

# Bird's Eye View Flower Bouquet



*Lesson created by:*

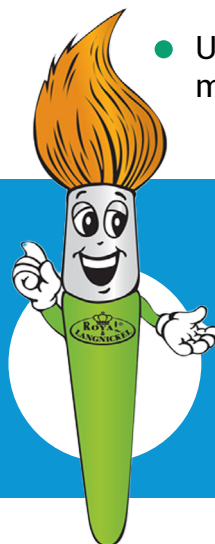
**Mandy Culver, artist & art educator**

## LEARNING GOALS

- Add line designs in flower drawings to create more color pattern opportunities when adding paint.
- Cutting practice: Cut along black oil pastel lines, cutting all/most white paper off.
- Create a balanced composition by using large and small flowers and leaves.
- Create depth by adding different levels with raised foam core pieces.
- Mixing analogous colors or "color neighbors" to create new tertiary colors.
- Use more or less water to make paint more opaque/transparent.

## ESSENTIAL QUESTIONS

- What does "bird's eye view" mean?
- How would you make a color lighter or darker or more intense when using watercolor paint?



## PRIOR KNOWLEDGE

- Pushing slightly harder when using oil pastel for bold lines.
- Primary/secondary colors.



# Process & Procedures

## Day 1: Discussion/Drawing

**Ask students what they think a “bird’s eye view” is and why it’s called that.**

- Show various examples of a bird’s eye view, like photo of a town, a flower bouquet, or a single flower. Show students that the stem of a flower is not necessarily seen in this kind of view.

**Demonstrate using black oil pastel to create line flower and leaf drawings, then add lines inside flowers and leaves to create patterns and designs. (You will later be able to add color patterns in these spaces.)**

- Encourage making different sizes and shapes
- Remind students to work slowly and push slightly harder for a bold line
- Fill paper, but leave space between flowers and leaves so they can later be cut out

**Give students a 12x18 sheet of watercolor paper and a black oil pastel.**

**Give students time to work on their creations.**

**Gather students towards the end of class and take an “art walk” around the room to see everyone’s unique flowers and leaves.**



## Day 2: Color Theory/Painting

**Before class, set out watercolor pan sets, water cups, and paint brushes OR distribute during class.**

- Have students help distribute supplies to teach responsibility and independence.

**Review color theory.**

- What are the primary colors, secondary colors, neutral colors?
- Ask students what colors are made when you mix certain “next door neighbor” colors together. Give examples.
- Ask students how to make a color lighter, darker or more intense when using watercolor. (Demonstrate adding more water, less water, small amounts of black.)

**Review painting tips.**

- Paint brush grip
- Dipping in paint
- Washing/switching colors

**Demonstrate creating color patterns in their line designs or petals.**

**Give students time to paint.**

**Save time to have student set artwork on drying racks and clean tables.**

# Process & Procedures



## Day 3: Cutting

**Distribute plastic ziplock bags and ask students to write their name and class ID with permanent marker.**

- This will be used to keep flower and leaf pieces as students cut.

**Demonstrate how to cut around flowers in the white space to make it easier to make detailed cuts next.**

- Place "roughly cut" pieces in bags and take out one piece at a time for detailed cuts.



**Tip:** Smaller paper sizes make cutting out flowers much easier for students.

**Demonstrate how to cut along the outside of black oil pastel lines in order to keep the black border.**

- If students accidentally cut off the black lines, show them how to add a little extra black oil pastel to recreate the border.
- Place cut flowers and leaves in bags as they are finished.

**Give students time to cut pieces.**

- Reassure students they will have more time during the next class if they don't finish cutting.

## Day 4: Arranging/Gluing

**Demonstrate gluing smaller colored square in the center of their larger white square.**

- Let students choose their smaller colored square. It could be based on the colors they painted or just their favorite color.
- Students should look at the white space left on the top, bottom, left, and right and make sure these are equal before sticking down smaller square.
- Add glue only on the edges of the smaller square to avoid more warping.

**Demonstrate flower arranging.**

- Begin with largest flowers toward the center of the paper.
- Let flowers overlap like they would in a real flower bouquet
- Allow flowers to go over the edges of smaller square, but without leaving large white spaces between pieces. The goal is to have pieces close together and centered.
- Start placing leaves around the edges of flowers, sticking out around the bouquet.

**Gluing and adding raised foam pieces.**

- When pieces are set how students would like them, have them take one leaf at a time, add glue to the back, and place it back where it was. (Remind students not to rub them down – this will smear the black oil pastel.)
- For remaining flowers, students can choose which level they would like. Outer flowers can be glued to the paper. As they move inward toward the center, add the raised adhesive foam pieces to create a new level. Add more than one layer of foam pieces to the back of the flowers that are closest to the center.





# Materials

Watercolor paper (12x18 in.)

White construction paper  
(12x12 in. or your choice)

Colored construction paper  
(9x9 in. or slightly smaller than  
watercolor paper)

Black oil pastel – [RTN-130](#)

Watercolor paints – [RTN-151](#)

Brushes –

[BK601](#), [RCVP-BK203](#), [BK-COMBO-72](#)

Scissors

Glue stick

Adhesive raised foam core pieces



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