

Adaptive Watercolor Play

Lead Teacher: Cassidy Sullivan

Course: Adaptive Art

Grade Level: 9th-12th

Number of Students: 10-15

LESSON OVERVIEW (RATIONALE)

Students will engage in a processed-based play by experimenting with watercolor washes and ripping / cutting them to create a collaged final product. This project is appropriate for the adaptive class because it allows for motor skill practice and can be accommodated to a variety of skill levels. Play-based art is good for students with disabilities because it is not overly stressful and allows them to focus on the process of art making.

ESSENTIAL QUESTIONS:

- How can watercolor washes be rearranged to create an abstract artwork?
- How can students use nontraditional watercolor techniques to create interesting effects?

LEARNER OBJECTIVES/OUTCOMES

- Students practice 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

ART / ARTIST(S) OF RELEVANCE:

Sandra Constantine

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



PREREQUISITES:

- Student can hold a brush to paint (can use assistance)
- Student can use their hands to cut or rip paper (can use assistance)

INTERDISCIPLINARY CONNECTIONS:

- **Science:** Students experiment with watercolor washes by seeing how various additives react to the material (salt, rubbing alcohol, etc.)

Adaptations

- This entire lesson is an adaptation to the Watercolor Play lesson taught to another painting class.
- Students are given a more simplified lesson with limited choices to best fit their IEPs.
- Students can rip paper if they are unable to cut.
- Paraprofessionals and teachers may help if student does not have the motor ability to complete a section.

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
5 min	Greeting and check in <ul style="list-style-type: none">• Take attendance• Help students get situated

5 min	<p>Introduction</p> <ul style="list-style-type: none"> • Show artists • Talk about collages and watercolors <p>Ask lots of questions to engage learners, such as:</p> <ul style="list-style-type: none"> • What colors do you see here? What do you think this is made of? Etc. <p>Pass out materials: paper, watercolors, brushes, water</p>
25 min	<p>Demo project and have students follow along</p> <ul style="list-style-type: none"> • Filling watercolor paper with washes <p>Adding salt to create interesting effect</p>
5 min	<p>Clean up</p> <ul style="list-style-type: none"> • Let students know that tomorrow they will be collaging their paper
DAY 2	
5 min	<p>Greeting and check in</p> <ul style="list-style-type: none"> • Taking attendance • Getting students seated and situated
30 min	<p>Demo collaging of washes</p> <ul style="list-style-type: none"> • Show ripping and cutting techniques: • Draw shapes into the paper with pencils • Cut out shapes • Rip the rest of the paper into different bits • Glue items onto black sheet of paper
5 min	Clean up

REFERENCES TO MATERIALS CONSULTED

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