



ART BOX

WATERCOLOR TEXTURES

1. Grade Level: K - 5
2. Art Medium: WATERCOLOR
3. Elements of Art

https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf

4. Principles of Design

http://www.getty.edu/education/teachers/building_lessons/principles_design.pdf

5. Lesson Plan

- a. Element of Art to focus on: TEXTURE
- b. Principle of Design to focus on: PATTERN
- c. Goals and Objectives:

Goals:

1. Provide experience handling watercolor on paper.
2. Create the mood of a night sky.
2. Explore watercolor special effects.

Objectives

1. Student will paint a dark wash on paper.
2. Student will use salt crystals to create texture on the wet wash.
3. Student will add color to the lower portion of the composition.

- d. Standards Met:

1. State Standards met: Art Standards/Anchor Standards – Create, Respond, Connect

Anchor Standard 1: Creating-Generate and conceptualize artistic ideas and work. VA.1.CR1.K, VA.1.CR1.1, VA.1.CR1.2, VA.1.CR1.3, VA.1.CR1.4, VA.1.CR1.5

Anchor Standard 2: Creating-Organize and develop artistic ideas and work.

VA.2.CR2.K, VA.2.CR2.1, VA.2.CR2.2, VA.2.CR2.3, VA.2.CR2.4, VA.2.CR2.5

Anchor Standard 3: Creating-Refine and complete artistic work.

VA.3.CR3.K, VA.3.CR3.1, VA.3.CR3.2, VA.3.CR3.3, VA.3.CR3.4, VA.3.CR3.5

2. National Standards met: Visual Arts Standards

Anchor Standard 1: Creating-Generate and conceptualize artistic ideas and work

VA.1.CR1.K; VA.1.CR1.1; VA.1.CR1.2; VA.1.CR1.3; VA.1.CR1.4; VA.1.CR1.5

Anchor Standard 2: Creating-Organize and develop artistic ideas and work

VA.2.CR2.K; VA.2.CR2.1; VA.2.CR2.2; VA.2.CR2.3; VA.2.CR2.4; VA.2.CR2.5

Anchor Standard 3: Creating-Refine and complete artistic work

VA.3.CR3.K; VA.3.CR3.1; VA.3.CR3.2; VA.3.CR3.3; VA.3.CR3.4; VA.3.CR3.5

e. Activities:

1. With pencil, outline a city or landscape skyline. Option: Go over line with crayon.

2. Above the outline, wet the paper evenly. Allow shine to just disappear.

3. Wet brush and load with wet dark color.

4. Paint over the damp part of the picture.

5. Drop salt crystals into the damp paint. LET DRY COMPLETELY.

6. Brush away salt to reveal star-like patterns.

7. Paint or color the lower part of the city or landscape to match the mood and time of night of your sky. Buildings and landscape are not as brightly colored in deep dark nighttime. May do all painting same day if using crayon line.

a. Visualization questions:

1. What type of line describes a city scape?

2. What type of line describes a country landscape?

3. What colors suggest a night sky?

4. How does a stormy night sky look?
5. How does a calm summer night sky look?
6. Where would stars be visible on a partly cloudy night?
7. What pattern of stars do you want to portray (constellation or smattering of stars)

b. Vocabulary for lesson:

wash: a thin layer of paint

wet on wet: technique of applying wet paint onto a wet surface (paper or other paint)

pattern: repeated motifs or designs

texture: how a surface feels or looks like it feels (rough, smooth, sharp, fuzzy, slippery...)

pigment: a substance that gives color, black or white to another material like paint or ink

c. Images/Artists to show in class:

Vincent Van Gogh: *The Starry Night* (1889)

JMW Turner: *Snowstorm, Steamboat Off a Harbour's Mouth* (1842)

Calais Pier (1803)

Peace, Burial at Sea (1842)

Snow Storm, Hannibal and His Army Crossing the Alps (1812)

Teresa Carter: *Stars Becoming*

Henry Wadsworth Longfellow & Ted Rand: *Paul Revere's Ride* (picture book)

d. Materials list:

pencils: 36

watercolor sets: Yarka Semi-moist 12-color pan sets, 1 box for every 2-4 students

watercolor brushes: Royal Soft Grip Golden Taklon Round size 8 (30 brushes)

watercolor paper: 4 sheets of 140 lb Fabriano Student, 22x30" sheets, cut approx. 7x10"

1" blue painter's tape to secure paper to desks and minimize buckling

water cups: 1 for every 2-4 students

paper towels

kosher salt

optional: crayons to outline the horizon line and provide a resist separation if painting land/city the same day as the sky

e. Resources section

i. Art history movements

Impressionism

Post Impressionism

ii. Use Visual Thinking Strategies when looking at art. <https://vtshome.org/>

1. What is going on in this picture?

2. What do you notice first?

3. What helps your eye move around in the picture?

4. How did the artist use color in this picture?

k. Lesson Plan Extensions/Curriculum Connections

1. Social Sciences: Harriet Tubman: Follow the Drinking Gourd

2. Science: Navigation by the stars

I. Evaluation Resources

Art rubric for elementary – see below.

m. Student Critique - questions to ask when looking at the artwork as a group -

a. How does our choice of color suggest a night sky?

b. Describe the mood of the picture.

c. What kind of pattern(s) do you see in the sky?

ART RUBRIC

STUDENT'S NAME:

DATE:

PROJECT:

RATE YOURSELF

	(5)	(4)	(3)	(2)
	Excellent	Good	Average	Needs Improvement

CRAFTSMANSHIP

- My artwork is neat and clean.
I try to do my best work.
I use skills and concepts learned in class.
I complete my work on time.

TEACHER'S RATING

EFFORT

- I use my class time well.
I use materials appropriately.
I participate in class discussion.

CREATIVITY

- I take time to develop and express an idea.
I use materials in a creative way.
My work shows invention and originality.

TOTAL:

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