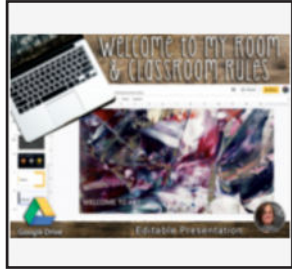


Introduction to Watercolor Curriculum Visual Timeline:

Introduction



Day 1



Week 1

Color Mixing



Week 2

Washes



Weeks 3-4

Building Value



Weeks 5-7



Visual Literacy



Weeks 8-10

Techniques



Weeks 11-13

Culminating Project



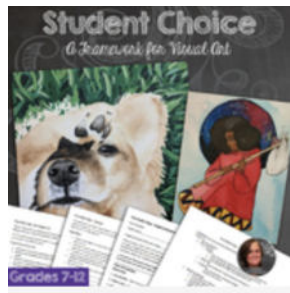
Weeks 14-16

Winslow Homer Critique

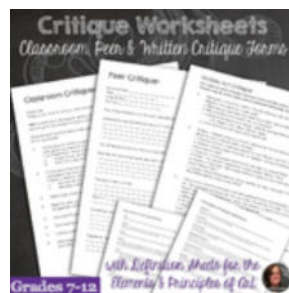


Week 17

Throughout Semester



Journal/Homework Prompts and Student Choice

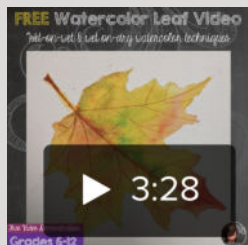


Final Portfolio Review



Week 18

Extra Lessons



Painting 1 (Watercolor) - Visual Art – Elements & Principles Scope and Sequence

Timing is a guide, depending on age and ability level of class timings or even lessons may change.

| Lesson Name/Order / Number of Days or Weeks / Media Covered/ Worksheets that can be used to supplement | Big Ideas / Key Concepts/ Elements/Principles Covered | Anchor Standards | Student Activities | Assessments | Differentiation Only use when necessary, always keep high expectations for all students. |
|---|---|--|---|-------------------------------------|---|
| Day 1: 1. Ice-breaker and Student Interest Survey | Developing a positive classroom environment. | (Reason for doing; Understanding individual students learning preferences, strengths and needs.) | Complete a student interest survey. | Participation Points | N/A |
| Week 1 2. Ink and Watercolor Nametags <u>WORKSHEETS:</u> <u>Line</u> <u>Shape</u> | Learn about the element of line and develop a basic understand of how to use watercolor. LINE, SHAPE MEDIA: Ink and Colored Pencils | Creating: #2. Organize and develop artistic ideas and work. | Students will create a nametag based on their personal interests. Students will learn about watercolor pencils and how to use them to create basic value. | Participation points. | Provide students without a smartphone with a chromebook or allow them to go to the library to print reference. |
| Week 2 3. Abstract Watercolor | To learn about color mixing, including color bias. To learn watercolor techniques such as wet on wet, wet on dry, and dry brush techniques. To demonstrate an understanding of the elements of art such as line, shape and color. To demonstrate an understanding of | Creating: Anchor Standard #3. Refine and complete artistic work. Responding: Anchor Standard #9: Apply criteria to evaluate artistic work | Students will watch a demonstration of creating an abstract watercolor and then create their own using the following watercolor techniques: Wet on wet blending Wet on dry detail painting Dry brush technique Ink detailing Students will demonstrate an understanding of basic elements and principles of art such as: | Complete a student self-evaluation. | Students can complete this lesson without modification, however feedback should be provided to ensure the techniques are applied in some fashion. |

Painting 1 (Watercolor) - Visual Art – Elements & Principles Scope and Sequence

Timing is a guide, depending on age and ability level of class timings or even lessons may change.

