**BPS Elementary Art Curriculum SALT GRANT**

If You’re Not From The Prairie….

Materials: full size watercolor paper; watercolor sets, flat brushes, round brushes, detail brushes, fan brushes, paper towels,

Grade: 4

Time:

Art Standards: 4.1.2 and 4.1.6

Alignment Standards: 4.2.4 Determine the elements of a fiction text; i.e., setting, characters, development, rising action, events, problems, resolution/solution

Content Connections:

When studying about North Dakota, students learn what physical features are found throughout our state and incorporate them into their painting. This lesson allows students to use what we have learned about our state and what they have seen while traveling through our state to come up with a painting of something that could be found somewhere on the prairie.. It allows students to create a setting that could be found in North Dakota.

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| **Art Elements** | **Art Principles** |
| \_X\_Line | \_\_Pattern |
| \_X\_Shape/Form | \_\_Rhythm/movement |
| \_X\_Color | \_\_Proportion/Scale |
| \_\_Value | \_\_Balance |
| \_\_Texture | \_\_Unity |
| \_\_Space/Perspective | \_\_Emphasis |

Preparation: You will need to check out the book ***If You’re Not From the Prairie***. You will need to get your paint brushes, watercolor paper, cups for water to rinse brushes, painters tape, and paper towels.

Vocabulary: wet-on wet, wash with salt, wash with suran wrap, lift technique, horizon

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Use proper techniques with given art medium

Use art tools in a variety of ways.

Know how to use and maintain art tools

**Lesson**

DAY ONE: Teacher will read the book ***If You’re Not From the Prairie*** and will be showing all of the pictures in the book while reading. Next, the students will brainstorm and the teacher will record their ideas of different things that they see or could be found on the prairie. Then, pass out their watercolor paper and break the sheet up into four squares. Next, show the different paint brushes to the students and demonstrate the different brush strokes they can make. Make sure when they are practicing to have them be thinking about which brush would be used to create different objects associated with a prairie landscape. Then in their largest square have them draw a light line across the paper to represent their horizon line. Before they draw their line explain to them that the lower the line on the sheet, the more sky they will have to work with or if they have it higher on the sheet then they will have more land area to work with. Tell the students to use this square as their rough draft of their landscape painting. With the remaining squares have the students play around with different brushes to see what each brush can do and to see which brushes they will be using on their projects.

* Also, do a quick review to see what students may remember from previous lessons and connect them again to the process of watercolor painting:
  + Who remembers what to do first when we get the watercolor sets? (put water in them to loosen them up)
  + What are the names of these brushes?
  + What is the technique called when you wet the paper first before painting on it?
* Share with students that they will be practicing different painting techniques
  + sweeping with flat brush,
  + wet-on-wet,
  + watercolor wash,
  + making lines and taps with the round brush-heavy to light,
  + tapping and sweeping with fan brush,
  + layering with flat or round brush

DAY TWO: Talk about the different images we saw in our story yesterday and put up or pass out the list of different images that can be found on a prairie to the students. Have the students take out a pencil and then pass out their supplies: paint, water, brushes, painter’s tape, and watercolor paper. Remind them that their first step is to lightly draw a line across their paper and then proceed to paint the sky, the ground, and then adding details and North Dakota elements as the layers dried. Halfway through the lesson students were asked to get up and walk around the room to see what everyone else was doing and to see if anything they saw gave them any new ideas. Remind them that the students wouldn’t be copying, but that much like teachers we would just be sharing ideas and that some people get inspired from other people’s good ideas.

Lesson description: To learn and use watercolor techniques to reinforce what is being studied in North Dakota studies and in Language Arts.

Teacher Background Knowledge

Know the following techniques:

* Sweeping with flat brush
* Wet-on wet
* Watercolor wash
* Making lines and taps with the round brush-heavy to light
* Tapping and sweeping with fan brush
* Layering with flat or round brush

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Assessment*

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| **Thumbs Down** | **Don’t Know** | **Thumbs Up** | **Assessment Question** |
|  |  |  | Did you use your personal best during this lesson? |
|  |  |  | Did you actively listen and follow directions? |
|  |  |  | Did you use your creativity? (is it original?) |
|  |  |  | Did you complete your project? |
|  |  |  | Did you incorporate the art media? |
|  |  |  | Does the artwork show the elements and/or principles discussed? |
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