


Candidate: christine mattingly \_\_\_\_\_ Course: Watercolor Unit \_\_\_\_\_

Lesson Title: Watercolor techniques \_\_\_\_\_

Grade level(s) 3-4th \_\_\_\_\_

### Part 1. The Knowledge Expectations of your Lesson: Learning Central Focus

Central Focus or Idea	Students will be introduced to various techniques used in the watercolor painting process.
Content Standards for the Art Lesson	ILS 26.A.1e Visual Arts: Identify media and tools and how to use them in a safe and responsible manner when painting, drawing and constructing.  SEL 2C.1b. Demonstrate appropriate social and classroom behavior.  CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
Student Learning Objectives for the Lesson	<ul style="list-style-type: none"><li>• Students will explore the medium of watercolor paints and experiment with different techniques as demonstrated by the instructor.</li></ul>
Understanding of best practices and students' prior knowledge	Students may have some exposure to using watercolor paints. Students will learn how to use a brush correctly and will learn how to rinse and clean their brushes properly as they work and how to keep paints clean.
Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings	Students may struggle remembering how to hold and utilize the brush properly. Students may accidentally use too much water or paint.

<p>Research by the Art Teacher and the Materials List</p>	 <p>Materials: watercolor paper, watercolor paints, brushes, table salt, paper towels, plastic bag, eye dropper/straws</p>
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## Part 2. Instructional Strategies and Learning Tasks

*Description of what the teacher (you) will be doing and/or what the students will be doing.*

<p>Motivation for the Art Lesson</p>	<p>To begin the lesson, I will show students the qualities of watercolors versus the qualities of other paint media. Students will examine the differences in various examples as well as note the advantages of the watercolor media.</p>
<p>Instruction: includes a demo, hands-on guided practice, and/or a discussion on aesthetics</p>	<p>Students will first view examples of watercolor and various other paintings.</p> <p>We will then view the examples that I have created and begin the discussion on various types of techniques.</p> <p>Students will then follow along with the instructor and create their reference guide in a step-by-step fashion.</p> <p>By discussing and building on the student's prior knowledge of watercolor paints, students will create a reference guide to use on their final work.</p> <p>“What are some differences you notice between watercolor and the other works of art?”</p> <p>“What are some of the advantages you can think of when</p>

	<p>working with watercolor paints?”</p> <p>Students will engage by answering the questions and I will be providing visual examples for the students to follow along.</p> <p>After the students have received the instruction and lecture, I intend for the students to experiment with the watercolor techniques, combining various techniques and experimenting with unconventional materials.</p> <p>The students will then place their completed technique guides on the drying rack to refer to for the next week.</p> <p>To determine whether or not the students are meeting the intended objectives I will be engaging the students in conversation about their viewpoints on various aspects of the assignment.</p>
Structured Practice in Art Making	<p>To give students the opportunity to practice for their final work, I will ask them to complete the technique guide and two combinations of techniques.</p> <p>After students have completed</p> <p>Students will be scored according to the rubric attached.</p>
Closure of the art lesson:	<p>To close the lesson students will be asked to reflect upon their experience and their favorite technique they discovered.</p>
Differentiation and planned support during art:	<p>For students that require special assistance, directions will be read to them as well as step by step assistance will be provided.</p>
Student interactions during art	<p>Because this lesson encourages discovery, students will be encouraged to interact and share their discoveries with their neighbors.</p>
Academic Language	<p>Watercolor, resist, transparent, opaque, wash</p>
Assessment	<p>Rubric, Artist Statement, before and after painting.</p>

*watercolor lesson.doc* developed from edTPA language and the lesson plan model by Deborah Layzell (Illinois State University). 2013 Meets: IPTS 1B, 1C, 1E, 1H, 1J, 2A, 2B, 2E, 3D, 3E, 3G, 3K, 3M, 5I, 5L, 5M, 5O, 6B, 6C, 6D, 6J, 6N, 6Q, 6S, 7B, 7E, 7F, 7I, 7J. IL-CAS.VA 6E, 7B, 7I, 7F, 7J.

Teacher's Grading Rubric

<b>Participation and listening skills during lesson</b>	5 pts. Student was engaged and listening the 90% percent of the time	4 pts. Student was engaged 75% of the time.	3 pts. Student was talking some or distracting others during the lesson.	2 pts/ 1pt. Student was often distracted and not listening during lesson	0 pts. Student was not listening and distracted others frequently.
<b>Sheet with 8 examples completed</b>	5 pts. Student turned in completed sheet.		3pts. Student turned in sheet with 3-4 completed examples		0 pts. Student did not turn in or complete techniques
<b>Effort, Overall craft, and neatness</b>	5 pts. Student gave an effort to complete all components of the project and completed the project with an attention to neatness and craft	4 pts. Student gave a legitimate effort to complete the components of the project but could have been neater in the construction.	3 pts. Student gave an effort to complete the project but did not complete all components. Student was a little messy or did not pay attention to the neatness of the project.	2pts/ 1pt. Student gave little effort to complete the project as instructed. Student was messy in application and did not pay attention to the craft of the project.	0 pts. Student ignored the effort required to complete this project and did not give any regard towards neatness in this project.
Total Score					/15

NAME: \_\_\_\_\_

Teacher Comments:

**ARTIST STATEMENT**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: On the lines below please write 2-3 sentences on your artwork.

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