

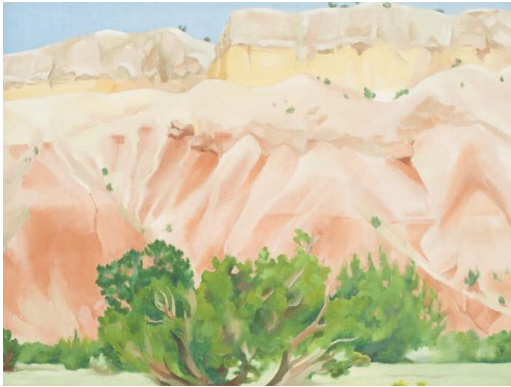
Haiku & Photography

Leonardo da Vinci Meets Jochen Lempert & Georgia O'Keeffe

ART, HISTORY, SCIENCE, & LANGUAGE ARTS

GRADES: 3-5

BASED ON



Georgia O'Keeffe
My Backyard, 1943

Oil on canvas

Museum purchase: The Edwin and Virginia Irwin Memorial, Fanny Bryce Lehmer Endowment, Bequest of Mr. and Mrs. Walter J. Wichgar, John J. Emery Endowment, Mr. and Mrs. Harry S. Leyman Endowment, And Rieveschl Collection Fund. 2013.51

"I decided that if I could paint that flower in a huge scale, you could not ignore its beauty."

– Georgia O'Keeffe

OBJECTIVES

- Students will read portions of Leonardo da Vinci's biography.
- Students will take "Leo Walks" on the school's nature trail to study plants, animals, and the stream.
- Students will take photographs of nature after observing examples from Jochen Lempert's online galleries and Georgia O'Keeffe's "close-up" flower paintings.
- Students will learn the writing formula for a haiku (nature poem).

CONCEPT

During this unit of study, students are learning about the importance of nature through Leonardo da Vinci's work. Students are studying the life of Leonardo da Vinci as well as other important artists such as Georgia O'Keeffe and Jochen Lempert. During the unit of study, students are taking weekly nature walks around the school property to observe the school's nature trail and gardens. Students are learning the importance of observations and note-taking. Leonardo da Vinci always carried a small notepad with him so he could take notes on birds, water, flowers, wind, and more so we are replicating this act. Students will be learning the art of photography during this unit as well. Students will gather the printed photographs and select one for a haiku poetry activity. This activity teaches students the importance of art in many forms.

MATERIALS

- [Who Was Leonardo da Vinci?](#) Written by Roberta Edwards and illustrated by True Kelley
- Digital camera

CLASS EXPERIENCE

- Computer and printer
- Scrapbook paper to frame photos and poems

VOCABULARY

- Renaissance – the period of European history (in particular Italy) between the 14th and 17th centuries where art, literature, and science were explored more in-depth.
- Composition – arrangement of subject matter in a photograph
- Background – part of a scene that appears behind the main subject
- Foreground – part of the scene nearest the camera
- Crop – to eliminate an unwanted portion of the photograph
- Scale – the size of an object in relation to another object

PROCEDURE

1. Students will read the biography of Leonardo da Vinci using the book, [Who Was Leonardo da Vinci?](#) Written by Roberta Edwards and illustrated by True Kelley.
2. Students will add pictures, timelines, notes, and other important items to their interactive notebooks. The interactive notebook is a composition notebook that students keep in my classroom all year. Items are added to the notebook weekly. The items could be a leaf found on a walk, notes about Leonardo da Vinci, a “pop-up” of facts, illustration, etc.
3. Students will take weekly “Leo Walks” to learn the power of observation, silence, and note-taking in nature.
4. Students will use digital cameras after the third week of nature walks to take photos of items such as berries, flowers, trees, streams, animals, insects, and more.
5. Students will evaluate the photographs and select one based on personal significance, photographic quality, and/or relevance to the poetry activity.
6. Students will study the photography of Jochen Lempert in his online galleries as well as the paintings of Georgia O’Keeffe’s giant flowers and nature paintings in general.
7. Students will learn how to write a haiku that is a nature poem. The writing formula for haikus is the following:
 - Line 1 – 5 syllables
 - Line 2 – 7 syllables
 - Line 3 – 5 syllables
8. Students will select a large piece of scrapbook paper with a relevant print to “frame” their poem and photograph.

ASSESSMENT

Teacher observations, student self-evaluations, and peer evaluations will be the three types of assessments utilized in this project. Student effort, work quality, creativity, and visual impact will be evaluated and discussed.

NATIONAL STANDARDS

1PR Demonstrate skill and expression in the use of art techniques and processes.

2PR Use appropriate visual art vocabulary during art-making processes.

3PR Find and solve problems of personal relevance and interest when developing art-making ideas.

4PR Create artworks that demonstrate awareness of two- and three- dimensional space.

5PR Show increasing attention to the nuances of elements and principles of design when creating personal works of art.

6PR Collaborate with others to create a work of art that addresses an interdisciplinary theme.

CURRICULUM CONNECTIONS

During this project, students will be connecting language arts (poetry), history (study of Leonardo da Vinci and the Renaissance), science (nature studies), physical education (hiking), and art (photography). It is a wonderful cross-disciplinary unit that can be shortened or lengthened depending on the amount of time.

RESOURCES

Who Was Leonardo da Vinci? Written by Roberta Edwards and illustrated by True Kelley

Jochen Lempert website - http://www.projectesd.com/index.php/artists/works/lempert_jochen/#

Google Art Project – Georgia O’Keeffe



Georgia O'Keeffe
My Backyard, 1943
Oil on canvas

Museum purchase: The Edwin and Virginia Irwin Memorial, Fanny Bryce Lehmer Endowment, Bequest of Mr. and Mrs. Walter J. Wichgar, John J. Emery Endowment, Mr. and Mrs. Harry S. Leyman Endowment, And Rieveschl Collection Fund.

2013.51