



The Fabulous Flower Fascination Foundation presents:

The People Behind Pansies

Women's role in the history of floral art



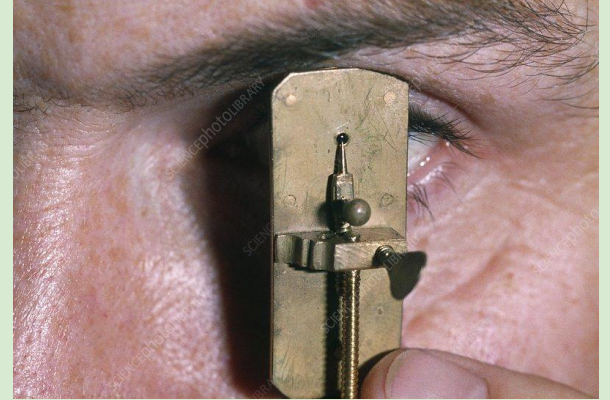
17th Century- The Dutch:
IN EUROPE---AT THIS TIME.....

Artistic subject matter was formed by **societal pressure** for women to only portray what was seen as *feminine*

- & if they didn't- it would be seen as *unladylike* and *scandalous*.
- So- women artists used what card they were dealt and **empowered** themselves
- Many male artists did not paint flowers because it was seen as unmanly- it was meant for the delicate hand of a female to create such delicate work

Holland -----where science met art

The Dutch were Europe's leading horticulturists at this time.



Increased interest in *botanical* and zoological knowledge due to :

- ❖ **Exploration**- explorers were bringing home species from other lands
- ❖ The invention of the **microscope** was in Holland



- People wanted exotic floral paintings, it was a popular *genre*
- Painters needed *references* of flowers and plant life because they rarely painted from nature
- They normally painted from preserved specimens & exotic plants were hard to access
- They relied on these **women's floral studies & botanical illustrations**



Maria Sybilla Merian

(1647-1717)

- ***Transformed*** the field of **scientific illustration**
- was ***well-respected*** in the **male dominant scientific community**
- created large ***catalogues & volumes*** of **illustrated plant & insect life**

What made her ***different & progressive***:

- She drew **directly from nature** (plant species & insects)
- Showed **independence- *traveled*** to South America to get these species, with ***no male companion***.
- Studied, collected, & illustrated plants & insects for **2 years** abroad.



Thanks



Maria!!



Name:

Date:

Class/Period:

PlantSnap Worksheet

1. Using the 'PlantSnap' app, identify one type of flowering plant in your neighborhood. Below, identify the plant by name and draw a small picture of it.

2. Go find two other plants in your neighborhood (They can be trees, bushes, fruits or vegetables). Identify them by name and draw small pictures of them below.

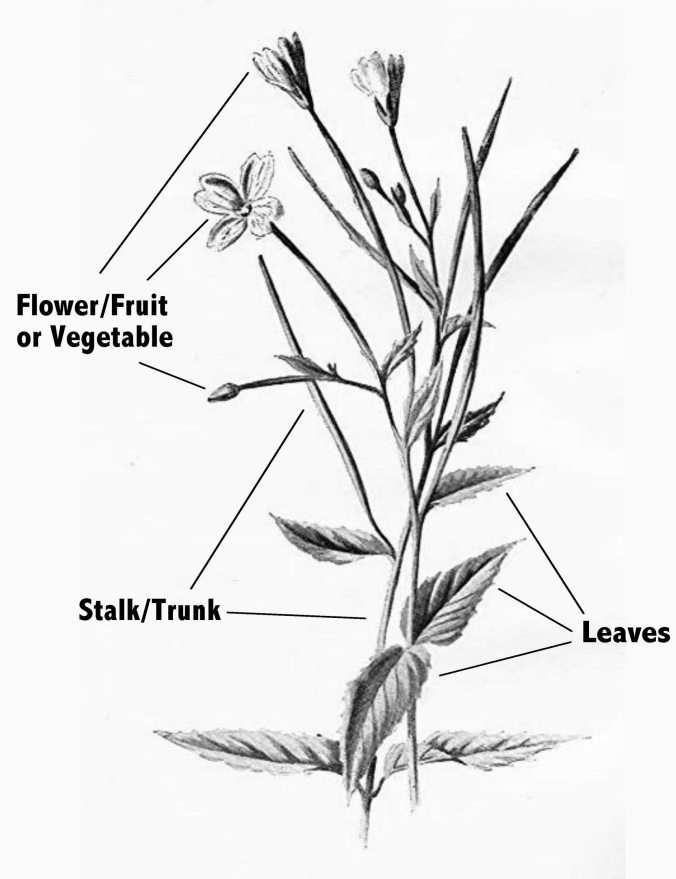
3. Once you have made your three selections, choose one part of each plant you have picked. List the part and name of the plant it comes from below. You must choose a trunk/stalk, leaves, and flower or fruit/vegetable. For example, you may choose the fruit of a pineapple, the leaves of a rosebush, and the trunk of an oak tree.

