

WONDERFUL WATERCOLOR TECHNIQUES

Intended grade level(s) / age(s): Pre-k/Kindergarten

Lead Teacher: Kayla Campbell

Co-Teacher: Jocelyn Taylor

Big Idea / Central concept: Choice

Essential Questions:

1. What happens when watercolor interacts with different materials that you choose?
2. How does adding mediums that you wouldn't think of change an outcome?
3. How do you feel being able to choose what you do?



National Arts Standard(s):

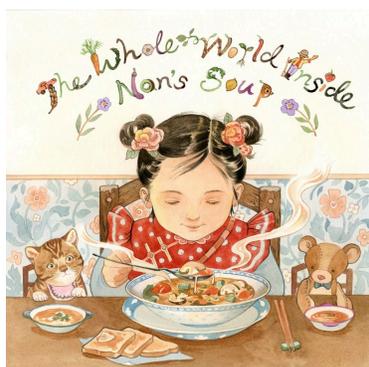
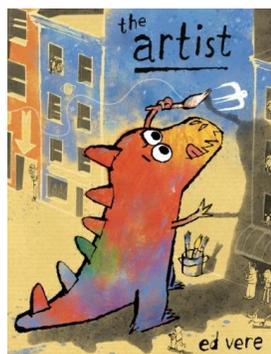
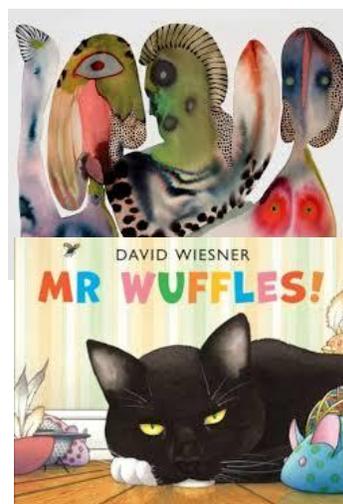
- **Pre-K**
VA: Cr1.2.PKa
Engage in self-directed, creative making.
- **Kindergarten**
VA: Cr2.1.Ka
Through experimentation, build skills in various media and approaches to artmaking.

OH State Arts Standard(s):

1. (Responding) K.2RE Describe processes used to make art.
2. (Performing) K.1PE Demonstrates willingness to try new processes.

Artists to be Discussed/Shared:

1. Emma Larson- Creates Abstract watercolor paintings
2. David Wiesner- Illustrated in watercolor for the book "Mr. Wuffles" (wordless)
3. "The Whole World Inside Nan's Soup" Hunter Liguore Vikki Zhang (illustrated in Watercolor)
4. "The Artist" written and illustrated by Ed Vere



Key Vocabulary:

1. Watercolor- A water-activated paint that
2. Wet on Wet- Watercolor technique that uses a wet brush on wet paper
3. Wet on dry - Watercolor technique that uses a wet brush on dry paper
4. Watercolor Resist- A watercolor technique in which we will use white crayon as a base and watercolor over top to create an interesting result
5. Salt watercolor - An experimental technique in which you set salt on top of watercolor, the salt separates the water and creates an interesting texture

Learning Objectives:

- **Students will** be able to apply different watercolor techniques
- **Students will** have a final piece to display
- **Students will** be able to make intentional choices between different techniques introduced in this lesson

Art Activity:

Students will learn multiple watercolor techniques to create a full painting of their own.

Materials:

- Presentation
- Book
- Watercolor paint
- Watercolor paper
- Paint brushes
- Water in cups
- White Crayons
- Salt
- Paper Towels

Lesson Sequence

(80 Min Total)

Opening Activity/Discussion/Presentation (10 minutes)

Presentation

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Introduction to the project which will be a presentation. See what students know about watercolor/techniques and introduce the artist. Write some on the board to make it interactive. At the end, begin to introduce the techniques and have students follow along through each technique. Also draw a visual for each student to look at. We will have 4 different techniques for them to try.

1. Wet paint on wet paper
2. Wet paint on dry paper
3. Salt Resistance
4. Crayon Resistance

Material Demonstration/Tutorial (5minutes)

Have students watch as we give an example for each technique

Artistic Experimentation (15 minutes(about 4 minutes for each technique))

Students will begin each technique on each square outlined in tape on the paper, and see how materials interact.

Book Break (10 minutes)

We will have a 10-minute break to read a book.

Choice-Based Art Activity (10-15 minutes)

Transition back into seats, students can remove tape and see their clean techniques and use it as a reference for their final piece as they create whatever they like using the techniques we learned in the lesson.

Clean-Up (5/10 minutes)

Have students wash their hands, collect paintbrushes, and wipe down tables

Reflection/Closure (5/10 minutes)

Ask students what their favorite technique was, if they had fun, anything new they learned, favorite part of the book, did anything surprised you?

Assessment

Students will have a full sheet of paper either using one technique or multiple we go over during instruction/practice, showing how they CHOSE each technique intentionally in their final piece

Learning Objective	Excellent	Satisfactory	Needs Attention	Assessment Method
Student will be able to apply different watercolor techniques	Multiple watercolor techniques are clearly seen in student's final piece	Multiple watercolor techniques are clearly seen in student's final piece	Only one watercolor technique present	Each student will have a final piece showing the techniques taught in class to display.
Student will have a final piece to display	Student has a full paper of watercolor	Student has partially full watercolor final	Student has no or barely any final piece	Student will have a full paper final piece
Students will be able to make intentional choices between different techniques introduced in this lesson. (Edited)	Student used multiple techniques and intentional choices are seen in the piece	Student used few techniques and intentional choices are used in the piece	Student used one technique and few intentional choices are used in the piece	In their final piece you will be able to see they chose different choices and state things they noticed

Acknowledgments

[Cassie Stephens: Introducing Kindergarten to Watercolor Paint!](#)