

Lesson Plan Title: Looking Closely (Watercolor)

Grade: 6

Time: Six 45-min periods

Teacher: Christine Huang

Date: September 15, 2014

Theme Concept

The term “perspective,” outside of drawing, refers to a point of view. People in our society and all around the world may or may not have similar views regarding life situations or ideas. The important aspect to understand when it comes to perspectives is realizing and accepting that everyone is entitled to his/her own opinions. Personal experiences and cultural differences are two main ingredients that create different views. Similarly, while objects do not have their own generated ideas, they can often be misinterpreted. These objects may range from nature to manmade items. By looking at and examining these objects closely, an individual may discover new qualities that may be missed when glanced at. Being open and taking the time to understanding others’ perspectives will help judgments from being made too quickly and for a diverse group of people coherently work together and learn from each other.

Non-Art Discipline Concept

Written expression is important to the practice of using a specific language and to the use of a different part of the brain. Whereas visual data is processed at the back of the brain in the occipital lobe, writing is processed in the Frontal lobe, more specifically, in the Broca’s area (mayfieldclinic). Poetry is a free form of written expression that anyone can use to describe any thing, including personal experiences, viewpoints, etc.

Concepts in Art Disciplines

Art Production (Art Making):

- **Element/Principle of Design:** Size – “The relationship of the area occupied by one shape to that area occupied by another shape [and the overall area of the paper]” p. 28 (Marcia Moses)
- **Technique/Process:** Watercolor techniques – Even wash, wet in wet, dry brush, stippling, blotting, salt, and wax resist.

Aesthetics:

- What is watercolor?
- When is a watercolor painting considered a success?

Art Criticism: “Oriental Poppies” 1928. Georgia O’Keeffe. Oil on canvas. 30 x 40 1/8 inches.

- *Description*
 1. What do you see in this artwork?
 2. What colors are here?
 3. What kinds of shapes do you see?

- *Formal Analysis*
 1. How are the shapes arranged?
 2. How is color used?
 3. Is the artwork two-dimensional or three-dimensional?
 4. Did the artist produce the work from imagination or a model?

- *Interpretation*
 1. What is the meaning of this artwork?
 2. What is the subject of the artwork?

- *Judgment*
 1. Do you think this is a successful work of art? Explain.
 2. Are there any changes you would make to this artwork? If so, what?
 3. What feeling or emotions does this artwork express to you?

Art History

- History of Watercolor
- Background on Georgia O’Keeffe

Learning Objectives

Art Disciplines:

- Students will proportionally enlarge the picture by finding basic shapes in the picture, thinking about where lines begin and end, and by drawing on a larger sized paper.
- Students will demonstrate their understanding of the watercolor techniques and when to appropriately use them by including these techniques in their artworks.

Adaptations/Modifications for Students with Disabilities

Change the amount of time allowed for completing art activities. Encourage students to take breaks during art activities. Change mode of instruction. Adapt level of skill needed to complete art activities. Change the materials or adapt them to the needs of the student. Simplify the art making activities. Modify how special needs students can respond. Adapt the extent to which student engages in art activities; adapt to students’ strengths and interests. Change the goals of the art activities, but use the same materials. Provide visuals to further explain verbal and written instruction.

Non-Art Discipline:

- Students will express the meaning of their watercolor painting by writing a free-style poem.

Adaptations/Modifications for Students with Disabilities

Encourage students (particularly with ADHD) to find their own comfortable places within the classroom to make their artworks. Provide extra time. Remind students of behavioral expectations. Provide special needs students with clear and unobstructed view of demonstration.

Democratic Skills:

1. Students will use attentive and respectful listening skills when members of class/small groups are expressing ideas and feelings.
2. Students will reflect on their own thinking processes and behavior
3. Students will respectfully ask others about things they say if they didn't understand what was said or if they want someone to say more.
4. Students will help each other and collaborate ideas during the stimulation activity.
5. Students will authentically and meaningfully communicate others in the classroom while honoring one's own unique self and needs.
6. Students will listen to and respect the opinions of others even if they don't agree with them.

Democratic Skills Learning Modifications:

Give frequent positive feedback, particularly when special needs students are listening to others and being listened to by others. Allow students to complete art-learning tasks away from others when needed. Assign special needs students to routine classroom tasks, as well as tasks of responsibility for group learning needs, e.g. table leader who needs to distribute materials, conduct pre quiz reviews etc.

