Unit 1: Watercolor

Content Area: **Performing Arts**
Course(s):
Time Period:
Length: **Approximately 8 weeks**
Status: **Published**

Unit Vocabulary

- Analogous
- Complimentary
- Depth
- Dry brush
- Explosive
- Form
- Hue
- Inexplosive
- Layering of color
- Line
- Masking
- Monochromatic
- Neutrals
- Salting
- Saturation
- Shape
- Space
- Stipple
- Texture
- Value
- Value
- Wet on Dry
- Wet on Wet

State Mandated Topics Addressed in this Unit

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N/A	N/A

Watercolor Summary

Unit 1, Watercolor Painting, introduces artists to the basics and techniques of watercolor painting. It is designed to guide artists in the development of formal aesthetics and to motivate artists to develop the technical skills necessary to express their ideas. This course allows freedom of exploration and experimentation but places equal demands on proficiency of execution. We will explore techniques through still life, landscape, architectural and figurative subjects.

Learning Objectives

- Analyze cultural and historical events that have impacted art-making.

- Create expressive watercolor paintings using art elements including line, shape, form, value, contour, and perspective.

- Describe and identify the stimuli for the creation of watercolor paintings.

- Experience and control watercolor as a medium.

- Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of art from diverse cultural contexts and historical eras.

- Interpret how audiences respond to works of art.

- Justify the impact of innovations in the arts and access to the arts on societies.

- Practice safe and responsible use of watercolor materials, equipment, and studio space.

- Select and analyze the expressive potential of watercolors techniques, and processes.

Essential Skills

- Artists will be able to analyze and interpret artwork.

- Artists will be able to analyze the role and responsibility of an artist.

- Artists will be able to compare and contrast periods of art movements.

- Artists will be able to critique and give constructive feedback on own artwork and artwork of others.

- Artists will be able to develop a rich fine arts vocabulary.

- Artists will be able to discuss the roles of artists in local communities.

- Artists will be able to discuss the use of art as a form of visual communication.

- Artists will be able to display knowledge of various media and their properties.

- Artists will be able to examine art's place in the world.

- Artists will be able to examine self as an artist.

- Artists will be able to identify and apply color relationships using color theory.

- Artists will be able to properly and appropriately care for, store, and present artwork.

- Artists will be able to safely use and store art materials.

Standards

VA.9-12.1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
VA.9-12.1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
VA.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
WRK.9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
WRK.9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.

Instructional Tasks/Activities

Students will correctly demonstrate, perform, identify, discuss, analyze, compare:

- Creation of a complete landscape painting using appropriate techniques
- Creation of a still life painting from a display
- Creation of complete silhouette painting
- Execute a compilation of watercolor techniques in a book form
- Watercolor and the 2D Form in abstract
- Watercolor and the 3D Form in abstract

- Watercolor painting techniques including value scale, color wheel, brush techniques, and surfaces
- Watercolor painting terms and definitions

Assessment Procedure

- Art Show presentation
- Artist portfolio
- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Formal written critiques
- In class participation
- In class projects
- Journal / Student Reflection
- Kahoot
- Midterms and finals
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Quizzes and tests
- Research projects
- Rubric
- Self-evaluated project goal and tracking
- Sketchbook checks
- Teacher Collected Data
- Teacher observation
- Test
- Vocabulary packets and exercises
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource

- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Investigate the need for and use of copyrights.
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify
- Use Chromebooks to research painting methods, techniques and subjects
- Use Google Docs to complete written assignments, and critiques
- Use Google Sheets to manage and track project goals, debits/profits
- View media of Masters works in Watercolor to analyze and discuss

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Special Education

Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw

- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- ifpda.org
- academyart.edu
- americanart.si.edu/art/highlights/african-american
- arthive.com
- education.asainart.org
- heritagemuseum.org
- metmuseum.org
- PowerPoints
- smartbox.edu
- tate.org
- theartofeducation.edu
- theculturetrip.com/asia/japan
- trendhunter.com/slideshow/mixed-media-art
- webartacademy
- YouTube watercolor techniques

Artistic Materials

- Blow dryer
- Cardboard
- Cups
- Drying racks
- Hole punch
- Kosher salt
- Masking fluid
- Masking tape
- Scissors
- String
- Water
- Watercolor brushes
- Watercolor oval pan set
- Watercolor paper

Unit Artists

- Elise Morris
- Andrew Wyeth
- Emma Larson
- Frank Webb
- Georgia O'Keefe
- JMW Turner
- Winslow Homer

Teaching Strategies

- In class assignments will produce works of art that reflect thoughtful consideration of concept in addition to skill building with a variety of fine and applied arts materials.

- Meaningful instruction will be given using PowerPoint notes and presentations, hand out worksheets, art process and technique demonstrations, and modeling thought and creative processes.

- Sketchbook assignments will reinforce classroom knowledge and build upon prior understandings.

- Various teaching methods and techniques will be utilized in this course.