan Oliveira, and [Crest Masks \(ciwaraw kun\)](#).
- **Non-objective art** is art of lines, colors, shapes, forms, textures, or values that do not have to represent something in real life. You can’t recognize a specific subject, but the art can suggest an emotion or idea. Examples include [Untitled](#) by Joel Shapiro or [Oriole](#) by Gene Davis.

## Post-visit Activities

After your visit, consider doing one of the activities listed below to extend learning.

**Zoom In:** Provide magazines, calendars, and other landscape images for students to choose from. Create a viewfinder by cutting a square or rectangle out of an index card or tagboard. Have students move the viewfinder around to select one small portion of the image, covering unwanted parts of the picture. What happens when you change the composition? Students could draw or paint this new cropped image.

**Make It Big:** Provide students a selection of small natural objects (fake fruit, shells, rocks, leaves, etc.) to draw from observation using a viewfinder (see viewfinder instructions above). Model how to move the viewfinder around for different compositions so that the object is cropped by the viewfinder like O’Keeffe’s closely cropped still-life images. Have students draw objects on a piece of paper (12 x 18 inches or larger) so the object is much bigger than real life. Encourage students to pay attention to the subtle details in the object and how the light hits it (where it is darker and lighter).