Sequence of Classroom Activities

1. Day 1: Stimulation Activity, Drawing Demonstration, Exit Slip
2. Day 2: Watercolor Demonstration, Students begin working on lesson, exit slip.
3. Days 3-5: Students work on lesson.
4. Day 6: Students finish lesson, Review techniques and artist, Conclude lesson, Exit Slip.

Materials & Equipment

- Watercolor paint
- Paint brushes
- Containers for holding water
- Watercolor paper (9" x 12")
- Large drawing paper (
- Pencils
- Erasers
- Tape
- Pictures of flowers

Resources

- Callaway, Nicolas. Editor. Georgia O'Keeffe: One Hundred Flowers. 1998. Barnes & Noble, Inc. New York, NY.
- Hume, Helen D. The Art Teacher's Book of Lists. 2010. Jossey-Bass. San Francisco, CA. pp. 213 and 354.
- Moses, Marcia. Easy Watercolor: Learn to Express Yourself. 2005. Sterling Publishing Co., Inc. New York, NY.
- Mayfield Clinic. 1998-2014. <http://www.mayfieldclinic.com/PE-AnatBrain.htm#.VBbBrSh-Q20>. September 14, 2014.
- ARTmine. 2003-2014. <http://www.art-mine.com/for-sale/paintings-submedium-watercolor/history-of-watercolor-painting>. September 15, 2014.

List of Art Works

- "Yellow Cactus Flowers" 1929. Georgia O'Keeffe. Oil on canvas. 30 3/16 x 42 inches. The Fort Worth Art Museum. Gift of the William E. Scott Foundation.
- "Red Cannas" 1927. Georgia O'Keeffe. Oil on canvas. 36 1/8 x 30 1/8 inches. Amon Carter Museum, Fort Worth.
- "Oriental Poppies" 1928. Georgia O'Keeffe. Oil on canvas. 30 x 40 1/8 inches. University Art Museum, University of Minnesota, Minneapolis General Budget Fund Purchase.
- "Still Life – Zinnias" c. 1920. Georgia O'Keeffe. Watercolor on paper. 11 1/2 x 8 1/4 inches. Private Collection.
- "Red Canna" c. 1919. Georgia O'Keeffe. Watercolor on paper. 19 3/8 x 13 inches. The Metropolitan Museum of Art Alfred Stieglitz Collection, 1969 Courtesy Estate of Georgia O'Keeffe.

Supporting Materials

- Technique Sheet
- Directions to drawing and watercolor demonstrations
- Exit Slip

Narrative of Classroom Procedures

Introduction/Discussions/Questions

Day 1:

Good afternoon everyone. Today we will start with a quick activity. We will then talk about the activity and what we will be learning today. I will give two short demonstrations. You will also be starting your project today. The last thing we will do today is something called an exit slip. At the last five minutes of class, you will be required three things you learned about today, two things you want to learn more about, and one question you may have.

Your first task today is to work with the people at your table to piece the puzzle together. You will have three minutes. [Once three minutes are over.] Your three minutes are up. If you did not finish completing the picture, that is okay. This is what the picture is supposed to look like (hold up picture). Let's look at this picture. Can anyone tell me what the picture is about? What colors are here? Does anyone know what kind of artwork this is? Right...so this is an oil painting of a flower by the artist named Georgia O'Keeffe. She was an American artist and is known for using flowers as the subject for her artworks.

Can anyone tell me why you think O'Keeffe chose flowers as the subject? How did she paint the flower in this artwork? Is the flower far away or close up? Right...it is close up. O'Keeffe wanted to paint something that was small and often overlooked. Not everyone takes the time to truly look at something so small.

There's a quote from O'Keeffe that explains why she decided to paint flowers close up:

Nobody sees a flower, really, it is so small. We haven't time – and to see takes time like to have a friend takes time. If I could paint the flower exactly as I see it no one would see what I see because I would paint it small like the flower is small. So I said to myself – I'll paint what I see – what the flower is to me but I'll paint it big and they will be surprised into taking time to look at it – I will make even busy New Yorkers take time to see what I see of flowers...Well, I made you take time to look at what I saw and when you took time to really notice my flower you hung all your associations with flowers on my flower and you write about my flower as if I think and see what you think and see of the flowers – and I don't (O'Keeffe).