| | | | | | |
|--|---|--|---|---|---|
| | <p>repetition, patterns, variety, rhythm and unity.</p> <p>COLOR, LINE, SHAPE, REPETITION, TEXTURE, PATTERN</p> <p>MEDIA: Watercolor Paint</p> | | <p>Pattern, Repetition, Rhythm, Variety, Texture, Color and Lines.</p> | | |
| <p>Week 3-4:</p> <p>4. Sunrise Silhouette</p> <p><u>WORKSHEETS:</u></p> <p><u>How to draw on a Grid</u></p> | <p>Learn how to create a wet on wet watercolor wash with at least 2 colors and blending.</p> <p>Learn to use a grid to draw silhouette reference.</p> <p>COLOR, LINE, SHAPE, PROPORTION</p> | <p>Creating:</p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas</p> <p>VA Connecting:</p> <p>High School</p> <p>Document the process of developing ideas from early stages to fully elaborated ideas.</p> | <p>Students will learn how to plan a piece of art using the creative process.</p> <p>Students will learn color mixing to create a sunrise/sunset in watercolor</p> <p>Students will create a wet on wet blend in watercolor and create a piece of art with meaning</p> | <p>Complete a student self-evaluation.</p> <p>Attach process pieces to evaluation along with final art.</p> | <p>Allow special education students or students with less experience to trace their reference, in special cases students can draw their own art. Students should still go through the artistic process.</p> |
| <p>Weeks 5-7:</p> <p>6. Value Painting (Eye or Student Choice)</p> <p><u>WORKSHEETS:</u></p> <p><u>How to draw on a Grid</u></p> <p><u>Reference of eye or photographic reference of student choice.</u></p> | <p>To learn about transparency of watercolor paint</p> <p>To learn how to create value using layering and blending techniques</p> <p>To understand how value creates the illusion of 3 dimensions</p> | <p>Creating:</p> <p>#2. Organize and develop artistic ideas and work.</p> <p>Responding:</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> | <p>Teacher will demonstrate painting a realistic portrait using only black watercolor paint and water, students will follow along as a class.</p> <p>Students will learn about how to create value by completing an abstract watercolor composition using two methods: blending and layering.</p> | <p>REFLECTION:</p> <p>Complete a student self-evaluation.</p> <p>Attach process pieces to evaluation along with final art.</p> | <p>Use either the Watercolor eye lesson or the Watercolor Value Lesson depending on experience level and student choice.</p> <p>Special needs students will be allowed to trace their reference, defining the value shifts in the photographic reference using a sharpie. Once complete they will trace those contour lines/value shifts onto watercolor paper.</p> |

Painting 1 (Watercolor) - Visual Art – Elements & Principles Scope and Sequence

Timing is a guide, depending on age and ability level of class timings or even lessons may change.

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| | <p>on a 2 dimensional surface.</p> <p>To learn how to use a grid to assist drawing</p> <p>VALUE, SHAPE, FORM, CONTOUR LINES</p> <p>MEDIA: Watercolor paint</p> | | <p>Students will paint three shapes using value to transform them into forms.</p> <p>Students will then create their own value painting using only one color and water.</p> | | <p>Students should paint their own artwork and follow the process to ensure the best result.</p> |
| <p>Week 8-10:</p> <p>7. Woven Memories Timeline</p> <p><u>WORKSHEETS:</u> <u>Emotion of Color</u> <u>Mood Lines</u> <u>Graphic Organizer for Memories</u> <u>E&P Definitions Sheet</u> <u>Peer Critique Sheets</u></p> | <p>Learn how artists communicate through the use of elements of art. Match up color/line types with emotions</p> <p>Visual Literacy - Create meaning in art</p> <p>LINE, COLOR, COMMUNICATION THROUGH ART</p> | <p>Connecting: Anchor Standard #10 Synthesize and relate knowledge and personal experiences to make art.</p> <p>Presenting: Anchor Standard #4 Select, analyze and interpret artistic work for presentation.</p> | <p>Students will create a woven piece of art from 6 painted memory strips, matching color and line types to the emotions tied to that memory.</p> | <p>REFLECTION: Peer Critique and Classroom Exhibit/critique:</p> <p>Students describe which elements were used in the process of their creation and how they were applied as principles in the final piece.</p> | <p>Allow students to communicate how elements were used to create principles verbally rather than in written form if necessary.</p> |
| <p>Week 11-13:</p> <p>8. Watercolor Technique Grid and Animal</p> <p><u>WORKSHEETS:</u> <u>Grid Method</u></p> | <p>Learn how can you use color theory to create emphasis in a piece of art.</p> <p>Learn to create watercolor techniques for deliberate effect.</p> | <p>Creating: Anchor Standard #1. Generate and conceptualize artistic ideas</p> <p>#2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3.</p> | <p>Create a watercolor technique grid demonstrating a minimum of 24 different watercolor techniques, using various materials such as vinegar, tissue paper, alcohol, plastic wrap, etc. Interpret value shifts in photographic reference and</p> | <p>REFLECTION: Complete a student self-evaluation.</p> <p>Attach process pieces to</p> | <p>Accommodate younger/less experienced or special education students by allowing them to complete less techniques.</p> <p>Allow them to outline their reference with sharpie and then</p> |

Painting 1 (Watercolor) - Visual Art – Elements & Principles Scope and Sequence

Timing is a guide, depending on age and ability level of class timings or even lessons may change.

