

Visual Art	<b>Curriculum Goals/Enduring Understandings</b>
9th Grade / Art I	<ul style="list-style-type: none"> <li>Artists experiment with forms, structures, materials, concepts, media, and artmaking approaches.</li> <li>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</li> </ul>
Period length: 45 minutes	

<b>Unit: Watercolor</b>	
<b>Central Focus of Unit/Big Ideas:</b> <ul style="list-style-type: none"> <li>Watercolor is a medium that requires careful advance planning to achieve desired results</li> <li>In art and in life, unanticipated mistakes are unavoidable. Perseverance and creative problem-solving are life skills that can be developed in the art room</li> </ul>	<b>Lesson Sequence:</b> <ol style="list-style-type: none"> <li>Material exploration and techniques</li> <li>Creating an illusion of space on a 2D surface</li> <li>"Where I'm From" landscape</li> </ol>

<b>Lesson 1: Material exploration and techniques</b>	
Lesson # 1/3	Number of days: 2
<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>→ How do artists learn from trial and error?</li> <li>→ How do artists care for tools and materials?</li> </ul>
<b>Lesson Objectives:</b>	<ul style="list-style-type: none"> <li>→ <b>Technical Objective:</b> Students will be able to demonstrate watercolor techniques, including alternative techniques.</li> <li>→ <b>Thinking Skills Objective:</b> Students will be able to predict outcomes of techniques based on knowledge of the properties of water.</li> </ul>
<b>Learning Targets:</b>	<ul style="list-style-type: none"> <li>→ I can experiment with watercolor techniques</li> </ul>
<b>Assessments</b>	
Formative	<ul style="list-style-type: none"> <li>Sketchbook check</li> </ul>

## Materials

- Watercolor paper cut to size to fit in sketchbook
  - Technique explorations will be glued into sketchbooks later
  - Glue sticks
- Pan watercolors
- Water cups
- Paintbrushes
  - Round brushes
  - Flat brushes
  - Fan brushes
- Fine line sharpies
- Day 2:
  - Salt
  - Rice
  - Plastic wrap
  - Isopropyl alcohol
  - Tape
  - Oil pastels

## Academic Vocabulary

- Wet on wet
- Wet on dry
- Dry on wet
- Dry on dry
- Wash
- Resist – the technique of combining media that repel each other

## Procedure (*Italics for teacher dialogue*)

### Day 1

- Show students the three types of brushes and where watercolor supplies are kept
- Demonstrate how to wash a brush
- Students to help pass out materials
- Write names on back of paper in pencil
- 3 minutes: Material exploration
  - *Can anyone share any discoveries they made?*
  - *Did anyone try getting the paper wet before painting on it?*
- Demonstrate
  - Wet on wet
  - Wash technique
  - Gradient

- Dry on dry
- Dry on wet
- *How can we make white using watercolor? (Use the white of the paper)*
- Clean up: Have one student demonstrate how to clean brush
- Closure: *What's something you want to try next time?*

## Day 2

- Warm up: Spend five minutes labeling work from Day 1 with names of techniques with fine line sharpies. Glue into sketchbooks.
- *Did anyone have any other ideas of techniques they'd like to try today?*
- Students to help pass out materials
- Write names on back of paper in pencil
- *What does resist mean?*
  - Tape off sides of paper
  - Experiment with oil pastels
- Demonstrate kinetic techniques
  - Tilting
  - Blowing
  - Dabbing
- *Here are some other materials you can experiment with*
  - *What do you think will happen if you add salt? What are the properties of salt and water?*
  - *What about rice?*
  - *What would happen if we added a few drops of alcohol?*
  - *What could we do with plastic wrap? Plastic is made of oil. What happens when oil touches water?*
- Closure: *What did you discover today?*

## Differentiation

### Means of Representation

- Slides showing the effect of each technique + walking around the room to demonstrate techniques for small groups of students

## NYS Visual Arts Standards

Creating	Presenting	Responding	Connecting
VA:Cr1.2.HSI.a  (Consider a range of materials and methods of			VA:Cn10.1.HSI.a  (Document the process of developing ideas;

traditional and contemporary artistic practices to plan works of art and design.)