Can anyone tell me the theme she was getting at in her artworks? Right...different viewpoints. Even when she scaled up the flower in her paintings to show what she saw in the flower, the audience may not see all that she saw. Is this okay? Why might having different views be important or unimportant? Why do we have different views?

Okay. So, like O'Keeffe, we are going to paint flowers and express how we see the flowers ourselves by using watercolor. What you are going to do is first pick a picture of a flower from this box. I suggest that you pick something other than roses because a rose may contain more than 20 petals, which makes painting each one a little bit harder. Once you have picked your flower picture, you will need to draw the image bigger on this sheet of paper. Remember how in the first project, you also made the image bigger. Think about the basic shapes of the flowers as well as where the lines begin and end. If you have a flower that has a

certain amount of petals, count them and draw the exact amount. Look at where the petals are in relation to each other. Okay...for this project I want you to choose one or two flowers to focus on. You do not need more than three flowers because your flowers will be smaller on this large piece of paper and it will be harder to paint. Enlarge the flowers as big as you can. For example, like this (hold up Teacher's Sample). Make sure you use the entire paper to sketch out your flowers. Once you are finished, we are going to go in the hallway to transfer what you drew on the large paper onto this smaller piece of watercolor paper.

[Once most students have finished drawing]

All right, everyone. Let's go outside. However, before we go outside, you all need to be respectful to the other classes by being quiet. Okay, let's go.

Here, what you are going to do is hold your drawing up against the window. Next, take your watercolor paper and find a good composition, which is the placement and arrangement of objects, lines, or colors. Once you have found your composition, lay the paper down against your drawing. You can use a piece of tape to hold both of your pieces of paper together so that they won't move when you trace. You are going to then lightly trace the lines that you see through the paper. Once you are finished, make sure both your name and shelf number are written on the back. We will continue with watercolor tomorrow. You can start on the exit slip.

[Six minutes before the class ends]

Everyone, please start cleaning up. Once you have put your drawings away, start working on the exit slip. [At the end of class] It is time to go. Please hand in your exit slips on your way out.

Day 2:

Today, I will do a demonstration on watercolor. You will then get the chance to finish your drawings and tracings if you have not yet done so, and also start on the watercolor portion. And then, same as yesterday, at the last 5 minutes of class, you will need to fill out an exit slip.

Please come over to this table. Okay. Does anyone know the history of watercolor? You can find the medium, watercolor, used billions of years ago, in cave paintings. They used natural pigments, such as charcoal and ochre, to make their paintings. So, watercolor is a pretty old medium when it comes to art. However, it is one of the hardest. If you concentrate and focus on your work, you will be able to get the hang of using watercolor.

There are different types of techniques when it comes to watercolor. First of all, remember that your lines need to be light because watercolor is not opaque, meaning the color is somewhat transparent. And, if you have a dark line, you won't be able to cover it when it comes to watercolor. Besides paint, what do you need to paint with watercolor? Right...water. So, what you need is first a palette of paint, a paintbrush, a cup of clean water, and a paper towel.

The first step is to create a wash. One type is an even wash. You can take some water and then put some paint on it. Next, you will put the paint down on the paper, making sure the

color is even throughout the area you painted. Another type of wash is called wet-in-wet. This is done by first wetting the paper with clean water. You will need to make sure your paintbrush is clean. To clean your paintbrush, gently scrub the bristles at the bottom of the cup. Next, gently squeeze out the water by moving the bristles along the edge of the cup. If you still have too much water on your brush, you can dab the paper towel. Okay, so in the wet in wet technique, after you painted water on the paper, you then pick up some of the colored pigment by making sure your brush has some water. Then, you paint on the wet area that has the water. You can add different colors.

Some other techniques include dry brush, which means less water and more pigment on a dry area of the paper. There is stippling, which is creating small dots to evoke texture. There is blotting, where you take your paper towel and pick up some of the areas that you want to be lighter. There is the use of salt where the salt crystals absorb the surround water. Once the paper is dry, you just rub off the crystals, and you get an interesting snowflake-like texture. The last technique I'm going to demonstrate is called wax resist. You can use a white crayon to draw in the area you don't want any color or water to get into. Once you paint over it, only the area that you covered with the crayon will not get colored. All of these techniques can be used to create texture as well.

