

Watercolor Play

Lead Teacher: Cassidy Sullivan

Course: Painting (AAHS)

Grade Level: 9th-12th

Number of Students: 21

LESSON OVERVIEW (RATIONALE)

Students will engage in a process-based play by experimenting with watercolor washes and ripping / cutting them to create a collaged final product. Students have choice of subject matter, watercolor methods used, and reconstruction techniques, resulting in a focus on the process of creating and experimentation over the final product. This will expose students to a nontraditional, expressive side of artmaking that they may not be used to. This project will also help encourage creativity because of the freedoms provided.

The unit begins by students being exposed to contemporary artists who create watercolor collages and focus on process-based play. Students will participate in process-based drawing exercises, such as a 'crumpled paper' project where they create art from the lines in a crumpled piece of paper. Students will then experiment with both traditional and nontraditional watercolor techniques to create a variety of washes. They will rip and cut up these experiments and rearrange them to create a collaged final piece.

ESSENTIAL QUESTIONS:

- Why is artistic process and experimentation important in art making?
- How can elements be rearranged to create different artistic effects?
- How can students use nontraditional watercolor techniques to create interesting washes?

LEARNER OBJECTIVES/OUTCOMES

- Students engage in viewing contemporary artwork that practice collage and process-based art making.
- Students learn the importance of art processes and experimentation, rather than focusing solely on a perfect final product.
- Students experiment with traditional and nontraditional watercolor methods to create interesting patterns and washes.
- Students apply methods of reconstructing their artwork to create their watercolor collage.

NATIONAL ART STANDARDS

- VA:Cr2.1.1a: Engage in making a work of art or design without having a preconceived plan

PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

- 9.1.B: Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts
 - Paint, draw, multi-media
- 9.1.12.E: Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques

ART / ARTIST(S) OF RELEVANCE:

Sandra Constantine

Summer House, 2016. | Out my Window (made with artist's recycled bits) | No title found



Beth Marcil

- Specializes in Hawaiian and multicultural themes



"The Call to Adventure"



Maria Berrio (all collage with Japanese papers and watercolor paint)

A Cloud's Roots, 2018 | Anemochory, 2019



A Universe of One, 2018 | The Paradise of Others, 2019



Other Examples:



PREREQUISITES:

- Students have learned basic watercolor techniques
- Students have a basic understanding of color theory
- Students can use scissors or their hands to alter the original watercolor washes.

INTERDISCIPLINARY CONNECTIONS:

- **Reading:** Students will read PowerPoints containing relevant information about contemporary artists and watercolor processes.
- **Writing:** Students will reflect on their artmaking process through a 2-3 sentence artist statement.
- **Science:** Students experiment with watercolor washes by seeing how various additives react to the material (salt, rubbing alcohol, etc.)

MATERIALS NEEDED FOR LESSON

- Watercolor paper (multiple sheets)
- Watercolors
- Paintbrush
- Pallet
- Water
- Cup
- Scissors
- Glue
- Other optional experimental additives, such as salt, rubbing alcohol, plastic wrap, etc.
- Chromebook (for attending class)

TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

DAY 1	
Time	Teacher Actions
(15 min)	Greeting and check in Opening art activity: "Post-Neat Art" <ul style="list-style-type: none">• Students crumple up a piece of paper and find designs within the mess• This will help students to focus more on the process of art making and unexpected outcomes Sharing of drawings with class
(10 min)	Introduce lesson: <ul style="list-style-type: none">• Creating watercolor collages that focus on process over product PowerPoint: <ul style="list-style-type: none">• Show relevant artists and ask students their thoughts

	<ul style="list-style-type: none"> • Sandra Constantine: uses recycled artist bits to create • Beth Marcil: specializes in Hawaiian and multicultural scenes • Maria Berrio: made with Japanese print paper, surreal, majestic quality <p>Explain project criteria</p> <ul style="list-style-type: none"> • Creating a watercolor collage that experiments with various wash methods • Possibility to combine traditional line work and nontraditional wash methods <p>Show other examples</p>
(10 min)	<p>Explain planning of project: multiple ways to approach this (emphasis on student choice)</p> <ul style="list-style-type: none"> • Can come up with a general idea for what you want to create, and make washes that fit to your theme (ex: creating a landscape a specific object, etc.) • Can start experimenting with washes and then arrange them together after, depending on how the experiments turn out. <p>If students want to do the first option, come to class Thursday with their idea to start making washes</p>
(5 min)	<p>Closure:</p> <ul style="list-style-type: none"> • Check for understanding: What sort of examples do you like the most? Will this help to inspire your own creations? <p>Transition to next day:</p> <ul style="list-style-type: none"> • Tomorrow will be spent creating and experimenting with washes <p>Reminder to submit watercolor technique worksheet</p>
DAY 2	
5 min	<p>Check in</p> <p>Ask students to collect and prepare needed materials</p>
30 min	<p>Demo creating washes while students work alongside</p> <ul style="list-style-type: none"> • Blending colors, creating various tones, adding texture, salt, rubbing alcohol, plastic wrap etc. • Let students know that they can use these experimental washes in their final artwork <p>Allow time for students to experiment with other nontraditional methods and create more washes</p>
5 min	Take questions
DAY 3	
5 min	Check in on students, ask an opener question

30 min	Work Day <ul style="list-style-type: none"> • Allow students to brainstorm what they want to portray and how it will fit in with the rest of their project • Sharing of ideas with the class: participation points • Students continue creating washes for their project • Demo ripping / cutting techniques if time
5 min	Ask if any questions Inform of tentative due date: around Feb 22
DAY 4	
5 min	Check on students Have students share potential ideas for their project (participation points)
30 min	Work day: Demo: <ul style="list-style-type: none"> • Cutting / ripping techniques, gluing process, and how to collage Discuss freedom in creation, such as adding other elements to the collage Students work on their projects
5 min	Closure <ul style="list-style-type: none"> • Ask if any questions Remind of due dates
DAYS 5-8?	
5 min	Check in on students
30 min	Work Days: <ul style="list-style-type: none"> • Allow time for students to work on their projects • Now that students have been exposed to the various aspects of this project, they will continue making washes, painting symbolic element(s), and ripping / gluing items together • Give tips and comment throughout Independent meetings at least one of these days as needed
5 min	Closure <ul style="list-style-type: none"> • Ask if any questions Remind of tentative due dates

REFERENCES TO MATERIALS CONSULTED

Beth Marcil:

<https://www.artfromtheinsideout.com/a-glimpse-into-my-art-process-watercolor-collage/>

Maria Berrio: <http://curator.site/interviews/2019/maria-berrio>

Sandra Constantine: <https://www.sandraconstantine.com/>

RUBRIC

Category	Excellent (10-15)	Satisfactory (5-9)	Needs Development (0-4)
Craftsmanship, composition, & artistic value	Finished product is a strong art work that combines various collaged elements to create an interesting composition.	Collage does not look fully complete, or student could have added more to strengthen the overall quality.	No artwork submitted, or hardly done.
Process / Experimentation	Student experiments with watercolor wash and collaging techniques that provides a variety of textures and values.	Student experiments a little bit with techniques.	Students hardly or does not experiment with techniques, or does not show much variation.
Artist statement	Statement is at least 3 sentences, and thoroughly reflects on their art making process.	Artist statement only 2 sentences, or is not as thoughtful as it could be.	No artist statement or very short.
Effort/production	Student works productively throughout the duration of class, or catches themselves up outside of class (assessed through participation, progress checks, etc.).	Students works semi-productively during class.	No effort put into project.