VA:Cr2.2.HSI.a

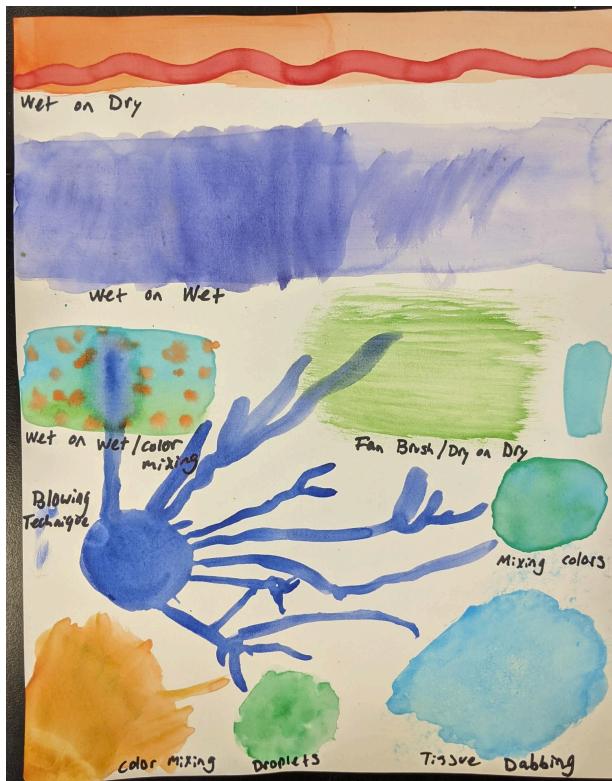
(Demonstrate an environmentally conscious approach to conservation, care, and clean-up of art materials, tools, and equipment in the art room.)

from early stages to full elaboration.)

**Benchmarks from NYC Visual Art Blueprint for Teaching and Learning:**

- (12th Grade) Students master various materials and techniques
- (12th Grade) Students develop visual arts vocabulary to describe artmaking

**Examples of Student Work**



Lesson 2: Creating an illusion of space on a 2D surface		
Lesson # 2/3	Number of days: 2	
<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>→ How does artmaking contribute to awareness and understanding of one's lives and the lives of others in the community?</li> <li>→ How do personal reflection and group critique help us to develop more effective artistic work?</li> </ul>	
<b>Lesson Objectives:</b>	<ul style="list-style-type: none"> <li>→ <b>Technical Objective:</b> Students will be able to use watercolor techniques to depict an illusion of depth on a 2D surface.</li> <li>→ <b>Thinking Skills Objective:</b> Students will be able to test their understanding of techniques by giving peer feedback.</li> <li>→ <b>Social-Emotional Objective:</b> Students will be able to discuss their work with each other.</li> </ul>	
<b>Learning Targets:</b>	<ul style="list-style-type: none"> <li>→ I can create an illusion of depth on a 2D surface</li> </ul>	
<b>Assessments</b>		
Formative <ul style="list-style-type: none"> <li>● Watercolor study (have class do more than one study if students need additional practice to master techniques)</li> </ul>		
<b>Materials</b>		
<b>Art References</b>		Georgia O'Keeffe <i>Church Bell, Ward, Colorado</i> 1917
<ul style="list-style-type: none"> <li>● Watercolor paper cut to 4.5" x 6"</li> </ul>		

- Technique explorations will be glued into sketchbooks later
  - Glue sticks
- Pan watercolors
- Water cups
- Paintbrushes
  - Round brushes
  - Flat brushes
  - Fan brushes
- Post-it notes
- Printouts of cityscapes

### **Academic Vocabulary**

- Detail/Atmospheric perspective
- Scale/relative size
- Overlapping objects
- Color temperature (Warm/Cool colors)