A few key aspects to watercolor is that one, the colors are transparent on the paper so that you can see the different shades of colors. Two, it is easier to start light and go to dark. It is always harder to undo dark areas. Also, think about the different colors you see in the flower. For example, what colors do you see in this painting? [Show painting of a white flower] Third, you will need to let the paper dry before adding another layer of paint. If you continue to wet the paper without it drying first, the paper can get destroyed. Fourth, you will need to change your water when you see that it is not clear anymore. Muddy water creates muddy paintings. Feel free to get up and change your water. However, you need to walk carefully to make sure water does not spill out of your cup. Finally, the purpose of watercolor is letting the water depict edges for you. It is not the pencil. Where one color ends and another begins, creates an edge, which is what we want in watercolor.

So, carefully look your pictures with the flowers. What kinds of textures do you see in the petals or leaves if there are any around the bud of the flower? I encourage you to try any of these techniques on your drawings before painting on your watercolor paper. This way you can see if you want to use that technique or not.

You will have the rest of the week to work on this project. We will finish on Monday by talking about our paintings and what we learned during this lesson.

Stimulation Activity

Students will be given an artwork that has been cut into eight pieces. Students will need to work with each other at their tables to piece the parts together.

I Want You To...

- Pick one or two flowers to draw on your large sized paper.
- Look at the flowers' basic shapes. Then look at where the petals are in relation to the other petals.
- Look at the size of the flowers in the picture.
- Look carefully at the different colors that are on the flower in the picture.
- Think about which technique you want to use in certain areas before proceeding. Try out the technique on your original drawing first.

More Questions, Statements, Positive Verbal Reinforcements, Suggestions, and Clarifications of Tasks

- Look at where the lines begin and end.
- Start out with light coloring and then get darker or get more pigment.
- Make your lines lighter when you trace on the watercolor paper so that they won't show through when you put watercolor paint on the paper.

Concluding the Lesson (Discussion, Questions, Sharing of Productions, Recapping)

Now that everyone has finished his/her watercolor paintings. How do you feel about your paintings? What areas did you feel were successful? What other areas did you feel could be improved upon? What does everyone think about working in watercolor? Easy? Hard? Why?

Who was the artist that we talked about? Did your viewpoint of flowers change during this lesson? How did it change? What other objects could you use for this lesson?

What we are going to do within the next 10 minutes is to create a short poem for our piece. Remember how we talked about viewpoints? Besides practicing expressing your ideas visually, you should also express your ideas in written form. Your poem can be in any format. For example, mine says: [recite my poem]. All right you may begin. [Once 10 minutes have passed] I'll give you a minute to finish up. Does anyone want to share his/her poem?

Okay, the last thing today is an exit slip. For this exit slip, I want you to write three things that you learned about during this lesson, three things that you thought you did well on, and two things you would do differently if you had to do this project again.

Lesson Extensions/Connections

- Look at other still-life watercolor paintings.
- Look at a documentary on Georgia O'Keeffe.

NJCCS:

- **One Visual Arts Standard and Indicator: Visual and Performing Arts. 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. **D. Visual Art. 8:** The creation of art is driven by the principles of balance,

harmony, unity, emphasis, proportion, and rhythm/movement. **1.3.8.D.1:** Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

- **One English Language Arts Standard and Indicator:** The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). **Grade 6 Students. Knowledge of Language. 3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **A.** Vary sentence patterns for meaning, reader/listener interest, and style.* **B.** Maintain consistency in style and tone.*

Anticipated Misconceptions that May Occur

- Students will not all be able to find their partner in the stimulation activity.
- Students draw flowers the same size as the picture on the big drawing paper, instead of enlarging the flower.
- Students will not all be able to clearly hear the introduction or see the demonstration.

Teacher’s Evaluation

Lesson Plan:

1. Are the activities in the lesson age-appropriate?
2. Are the activities in the lesson appropriate for all learners including students with disabilities and English Language Learners?
3. Are there any parts of the lesson that require too much time/too many features that don’t allow enough time for adequate understanding?
4. Did all parts of the lesson engage and maintain students’ interest?
5. Does the lesson conceptually link art with another subject in an integrated way that is both implicit and explicit?
6. Are the learning activities presented in the best sequence for maximizing student understanding and participation?