- Trunk/Stalk:

- Leaves:

- Flower/Fruit/Vegetable:

Anatomy of a Plant



Lesson Plan

Name:	Megan Ramirez, Eden White, Caroline Mersch-Nadler, and Mary Sofer
Lesson Title:	Community Scavenger Hunt
Grade Level:	7-8th grade

Aesthetics, Art History, Interdisciplinary Connections

Artist/Culture/Movement Holland/ The Dutch: Throughout 17th Century Maria <u>Sybilja Merian</u> (1680's): -scientific illustration	Interdisciplinary Connections Science History
Aesthetic Concepts What makes something beautiful in nature? How do we discover new places? What makes something useful?	Elements/Principles of Art Line, Shape, Color, Unity, Texture, Pattern
Art Vocabulary: Organic, Realism, tone, Rendering, implied texture, Scientific illustration, botanical, horticulturist.	Media and Materials needed: Thick paper, pencils, ink pads, scissors, glue, tempera paint, color pencils, pens, Plant Snap App, tracing paper.

Content Standards**Content Standard 1 – Artistic Perception**

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Use artistic terms when describing the intent and content of works of art.

Content Standard 2 –Creative Expression

Communication and Expression Through Original Works of Art

- 2.5 Select a medium to use to communicate a theme in a series of works of art.

Content Standard 3 – Historical and Cultural Context

Diversity of the Visual Arts

- 3.3 Identify major works of art created by women and describe the impact of those works on society at that time.

Learning Objectives (related to standards)

1. Students will be able to describe Women Artist's impact in scientific illustrations.
2. Students will be able to respond to the native plants in their communities.
3. Students will be able to collaborate to create a new hybrid plant based off of observations and design a useful purpose/character.
4. Students will be able to interpret the intent of the hybrid plant using art vocabulary.

Anticipatory Set: (List specific statements or activities you will use to focus students on the lesson for the day.) Students will walk in while nature sounds playing. They will discuss in groups, recalling the plants they saw on their way to school. While discussing the students will have different flowers, leaves, twigs, and bark with a magnifying glass on the tables that they will be able to touch and look. There will also be paper, color pencils and ink pads for the students to make at least 3 different rubbings or stamps from the plants.
Big Idea: (This is the non-art based theme that students will be creating their work about) Develop an appreciation for natural aesthetics and the nature around us. Observe the usefulness, purpose, and/or why the native plant provides/exist in their community.
Essential Question: (an open-ended arts question that has no right/wrong or simple answer – good for debate) Why do artists follow or break from established traditions? How does knowing and using visual art vocabularies help us understand and interpret works of art? How does learning about art impact how we perceive the world? How do artists determine what resources and criteria are needed to formulate artistic investigations?
Objective/Purpose: (For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.) In this lesson students will grow an appreciation and respond to the investigation of the world around them. Students will be able to make connections between the history of scientific illustrations, and the role women played in the determining criteria. Students will be able to use the elements/principles of art to describe the interpretations of art. Students will be able to collaborate and make connections by following and/or breaking from established traditions to express how they perceive the world.
Model: (If you will be demonstrating the skill or competence, how will this be done?) The teacher will model how to use the plant snap app and how to use the information to make connections of the aesthetic native plants around us to the role they serve in the community. I will model the step by step process of using the sketches of the plants observed and notes from the worksheet to demonstrate how one might create a hybrid plant. I will also model how to transfer the sketch of the final hybrid plant to a bigger paper and a reminder on the different kinds of ways to render.

Check for Understanding: (Identify strategies to be used to determine if students have learned the objectives.):

At the beginning of the lesson, the teacher will guide short group discussions about their experience using the app and sharing pictures and drawings of the flowering plant they chose during class. The teacher will walk around and ask questions to keep students on topic and follow up and see if they understand.

In the middle of the lesson, The teacher will put students into groups to collaborate on their final hybrid plant. The teacher will check in with each group to and guide/ask questions to see if they are on task and that they understand each part of the plant they choose.

At the end of the lesson, the students will use a rubric to evaluate their work as well as briefly reflect in critique to the class about their work.

Name: _____ Date: _____

Community Scavenger Hunt!

1. Time to Get Centered

Take your seat and get comfortable! Listen to the sounds of nature while you talk with other students around you about plants! Some questions to think about:

- What are some plants you would **NOT** find in your neighborhood and why?
- What are some things that make plants look cool; what is their purpose?
- Take a look at the plants you own or have at home; are they there to do a job or as decoration?

2. Start Investigating

After learning a bit more about Women in Science, plant anatomy, and the project, take some in-depth look at the plants in the classroom! Keep the questions from Step One in mind as you inspect and sketch some plants! (Draw two examples of stems/trunks, leaves, and fruits/flowers/vegetables in the boxes below).

3. Explore Your Neighborhood

Walk around outside with your PlantSnap app to find more plants! After finding three or more plant examples, fill out your PlantSnap Worksheet for our next class session. (If you aren't able to find any cool looking plants, try the boring looking ones! They might surprise you!)