### **Procedure (Italics for teacher dialogue)**

#### **Day 1**

- Discuss *Church Bell, Ward Colorado*
  - *What is this a painting of? Why do you think the artist chose to paint it?*
  - *Can you identify the foreground, middle ground, and background?*
  - *What are some techniques the artist used to differentiate the different areas of the painting?*
    - Detail/atmospheric perspective
    - Scale/relative size
    - Overlapping objects
    - Placement
- Define color temperature
  - *Warm colors come forward, and cool colors recede*
- Students to help pass out materials
- Write names on back of paper in pencil
- Give students printouts of cityscapes
  - *Today, you're going to experiment with warm and cool colors to create a study of this landscape. A study is a quick painting used to work out techniques before starting a final painting.*

#### **Day 2**

- Display depth techniques on board
- Continue working on studies from previous class
- Post-it critique: Place studies from previous class on the table with post-its next to

<p>them. Students will spend 5 minutes</p> <ul style="list-style-type: none"> <li>○ Writing one question/thing they struggled with</li> <li>○ Giving each other responses/suggestions on post-its</li> <li>● <i>What was some helpful feedback you received?</i></li> </ul>			
<b>Differentiation</b>			
<b>Means of Representation</b> <ul style="list-style-type: none"> <li>● Slides and handouts showing the artwork to be discussed and the techniques</li> </ul>			
<b>NYS Visual Arts Standards</b>			
Creating	Presenting	Responding	Connecting
VA:Cr3.1.HSI.a  (Apply relevant criteria and the feedback of others to revise and refine works of art and design in progress.)		VA:Re8.1.HSI.a  (Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and in surrounding contexts.)	VA:Cn10.1.HSI.a  (Document the process of developing ideas; from early stages to full elaboration.)
<b>Benchmarks from NYC Visual Art Blueprint for Teaching and Learning:</b> <ul style="list-style-type: none"> <li>● (12th Grade) Students hone observation skills and discuss works of art</li> <li>● (12th Grade) Students master various materials and techniques</li> <li>● (12th Grade) Students develop visual arts vocabulary to describe artmaking</li> <li>● (12th Grade) Students reflect on the process of making art</li> </ul>			

<b>Lesson 3: "Where I'm From" landscape</b>	
Lesson # 3/3	Number of days: 2-5
<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>→ How do artists grow and become accomplished in art forms?</li> <li>→ What role does persistence play in revising, refining, and developing work?</li> <li>→ How do works of art and design help us understand the lives of people of different times, places, and cultures?</li> </ul>
<b>Lesson Objectives:</b>	<ul style="list-style-type: none"> <li>→ <b>Technical Objective:</b> Students will be able to create an illusion of depth using watercolor techniques.</li> </ul>

	<p>→ <b>Thinking Skills Objective:</b> Students will be able to plan a watercolor painting from lightest to darkest colors.</p> <p>→ <b>Social-Emotional Objective:</b> Students will be able to explore their background and personal history.</p>	
<b>Learning Targets:</b>	<p>→ I can create a watercolor painting that shows an understanding of various techniques, including a sense of depth.</p> <p>→ I can describe and discuss my artistic choices in an artist statement.</p>	
<b>Materials</b>		
<b>Links</b>	<a href="#">Liu Xiaodong in "Beijing" (SEGMENT)   Art21</a>	
<b>Art References</b>		Liu Xiaodong <i>Brawl</i> 2018
	<ul style="list-style-type: none"> <li>● Pencils</li> <li>● Erasers</li> <li>● Electric pencil sharpener</li> <li>● 9x12 watercolor paper</li> <li>● Scissors</li> <li>● Glue sticks</li> <li>● Watercolor sets</li> <li>● Brushes <ul style="list-style-type: none"> <li>○ Round brushes</li> <li>○ Flat brushes</li> <li>○ Fan brushes</li> </ul> </li> <li>● Water cups</li> </ul>	
<b>Procedure</b> ( <i>Italics for teacher dialogue</i> )		
<b>Day 1</b>	<ul style="list-style-type: none"> <li>● Previous class: Discuss Liu Xiaodong's <i>Brawl</i> <ul style="list-style-type: none"> <li>○ <i>What is happening in this picture?</i></li> <li>○ <i>Where is this located?</i></li> </ul> </li> </ul>	

