Content Connections:

When studying Ancient Greece, students learn how god/goddesses impacted their life. This lesson allows students to explore this idea a little more in depth and uses art to show what a particular god/goddess represented to the Ancient Greeks.

**Roosevelt Elementary SALT Integrated Lesson Plan**

Watercolor: Greek gods in silhouette

Art Standards: ART-6.1.1 and ART-6.1.6

Alignment Standards:

SST 6.6.1 Compare how culture influences relationships, religion, and social institutions in various societies.

21st Century Skills:

[ ]  Global Awareness

[x]  Creativity and Innovation

[ ]  Critical Thinking and Problem

 Solving

[x]  Communication and Collaboration

[ ]  ICT Literacy

[ ]  Flexibility and Adaptability

[ ]  Initiative and Self-Direction

[ ]  Productivity and Accountability

[ ]  Understand the Art World

Artists Habits of Mind:

[x]  Engage & Persist

[ ]  Envision

[x]  Express

[ ]  Observe

[ ]  Reflect

[ ]  Stretch & Explore

[ ]  Understand the Art World

Materials: full size watercolor paper; watercolor paper cut into swatches, watercolor sets, flat brushes, round brushes, detail brushes, fan brushes, paper towels, black acrylic paint

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

Grade: 6

Time: 2 hours

Preparation

Cut water color paper so each student has six different swatches. Arrange time for students to research their god/goddess and also search for images to use on their art piece.

Vocabulary: symbol, silhouette, symbology, imagery, myth, emphasis

I Cans

I can show how religion influenced Ancient Greek society using watercolor techniques.

**Lesson**

DAY ONE:

* Students should research the god/goddess they want to portray. They should find the following information:
	+ Where he/she lived
	+ A myth they were in
	+ Symbol(s) that represent him/her
* 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 making practice swatches of all the techniques we will review and learn. Students will label the swatches first before they paint.
	+ 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:

* Students will create a background using the wet-on-wet or wash techniques. Talk about the mood they wish to portray. Students will write down the mood and the colors they feel would represent that. Examples to open a dialogue about mood and color: color wheel, art history examples, brief conversation about color and mood and color symbology in everyday life.
	+ Encourage students to use larger flat brushes for this part, because it will make the two techniques easier to do. Also discourage the use of dark colors i.e. black/deep purple/deep blue because the black silhouette will get lost.

Lesson description: To learn and use watercolor techniques to reinforce what is being studied in Social Studies; what the gods and goddess’s meant to the ancient Greeks and how this symbology played a role in their everyday life.

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
* Carbon copy transfer technique

DAY THREE:

* Students use their knowledge of the gods or goddesses they have been studying in Social Studies to create symbols on top of their started watercolors.
* Students and teacher will have previously talked about and researched the symbols associate with the gods and goddesses. Students will have reference materials collected to help them observe.
	+ Students should be allowed to print out pictures that they can observe and try to replicate on their backgrounds, which could include symbol images, god or goddess images or a combination of the two..
* Before drawing students will view examples of imagery with silhouette, both photographs and visual art. Teacher should share their examples with students. Teacher will demonstrate how to draw and paint the silhouette symbols or images on the watercolor paper.
* Students will spend time drawing out their symbols and or silhouettes they wish to add to their paintings.
	+ They can do this directly on the painting or on a piece of drawing paper and do a transfer technique.
		- To do the transfer technique:
			* Draw image on white paper
			* Once the image is to your liking turn the paper over and use your pencil and darken and shade the area on the backside of the paper
			* Turn your paper right side up and place in on the background where you want it to be
			* Once it’s in the place you prefer use a sharpened pencil and trace over your original lines pressing hard. The area you shaded acts as a carbon.
			* Once you’ve traced over all your lines remove the paper and your image should be transferred! ☺
* Students begin to paint in silhouettes with black acrylic paint.

*Lesson continued..*

 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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Source