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| <u>Composition Packet</u> | <p>Learn rules of composition to compose a unique piece of art.</p> <p>VALUE, SHAPE, FORM, CONTOUR LINES, COMPOSITION, SPACE</p> | <p>Refine and complete artistic work.</p> <p>Responding: Anchor Standard #9. Apply criteria to evaluate artistic work.</p> | <p>enlarge those lines onto a grid. Use compositional rules and emphasis to create compelling paintings of their animals. Create a color plan based on the composition chosen, using proper color theory. Plan each section of their painting by practicing and labelling each technique that will be used in their painting. Apply and synthesize all their practice pieces into a complete unique piece of art.</p> | <p>evaluation along with final art.</p> | <p>enlarge the lines on a copy machine.</p> <p>They can then use the enlarge copy to trace lines onto final watercolor paper.</p> |
| Week 14-16 9 & 10. Watercolor Landscape or Tunnel Book | <p>Apply knowledge of techniques/value to final piece of art.</p> <p>Learn about foreground, middle ground and background in art.</p> <p>Create the illusion of 3D space on 2D surface using at least 3 of the following techniques: Linear perspective, Space, Size, Placement, Value and Detail.</p> | <p>Creating: Anchor Standard #1. Generate and conceptualize artistic ideas and work. #2. Organize and develop artistic ideas and work. #3. Refine and complete artistic work.</p> <p>Responding: Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Connecting: Anchor Standard #10.</p> | <p>Landscape Painting: Paint a landscape painting based on a photographic reference.</p> <p>Students will learn about how to create the illusion of space on a two dimensional surface.</p> <p>Tunnel Book: Create thumbnails to plan a tunnel book Create 4 scenes that communicate a memory or scene from a children's book Cut out negative space to create a layered complete scene. Assemble the 4 scenes into a</p> | <p>REFLECTION: Complete a student self-evaluation.</p> <p>Attach process pieces to evaluation along with final art.</p> | <p>Accommodate younger/less experienced or special education students by allowing them to find a painted reference to re-create for landscape painting.</p> <p>Allow for less layers and help with cutting out background for the tunnel book.</p> |

Painting 1 (Watercolor) - Visual Art – Elements & Principles Scope and Sequence

Timing is a guide, depending on age and ability level of class timings or even lessons may change.

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| | <p>Communicate a memory through art</p> <p>Create a tunnel book illustration with watercolor</p> <p>Create atmospheric perspective through the use of tunnel book pages.</p> <p>SPACE, COMPOSITION, VALUE, PERSPECTIVE</p> | <p>Synthesize and relate knowledge and personal experiences to make art.</p> | <p>tunnel book with accordion folded sides.</p> <p>Create the illusion of depth and perspective through the creation of a tunnel book.</p> <p>Use ink and watercolor to paint the tunnel book scenes.</p> | | |
| <p>Throughout Semester:</p> <p>11. Student Choice Project</p> <p><u>WORKSHEETS:</u></p> <p><u>Free Studio Proposal Sheet</u></p> <p><u>Free Studio Evaluation Sheet</u></p> | <p>To plan and create a piece of art with personal meaning.</p> <p>To apply techniques and skills learned in class to your own artwork.</p> | <p>CREATING:</p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>CONNECTING:</p> <p>Anchor Standard #10. Synthesize and relate</p> | <p>Complete artwork(s) worth a minimum of 300 points, or 12 hours.</p> <p>Apply skills and techniques learned in class to their own artwork.</p> <p>Explore, choose, begin and complete their own artwork using the artistic process.</p> <p>Reflect on their final art in written form</p> <p>Participate in critique of work (optional)</p> | <p>Final art demonstrated skills and techniques learned in class.</p> <p>Final art was display quality.</p> <p>Completed FSF Proposal and had it signed.</p> <p>Completed FSF student self-evaluation with written</p> | <p>Allow for younger and special education students to complete a lower point requirement.</p> |

Painting 1 (Watercolor) - Visual Art – Elements & Principles Scope and Sequence

Timing is a guide, depending on age and ability level of class timings or even lessons may change.