- *What do you think is the artist's relationship to these people?*
- "No matter where I paint, I carry my true character with me. A boy who grew up in rural China, who moved to Beijing for school, and has now traveled the world. But the world I see is influenced by where I come from and what I can relate to."
- *Think about a place that you would like to paint. What story do you have to tell about that place? How would you tell that story differently than anyone else?*
- **Have students send in a photo of a place to use the following week.**
- Actual Day 1: Look at *Brawl* again. Ask students to identify techniques Xiaodong used to show depth
  - Detail/atmospheric perspective
  - Scale/relative size
  - Overlapping objects
  - Warmer colors come forward/cooler colors recede
- Point out: Darker colors come forward/lighter colors recede (seen in the grass colors)
- Revisit discussion about how what we see is influenced by where we come from and our experiences. Have students sketch 2 thumbnails of ways they might depict their place. Add notes about how they will show depth.

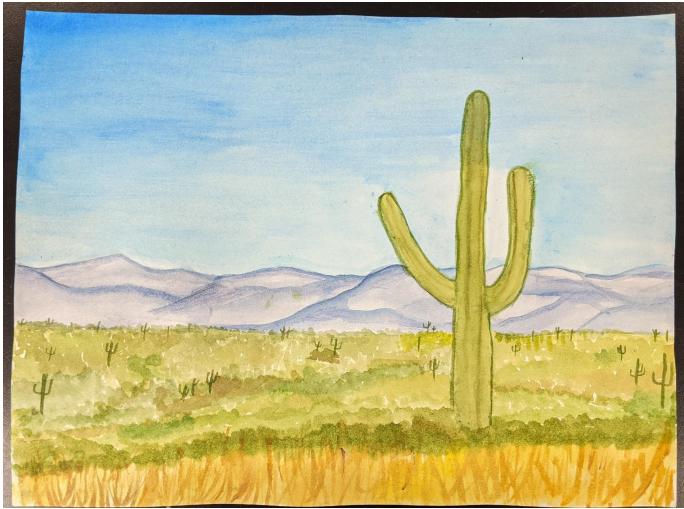
## Day 2

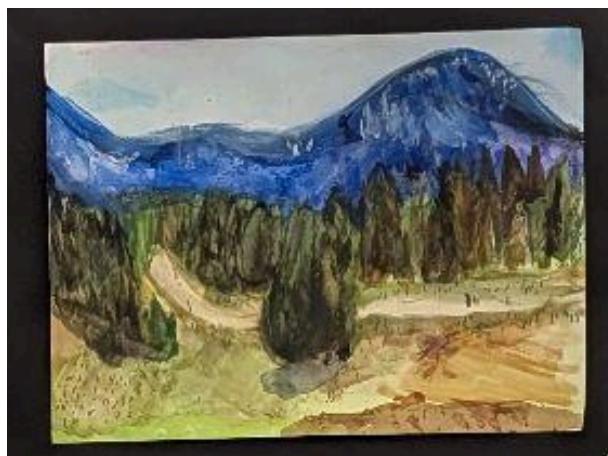
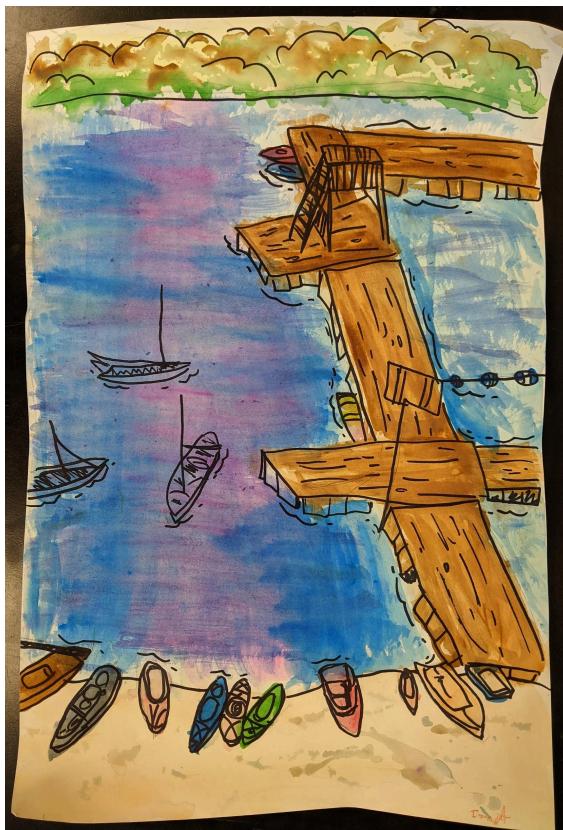
- Revisit the studies students made of cityscapes in lesson 2. *Did you find anything you would have done differently when you made the study? Do you think it would help to make a quick study before starting your final painting?*
- Have students practice mixing the colors they will need (if not making full studies). Demonstrate this process
- *What's the first thing we should paint?* (Light areas, sky; foreground, then background, going back and forth between wet and dry areas unless intention is to mix colors)

### NYS Visual Arts Standards

Creating	Presenting	Responding	Connecting
VA:Cr1.2.HSI.a  (Consider a range of materials and methods of		VA:Re8.1.HSI.a  (Construct interpretations of artwork, supported by relevant and sufficient	VA:Cn10.1.HSI.a  (Document the process of developing ideas; from early stages to full elaboration.)

<p>traditional and contemporary artistic practices to plan works of art and design.)</p> <p>VA:Cr2.2.HSI.a (Demonstrate an environmentally conscious approach to conservation, care, and clean-up of art materials, tools, and equipment in the art room.)</p>		<p>evidence found both in the work and in surrounding contexts.)</p>	