4. Start Creating your Hybrid Plant

Get in to groups of three to get started! Once in your group, share your findings and take a look at everyone else's. Which ones surprised you the most? Which ones did you like to look at or touch? Once you have found your favorite parts and come up with an interesting hybrid, start drawing!

5. Show Off!

Present your new plants to the class! Be prepared to both ask about other plants and to answer questions about the functionality/aesthetics of your group's plant!

FAQ

(Frequently Asked Questions)

-How do I use the app? When you first get the app, a tutorial will pop up! If the tutorial doesn't make enough sense, tap on the 'Snap!' option at the very bottom of the screen. There you should be able to see an "Instructions" box; click on that to receive more guidance from the app. If these don't work, one of your instructors will be happy to take a look at it with you!

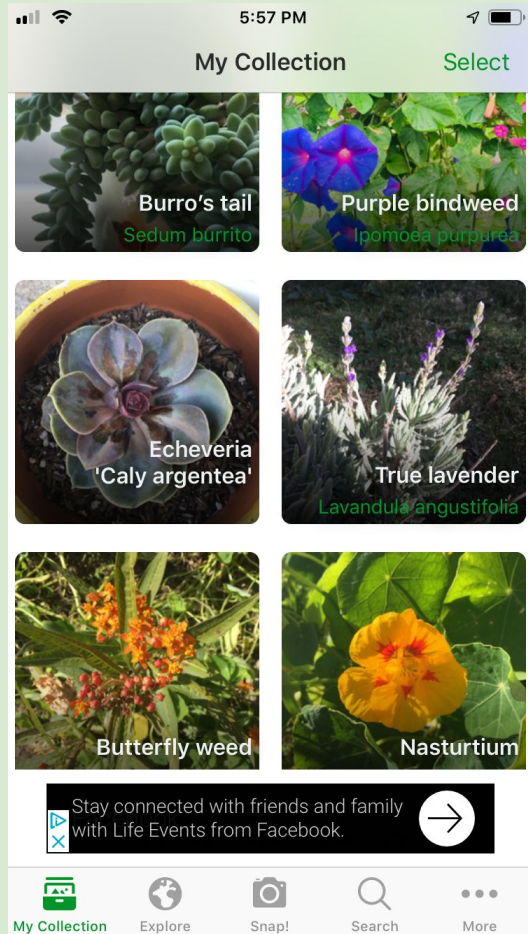
-What if I don't understand the tutorial, instructions, and I can't ask a teacher for help? At this point, you should go check an email PlantSnap will send you when you sign up. There will be an entire list of links and resources centered around helping you better understand working with the app!

-What materials do I need? You will need a cellphone with the app and something to write with! All art supplies will be provided by the teacher and all plants will be provided by Mother Nature.

-Does our hybrid have to be realistic? The parts of your plant should look like real parts, but the hybrid itself doesn't have to look real or even functional! Get creative!

PlantSnap

Group Work! Work it Group!



Everyone's working so hard!



Getting all the pieces together!



Collaborative Work Skills : PlantSnap Student Evaluation

Student Name (you): _____

Student Name (partner #1): _____

Student Name (partner #2): _____

Here, you will be grading the performance and participation of yourself and your group.
For each category, write 'me', '1' or '2' in the box you feel best represents that student's performance.

CATEGORY	4	3	2	1
Contributions	Routinely provided useful ideas and pulled their weight. A definite leader who contributes a lot of effort.	Usually provided useful ideas and did a fair amount of work. A strong group member who tries hard!	Sometimes provided useful ideas and participated in the work. A satisfactory group member who does what is required.	Rarely provided useful ideas, did little to no work. Refused to participate.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.

The Group Peer Evaluation

The Teacher's Rubric

PlantSnap Hybrid-Plant Group Rubric

Student Name: _____
 Student Name: _____
 Student Name: _____

Date: _____
 Class: _____

CATEGORY	4	3	2	1
Creativity/Craftsmanship	The groups hybrid plant is well thought out - even feasible. It's clearly illustrated and reads as a single organism.	The groups hybrid plant is successful. it's well planned and nicely illustrated.	The groups hybrid plant feels haphazard and thrown together. Some of the components are a little sloppy.	The group did not successfully fuse any elements of their selected plants. The elements of the hybrid plant are unrecognizable.
Craftsmanship	The collage shows considerable attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. There are no stray marks, smudges	The collage shows attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are	The collage shows some attention to construction. Most items are neatly trimmed. All items are securely attached to the backing. A few barely noticeable stray marks,	The collage was put together sloppily. Items appear to be just "slapped on". Pieces may be loose or hanging over the edges. Smudges, stains, rips, uneven edges, and/or stray marks are evident.
Time and Effort	Class time was used wisely. Much time and effort went into the planning and design of the hybrid plant. It is clear the students worked hard.	Class time was used wisely. Students could have put in a fair amount of time and effort.	Class time was not always used wisely, but the students did complete the project.	Class time was not used wisely by the students, no additional effort.
- Please Choose -				