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|---|---|--|--|--|-----|
| | | knowledge and personal experiences to make art. | | <p>explanations of art.</p> <p>Participate in critique if teacher desires to do a class critique</p> | |
| <p>Week 17-18:</p> <p>Art Exhibition</p> <p>Reflection</p> <p>Portfolio</p> | <p>Students work collected over the course of the semester will be given 10 points for each completed lesson, 0 for each lesson that isn't completed.</p> <p>Art show for each student should include 3 works of art and student should plan on how to present their work to the class.</p> | <p>PRESENTING:</p> <p>Anchor Standard #4. Select, analyze and interpret artistic work for presentation.</p> | <p>Collect all completed artwork based on list of lessons and turn in as a portfolio of work.</p> <p>Choose 3 pieces of art to included in a presentation to the class.</p> <p>Students must choose their three best pieces and display them in an “art show” for the class to view.</p> | <p>Final Portfolio Evaluation will be based on art show presentation, portfolio and reflection.</p> | N/A |

Painting 1 (Watercolor) - Visual Art – Elements & Principles Scope and Sequence

Timing is a guide, depending on age and ability level of class timings or even lessons may change.

SEMESTER MATERIALS LIST:

Classroom management tips:

1. Create palettes for each student, squeezing out a nickel size amount of each color into the separate wells, and let them dry before passing them out to your students. (I have my TA do this! ☺) I use medium sized plastic palettes with multiple wells. Explain that they need to clean out the mixing boxes, but never the paint boxes. The large boxes in the center are for mixing, the small boxes along the outside are for the pure pigments.

See link below:

<https://www.dickblick.com/products/masters-international-folding-watercolor-palette/>

2. Buy plastic containers large enough to hold most of your brushes. Label them with numbers of lockers or cubbies in your room. When you assign a cubby or locker to your painting students give them a set of standard brushes to start the semester. Explain that they will need to take care of the brushes and turn them back in for points at the end of the semester. **This doesn't include expensive brushes like your mop brushes or any brush that is too long to fit comfortably in the box.**

<https://www.dickblick.com/products/really-useful-box-pencil-box/?fromSearch=%2Fsearch%2F%3Fq%3Dpencil%2520box>

3. Demonstrate how to clean brushes and maintain their colors/palette to students! Talk about how it is important to be sure that the bristles aren't touching the end of the box or closed into the lid. It sounds weird but they need to be taught how to take care of their materials, it will be worth your time to teach them at the beginning, otherwise you will end up with wasted brushes and not enough money to support your program. Build in time for each day for cleaning and storing materials.

4. These are the best boards for stretching watercolor paper: **Grafix Incredible Art Board. Buy enough for each student to have one, plus some extra.**

<https://www.dickblick.com/products/grafix-incredible-art-board/?fromSearch=%2Fsearch%2F%3Fq%3Dwatercolor%2520board%2520>

5. I found this is the best paper for the money. It is important for students to have decent paper if you want them to come out with good work.

<https://www.dickblick.com/items/strathmore-400-series-watercolor-paper-22-x-30-single-sheet/>

Painting 1 (Watercolor) - Visual Art – Elements & Principles Scope and Sequence

Timing is a guide, depending on age and ability level of class timings or even lessons may change.

6. Good paint is also important. I use tube watercolor for my students. The following colors are essential, there are also a few extra colors I buy in limited supply. **Grumbacher Academy Watercolor 7.5 ml tubes:**

- Gamboge or Cadmium Yellow Medium – Orange Bias
- Pale Yellow Hue – Green Bias
- Cadmium Red Medium – Orange Bias
- Alizarin Crimson – Violet Bias
- Cobalt Blue – Violet Bias
- Thalo Blue – Green Bias
- Ivory Black

Extra Paints:

- Thio Violet
- Mauve
- Winsor & Newton Cotman Watercolor - Permanent Rose, 8 ml tube

7. Collecting Work: Buy large flat plastic boxes and write the name of each of your classes on the short side. Place boxes onto a tiered cart or shelves. Always have students turn their work into the correct bin, based on their class/period. NEVER have them turn their work into you! They will say they gave it to you and you lost it! This is a great way to keep work organized until you are ready to grade them. Sterilite 3.25 in. H X 11 in. W X 14 in. D Stackable Clip Storage Box (Just make sure it is wide/deep enough for the majority of your artwork.

INK AND WATERCOLOR NAMETAGS

- Sharpie Markers or other Permanent Markers with a fine tip.
- Watercolor Pencils or Watercolor (I use watercolor pencils because some students will end up transferring out of the class in the first few weeks. I wait and give them the tube watercolor on the next lesson.)
- Pencils and Erasers
- 12" x 18" Paper folded into thirds.
- (Or just 12" x 6" Paper)

ABSTRACT WATERCOLOR EXPOLORATION

Painting 1 (Watercolor) - Visual Art – Elements & Principles Scope and Sequence

Timing is a guide, depending on age and ability level of class timings or even lessons may change.