<p><b>Benchmarks from NYC Visual Art Blueprint for Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>● (8th Grade) Students hone observation skills and discuss works of art.</li> <li>● (8th Grade) Students develop visual arts vocabulary to describe art making and the tools and techniques used to create art.</li> <li>● (8th Grade) Students reflect on the process of making art.</li> <li>● (8th Grade) Create a painting that demonstrates the competent use of paint media such as watercolor or acrylic.</li> <li>● (8th Grade) Create a painting that demonstrates organization of composition using foreground, middle ground, and background.</li> </ul>			
<b>Examples of Student Work</b>			





Rubric				
	4 (Mastery)	3 (Proficient)	2 (Novice)	1 (Developing)
<b>Material exploration and techniques</b>  LT: I can experiment with watercolor techniques	The student showed exploration of different techniques in the sketchbook and the final piece showed growth with at least one technique.	The student showed exploration of different techniques in the sketchbook and/or final piece.	The student showed very little exploration of different techniques.	The student did not explore beyond what they already knew about the material.
<b>Illusion of space</b>  LT: I can create an illusion of depth on a 2D surface	The student created an illusion of depth in the final piece using multiple techniques discussed in class.	The student used at least one technique discussed in class to create an illusion of depth in the final piece.	The student used techniques discussed in class, but did not apply them correctly to create an illusion of depth.	The student did not use any techniques to create an illusion of depth.
<b>Artist statement</b>  LT: I can describe and discuss my artistic choices in an artist statement	The student submitted an artist statement that expressed the meaning behind their piece and connected the meaning to their material choices.	The student submitted an artist statement that expressed meaning or described the material choices.	The student submitted an artist statement, but it did not make connections to the work.	The student did not submit an artist statement.