

ART BOX

Watercolor and Wax Resist

1. Grade Level: K-2
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: Color
 - b. Principle of Design to focus on: Repetition
 - c. Goals and Objectives:
 - i. Students will learn primary colors and see how secondary colors mix on the paper with a wash.
 - d. Standards Met:
 - i. State Standards met: *Art Standards/Anchor Standards – Create, Respond, Connect*
 1. Anchor Standard 1, K-VA.1. CR1.K through VA.1. CR1.1-5 will be met for each level of grade.
 2. National Standards met: NA-VA. K-5. 1 Understanding & applying media techniques & processes. Achievement Standards K, 1/2, 3
 - e. Activities:
 - i. Set paper horizontally. Students will lightly draw their names in the border of their paper with pencil. A drawing can be created in pencil first, then followed with crayon, and then watercolor.
 - ii. Students will draw a foreground that is only a couple of inches from the bottom of their paper (instructor will demonstrate on board). The background can be any subject matter. For this example, the instructor can demonstrate drawing several clouds above the foreground line. Big fluffy ones work well but any could do. Teacher will demo doing a wax resist and explain that oil and water do not mix, as crayons have an oil base, and that when the watercolor washes over the crayon it doesn't cover the areas of crayon. Teacher will instruct students to use the proper amount of pressure so the crayons will not break when they draw. Teacher will explain that the students' goal is to cover all the lines in their drawing, even the border, using the watercolor.
 - f. Visualization questions :
 - i. How will this technique on paper make secondary colors?
 - ii. How did the watercolor on your paper change your drawing?
 - g. Vocabulary for lesson: Parts of a paint brush – handle, barrel & bristles. Primary and secondary colors, wash, textures.

h. Images/Artists to show in class:

i. Watercolor School by Hazel Harrison pg. 32-35, wash variations and practical guide to painting with watercolor.

i. Materials list:

- Watercolor brushes, #6 & 8 or 10
- 3 tubes of watercolor paint: red, blue, yellow
- Water palettes for mixing
- 3 mixing containers, eye dropper
- Cold pressed watercolor paper 8 x 10, prepped with penciled ½ inch border
- Wax crayons
- Paper towels, Q-tips, salt

j. Lesson Plan Extensions/Curriculum Connections

Science and the study of weather – patterns of clouds, sky and effects of light variations from the sun on clouds and sky textures of a variety of clouds.

6. Evaluation Resources

a. Art Assessment Form by Marvin Barter – Creativity & Unexpected Discoveries.

b. Did the student understand why the watercolor stayed off the wax lines in their picture?
Yes/no

7. Student Critique – some questions for teachers to ask when looking at the artwork together as a group :

What two colors make green?

What two colors make orange?

What two colors make purple?

What are the 3 primary colors?

Were students able to keep the border dry so the paper did not buckle?