Teaching of Lesson:

1. Did I allow enough wait-time?
2. Did I make eye contact with students?
3. Was I excited about the lesson?

4. Did I ask enough open-ended questions?
5. Did I allow students to ask open-ended questions?
6. Did I speak clearly and loudly enough for students to hear me?
7. Did I hold students accountable and check for acquisition of knowledge?
8. Did build on students' prior understanding/knowledge
9. What is one aspect I can improve for the next time I teach this lesson?

Student Outcomes:

1. Were students able to enlarge the image of the flowers onto the large paper?
2. Were students able to incorporate value? And not solid areas?
3. Were students able to work collaboratively and respectfully during art making, aesthetics, criticism and conclusion?
4. Were students able to try their best without giving up?
5. Were students able to hand in their work on time?
6. Were students able to verbalize form and aesthetically pleasing forms?
7. Did students take into consideration different points of view while making their paintings?
8. Did students fill out all three required exit slips?

Outcomes for students with learning disabilities:

1. Did students feel successful?
2. Did students accept and build upon positive feedback?
3. Were students engaged and giving optimal effort during activities?

Learners' Characteristics

Students, ages 11-13, are considered to be in the Age of Reason stage in Viktor Lowenfeld's artistic development. Those at this stage are interested in form, which includes proportions, three-dimensional space, and realistic colors. Students in the Age of Reason stage are also more cognizant with understanding art materials.

Students with Learning Disabilities Characteristics

ADD and ADHD: Students with ADD and/or ADHD may be inattentive, hyperactive and/or impulsive. Students might exhibit the following: fails to pay close attention to details, makes careless mistakes, can't sustain focused attention, doesn't appear to be listening, has difficulty organizing tasks, activities, materials, doesn't like activities that require sustained focus, easily distracted by extraneous environmental activity, often forgets routine activities, fidgets, moves hands and feet, moves round in seat, can't stay still, gets out of seat often, runs in classroom, hall climbs, has difficulty engaging in quiet activities, even quiet leisure activities, talks excessively, blurts out answers to questions, sometimes even before questions are completed, has difficulty waiting, taking turns, interrupts teacher and others frequently.

Autism: Students with Autism have a lifelong developmental disability that affects their verbal communication, nonverbal communication, and social interactions. Students might exhibit the following: repetitive activities and movements, resistance to changes in environment and daily routine, unusual responses to sensory experiences, poor play skills, frequent conflicts with others, lack of empathy and inability to see perspective of others, inability to tolerate overly stimulating environments, lights, sounds, and movements.

Behavioral, Emotional and Social: Students with Behavioral challenges can be aggressive and anti-social. Behavioral challenges may stem from a wide range of issues,-- gangs, drug use, homelessness, familial abuse, medication, and health problems. Students with Emotional challenges can feel sad, depressed and have low self-esteem. Students with Social challenges have difficulty interacting with others, making and keeping friends and dealing with everyday demands of social activities. Students with Behavioral, Emotional and Social learning disabilities might exhibit the following: inability to learn that can't be directly linked to health, sensory environmental or cognitive intelligence, inability to establish and maintain good interpersonal relationships with peers and teachers, voicing of inappropriate feelings or exhibiting inappropriate behaviors under normal classroom conditions, almost constant unhappiness or moody or depression-like behavior, passive- aggressive behavior, responds with trepidation and fear to ordinary classroom activities.

Down Syndrome: Students with Down syndrome usually learn and progress slower than most other children. However, not all areas of development are equally affected. Students with Down syndrome are strong in Social development, learning with visual supports, and reading words. Socially they develop roughly at the same time as babies without Down syndrome. In adult life they continue to acquire good social skills and appropriate social behavior. Students with Down syndrome learn better when they can see things illustrated. This spans across and includes the acquisition of language, motor skills and literacy. When information is presented with the support of pictures, gestures or objects, students with retain better. Many students with Down syndrome develop reading abilities in advance of what might be expected for their cognitive and language levels. Reading is a particular benefit, given their specific speech and language delays. Challenges include slow motor development, poor oral motor control which impacts language skills, delays in spoken language and use of expressive language, delay in mastering sentence structures and grammar, and difficulty in developing clear speech production, number skills (2 years behind reading skills), Verbal short-term memory, the ability to hold and process verbal information, and processing spoken language.