

Lesson 1: Exploring Watercolor and Self Care		
Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>B.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</p> <ul style="list-style-type: none"> • B.V.3.1 Understand the appropriate and safe use of tools, media, and equipment. • B.V.3.2 Use a variety of media, including 2-D, 3-D, and digital, to produce art. • B.V.3.3 Exemplify characteristics of different artistic processes. 	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Explore how artists create art using a variety of mediums to express emotions, thoughts, and ideas.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Artmaking can be used as a tool to promote calm, reduce stress, and achieve focus. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can we use art elements to express emotions? • How does material/medium choice affect artistic expression? • How is art used as a tool?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Aspects of color theory: <ul style="list-style-type: none"> ○ blending colors ○ how color affects mood/emotion 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Basic Watercolor techniques. • Application of color pencil, ink, and marker in addition to watercolor. • Creating digital presentations. • Creating a decorative greeting card. 	
Language Demands		
<p><i>Language Function: Evaluate</i> is the language function essential for students to learn to create, present, and respond to visual art in this lesson. Students will be able to evaluate the extent to which elements work together to create an impact or convey an intended message.</p>		
<p><i>Content/Academic Vocabulary or Key Phrases:</i></p> <p>General academic vocabulary phrases used across disciplines:</p> <ul style="list-style-type: none"> • Describing elements in a work of art. • Comparing two works of art from a similar genre. • Explaining how a certain way of applying a technique makes it more effective. • Analyze what makes elements effective or not effective in communicating meaning. • Evaluating the extent to which elements work together to create an impact or convey an intended message. • Interpreting symbols. • Critiquing a peer's work. <p>Subject-specific words defined for use in the discipline:</p> <ul style="list-style-type: none"> • Composition: Organization of elements in space. • Expression: In visual arts, a process of conveying ideas, feelings, and meanings, through selective use of communicative 		

possibilities.

- **Elements of Art:** Those components that make up a composition: line, value, space, texture, shape/form and color.
- **Principles of Design:** The way the elements of art such as balance, movement, pattern/repetition, unity/variety and emphasis are used to create a composition.

Discourse: Creating works of art using techniques/style of artistic genres as a means of expression.

Syntax: Responding to essential questions in an online forum / discussion board.

Language Supports: The planned instructional supports during and/or prior to the learning task to help students understand, develop, and use the language demands of **Evaluate** are:

- List/Document with vocabulary definitions on Canvas/Google Slides document.
- Descriptive instructions for online forum/ discussion board participation and response.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<ol style="list-style-type: none"> 1. Students address the questions and respond to classmates, constructively. 2. Students express emotions or thoughts through brush strokes. 3. Composition includes designated space for lyrics and title, etc. 4. Full draft of card includes text 5. Final artwork must include a second medium and a message on the inside. 	PERFORMANCE TASK(S): <ol style="list-style-type: none"> 1. Brainstorming Discussion (in class or via online forum) 2. Guided Practice watercolor painting 3. Thumbnail Sketches 4. Full Draft Composition on folded paper (front of card) 5. Final watercolor artwork
<p>The final presentation document will include all required pages (listed as tasks); Students are expected to speak about their choices and techniques.</p>	OTHER EVIDENCE: Critique and Presentation.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Plan of Action:

1. **Opening:** Introduce watercolor and share a beginners video (2:56)
 - a. Materials: Medium round watercolor brush, watercolor paint, flat pans, watercolor paper, cup of water.
 - b. *“Paint for Peace, not Perfection”*
2. **Brainstorming:** How can we use art elements to express emotions? How does material/medium choice affect artistic expression?
3. **Guided Practice:** How is art used as a tool? Practice different strokes of the brush while listening to music for 5-10 minutes. How do you feel after this activity? What kind of music did you listen to? What does your art look like?

4. **Activity:**

- a. Choose a lyric or set of lyrics from a song that are meaningful to you.
- b. Make a 4-9 square set of thumbnail sketches (1 page) of a composition that portrays the lyrics you chose.
 - i. This is a good time to sketch out thumbs for multiple lyrics if your heart isn't set on one particular choice yet.
 - ii. Be considerate of where your song title and lyrics will go in the composition. You may use a block or line as a space saver.
- c. Fold your paper in half - we are making a greeting card. Draft a full composition that showcases those lyrics. Give credit to the band/artist(s) and provide the title of the song on your sketch.
- d. Use your completed draft to start your final artwork. Finish details with color pencils and markers as needed.
- e. Take pictures while making your final work and create a process board of small images (one page) to show choice and process.
- f. When you are done, write yourself a message on the inside of the card.

5. **Closing/Assessment:**

- a. A class review (critique) of final works.
 - i. Students will present a digital document (Google Slides or Doc)
 1. Include a title page with student name, class, title for the project/artwork, and subtitle of "Watercolor".
 2. Include thumbnail sketches.
 3. Include draft of composition.
 4. Include **process board** images in this document.
 5. Include the final image. *Multiple views are encouraged.
 - ii. Students are encouraged but not required to give feedback to one another in class; If the critique takes place in a forum/discussion post all students will be required to respond to at least one classmate.

Adaptations to meet individual needs:

- Gifted: Gifted students will be permitted to explore advanced watercolor paint (tubed) and brushes upon request.
- ADHD: Providing Prompts, Preferred Seating, Printed copy of teacher notes upon student request.
- Other Health Impairments (OHI): Printed copy of teacher notes upon student request, Instructional Resources and Materials.

Instructional Resources:

- Google Slides presentation with a listing of art definitions, an example of thumbnail sketches, an example of a process board, and a description of the assignment.
- Coco Bee Beginners Watercolor video
- Coco Bee Watercolor Loading Brush video

Materials List: ***(Due to the restrictions of Covid-19 no materials will be shared)***

- 8-color Watercolor set (brush, paint, pan, water, cup, papertowel), multimedia Sketchbook, and drawing utensils including 2B-4H graphite pencils, a blending stub, erasers, colored pencils, and a permanent marker.
 - Use of scissors and glue to layer paper materials is optional.

References:

- 9-12 North Carolina Essential State Standards for Visual Arts
(<https://www.dpi.nc.gov/documents/curriculum/artsed/scos/new-standards/arts/visual/essential-standards-visual-arts-9-12>)
- Glossary Visual Arts from North Carolina Department of Public Instruction
(<https://www.dpi.nc.gov/documents/curriculum/artsed/scos/support-tools/glossary/glossary-visual-arts>)
- Bee, C. (2018, November 2). - *Day 0 - BEGINNERS WATERCOLOR CLASS - YouTube*. YouTube.com.
<https://www.youtube.com/watch?v=CcaHpFwMULw>.
- Bee, C. (2018, November 9). - *DAY 1 - LOADING YOUR BRUSH- BEGINNERS CLASS - YouTube*. YouTube.com.
<https://www.youtube.com/watch?v=H5H9UB6nHnk>.