



[WWW.wondertimearts.com](http://www.wondertimearts.com) **Grade: Kindergarten: “I am an Artist Arranging Flowers”**  
 Chagall, M.(1927-28)*Girl in Pursuit* (Painting) Santa Barbara Museum of Art, CA  
 Poetry Challenge “Mistress Mary Quite Contrary, how does your garden grow? Mother Goose

**Essential Question:**

**How do artists use their senses to experience art and make art?**

**Why do artists paint?**

**Into the Lesson:**

Kindergarteners enter our artist cafe quietly and calmly and sit down on the carpet close to me where we can look at art works, have discussions, and share stories. For this lesson I have two beautiful artworks “Bouquet of Sunflowers,” by Claude Monet and “Flowers,” by Andy Warhol. *We then talk about what we see, what we think, and what we wonder.* I share the story, “My Little Artist,” by Donna Green. Then we are ready to be artists too.  
 Visual Thinking Strategies(N.D.)Retrieved July 15,2016fromhttp://www.visiblethinkinkingpz.org/

<b>C</b>	<p><b>Creating</b>          Engage in exploration and imaginative play with materials  <i>Students will create an original floral composition using water color .</i></p>
<b>A</b>	<p><b>Articulating</b></p> <ul style="list-style-type: none"> <li>4.1 Discuss own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).</li> <li>4.2 Describe what is seen (including both literal and expressive content) in selected works of art.</li> </ul> <p><i>Students will do what good artists do: share their ideas, materials, and art with each other.</i></p>
<b>F</b>	<p><b>Finding Connections</b></p> <ul style="list-style-type: none"> <li>3.3 Look at and discuss works of art from a variety of times and places.</li> </ul> <p><i>Students will discover the beauty found in the garden. View work by Monet and Warhol</i></p>
<b>E</b>	<p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>4.3 Discuss how and why they made a specific work of art.</li> <li>4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.</li> </ul>

**Through the Lesson:**

I invite the students to our studio tables to slowly look at and touch the flowers. They select the ones they want to explore and paint. I walk around the tables and ask about their choices. I have students compose their flowers in a beautiful way onto their paper 3 to 5 times. Then I ask them to arrange them one last time to make their best composition. A quick lesson on using liquid watercolor and a brush sets them up to begin painting I continue talking with each group and asking them about what senses they are using, and how does it feel to paint.

**Beyond the Lesson**

We take a walk about and view each other works and then re-gather back in front of the pictures on the carpet and ponder 3 questions for closing.

1. Did artist Monet and Warhol paint the flowers exactly as they found them or did they arrange them?
2. Why did we paint the flowers?
3. What makes us artists like the grandchild in the story?

**Repeat the Lesson**

The following week artists can view their portfolio and reflect about what they did with their painting .The image affords them the opportunity to recreate or revise their work. Second time I read “Little Red Riding Hood, but instead of picking flowers for grandma, she paints them. Just like little Red, we paint to share with others and bring joy.



Monet, C. (1881). *Bouquet of Sunflowers* [Painting]. Impressionism, The Metropolitan Museum of Art  
 Warhol,C (1964). *Flowers*, 1 acrylic, silkscreen ink, and pencil on linen80, The Andy Warhol Museum, Pittsburgh,US



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