- Scraps of Watercolor paper (the best quality you have available) approximately 5" x 9"
- Grumbacher Watercolor tube paints were used in demonstration in the following colors:
 - Gamboge or Cadmium Yellow Medium – Orange Bias
 - Pale Yellow Hue – Green Bias
 - Cadmium Red Medium – Orange Bias
 - Alizarin Crimson – Violet Bias
 - Cobalt Blue – Violet Bias
 - Thalo Blue – Green Bias
- Paint Brushes – ½" Flat brush – No. 6 Round Brush – No. 4 Round Brush – No. 1 Liner Brush
- Water cups
- Permanent markers of varies sizes (Micron pens or Sharpies)

SUNRISE SILHOUETTE:

- Watercolor Paper
- Watercolor paint of varying colors and black
- Ruler
- Pencil and eraser
- Chalk for transfer
- Brushes and Water cups

VALUE PAINTING LESSONS:

- Black watercolor Paint
- Watercolor paper (you choice size and type)
- Variety of brush sizes, including round, flat and liner brushes.
- Water cups
- Pencils/Erasers

WOVEN TIMELINE:

Painting 1 (Watercolor) - Visual Art – Elements & Principles Scope and Sequence

Timing is a guide, depending on age and ability level of class timings or even lessons may change.

- Watercolor paper cut to 1" by 12" (12x)
- MODIFICATION: This lesson was designed for my advanced painting students and draw/paint faster than beginning students, you can do a smaller woven piece if you don't want the process to take as long.)
- Thin and thick sharpies, (microns work well) or another permanent marker.
- Watercolor paint (preferably tubes)
- Pencils, erasers
- Paint brushes and water cups
- Black mat board for mounting (optional)

WATERCOLOR TECHNIQUE ANIMALS:

- 9" x 13.5" Watercolor Paper for Technique Grid
- 14" x 18" Watercolor Paper (or the size you choose to do)
- Watercolor Paper Scraps
- Brushes and Water Cup
- Sharpie Markers (Thick)
- Print outs will be approx. 8" x 10" and you will enlarge that by 1 ½ times. So final painting will be approx. 12" x 15".
- Final paper should be cut at least an inch larger to give room for stretching paper. So approx. 14" x 17".
- Newsprint or drawing paper at least 14" x 18"
- Watercolor Paint
(Red, Blue, Yellow tube paint is best)
More colors can be provided, but students can mix any color using these three primary colors. I gave my students violet and permanent rose as well as the primary colors.

FOR TECHNIQUES:

I used small plastic cups with lids, put them on a cart and had students get them as they came in that day.

Painting 1 (Watercolor) - Visual Art – Elements & Principles Scope and Sequence

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Small Plastic Cups with Lids
Rubbing Alcohol and Vinegar
Masking Tape/Fluid
Salt (Sea Salt and Table Salt)
Sponges
Tissue Paper
Eye droppers (optional)
Plastic Wrap
Bubble Wrap/Burlap (optional)

TUNNEL BOOK LESSON:

- Watercolor paper cut to 10" x 8"
- Thin and thick sharpies, (microns work well) or another permanent marker.
- Watercolor paint (preferably tubes)
- Pencils, erasers
- Paint brushes and water cups
- Drawing paper for accordion sides cut to 5" x 8"
- Xacto knives
- Glue (Either glue sticks or hot glue gun work best)
- If stretching any of the scenes (if using a wash, like in the background), you will need a stretching board, we use a Gatorfoam board.
- Self-healing mats to share or other surface for students to cut on

LANDSCAPE LESSON:

- Watercolor paint
(I use Grumbacher tubes for basic colors and Winsor Newton Cotman for special colors like Permanent Rose and Mauve)
(Thalo and ultramarine blue, cad yellow light, cadmium yellow medium, alizarin crimson and cadmium red medium)
- You can have students mix their own greens, or provide them with green paint. (Hookers Green)
- Mop Brushes (for washes)
- Variety of brush sizes, including round, flat and liner brushes.

Painting 1 (Watercolor) - Visual Art – Elements & Principles Scope and Sequence

Timing is a guide, depending on age and ability level of class timings or even lessons may change.

- Water cups
- 4" x 5" or smaller pieces of watercolor paper for small scale study.
- 10" x 13" watercolor paper (leave a ½" border)
- Gatorboard If stretching any of the scenes (if using a wash, like in the background), you will need a stretching board, we use a Gatorfoam board.
- Blue masking tape
- Pencil/Eraser