

Lesson Plan: Fun with Watercolor

Estimated Time of Lesson Plan:

Organization of Student Learning: Whole class, small group, demonstrations

Key Concepts and/or Essential Questions:

How do artists use water media to explore botanical forms?

How does enlargement enhance botanical forms?

Learning Objectives and Assessment:

Objective 1: TSW become familiar with watercolor media, techniques and processes

Objective 2: TSW use this knowledge to plan artworks using water media

Objective 3: TSW evaluate their work and the work of other artists

Objective 4: TSW will choose content for their works of art guided by the essential questions

Visual Arts Standards addressed:

Content Standard #1: understanding and applying media, techniques, and processes. Students use different media, techniques and processes to communicate ideas, experiences, and stories.

Content Standard #3: choosing and evaluating a range of subject matter, symbols, and ideas.

Students explore and understand prospective content for works of art.

Content Standard #5: reflecting upon and assessing the characteristics and merits of their work and the work of others.

Content Standard #6: making connections between visual arts and other disciplines.

Writing Standards addressed:

Applies standard conventions of English: capitalization, spelling usage, punctuation, and grammar

Creative Process: Develops and organizes ideas in a logical sequence appropriate to the final written product

Materials and Resources:

Artworks by Joseph Raphael, [Rose Outside Matisse Museum Garden](#) and Georgia O'Keeffe, [White Trumpet Lily](#)

Various books on watercolor artists

Prang watercolor semi moist 8 color sets

Portfolio water soluble oil pastels

Prang watercolor pencils

Sulfite drawing paper, 80 #, 12 x 18

Watercolor paper, 140 lb

White plastic erasers

Mr. Clean magic cleaning sponges

Masking tape, 1 inch

Styrofoam dinner plates for mixing paint

Plastic glasses for rinsing brushes

Plant misters

Crayola black broad tip markers

Scissors

Vocabulary: watercolor, water media, brushes, wash, glaze, pigment, mixed media, enlargement, contour, soft edge, hard edge, wet in wet, splatter, resist, rag paper, complementary color, value, tints, shades, descriptive words

Set:

Imagine a life without water or botanical forms. How would you feel if you were in the desert? What colors would you see? Would you be thirsty? How did Georgia O'Keeffe paint in the desert with such a shortage of water? What can you see from afar and how does that view change when you are closer?

Instruction:

TTW expand the students' art knowledge with discussion of the selected artists and their artworks. A graphic organizer will facilitate study of the artworks

TTW brainstorm with the students on answers to the essential questions

TTW demonstrate each technique sheet and watercolor process

TSW create a technique sheet of tints and shades

TSW create a complementary technique sheet

TSW create a value technique sheet

TSW create a technique sheet of watercolor processes

TSW create a Crayola marker drawing of a landscape and then wash the lines with a brush to create a painting

TSW use watercolor pencils to draw an enlarged floral and then enhance the drawing with water soluble oil pastels and watercolor paints

TSW use watercolor to create a landscape with watercolor paints

TSW will write about their work using descriptive words to paint a picture in the mind

TSW critique their work and that of their peers

TTW assess their work with a rubric

TSW mount and label one of their artworks for a student exhibition along with their writing

Reflection and Closure:

The teacher will review the lessons with the students and use oral questioning, a KWL chart or a game to check for learning.

The teacher will reflect with the cooperating teachers on the success of the residency and the possibility of extensions in learning.

The teacher will present a post residency evaluation to be completed by the cooperating teachers.