Content Connections:

When studying Figurative Language, students learn how objects or animals take on human qualities. This lesson allows students to explore this idea a little more in depth and uses art to illustrate the human qualities their image takes on.

**Roosevelt Elementary SALT Integrated Lesson Plan**

Watercolor Pencils



Art Standards: ART-6.1.3 Understand differences between visual art processes.

ART-6.2.1 Know the effects of visual art structures and functions

Alignment Standards: [ELA-06.L.05](http://student.moodle.bismarck.k12.nd.us/mod/glossary/showentry.php?courseid=2490&eid=2699&displayformat=dictionary) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

21st Century Skills:

Global Awareness

Creativity and Innovation

Critical Thinking and Problem

Solving

Communication and Collaboration

ICT Literacy

Flexibility and Adaptability

Initiative and Self-Direction

Productivity and Accountability

Understand the Art World

Artists Habits of Mind:

Engage & Persist

Envision

Express

Observe

Reflect

Stretch & Explore

Understand the Art World

Materials: drawing books, full size watercolor paper; watercolor pencils, flat and round paintbrushes, crayons

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

Grade: 6

Time: 3 hours

Preparation

Arrange time for students to select an image they would like to personify. This image could be a cartoon animal or an object they would like to personify.

Vocabulary: figurative language, personification, emphasis

I Cans

I can express figurative language using watercolor pencil techniques, shading, and writing.

Lesson

DAY ONE:

* Discuss figurative language, paying particular attention to personification.
* Students should find an image they would like to personify. They should find an image they can draw, paint, and personify.
* Quick review to see what students may remember from previous lessons and connect them again to using watercolor pencils:
  + Who remembers the different ways we can use watercolor pencils?
    - Color with the watercolor pencils and then wet a paint brush and “paint” over
    - Wet your paper with a brush and then use the watercolor pencils
    - Wet the tip of your watercolor pencil and then use on your paper (not recommended, because many tips get broken this way)
  + What are the names of these brushes?
  + What is the technique called when you wet the paper first before painting on it?
* Students will practice drawing their image
  + 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.

Lesson description:

To learn and use pencil watercolor techniques to reinforce what is being studied in Language Arts; giving human qualities to their image.

Teacher Background Knowledge

Know the following techniques:

* Sweeping with flat brush
* Wet-on wet
* Watercolor wash
* Watercolor pencils
* Carbon copy transfer technique

* + - * Once you’ve traced over all your lines remove the paper and your image should be transferred! ☺
* Students will use the watercolor pencil technique to paint their image
  + Students are encouraged to use different shades of colors to blend together in their painting
* 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 their personified picture. 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.

DAY TWO:

* Students use their knowledge of personification to come up with 3-5 different “props” they can draw and paint onto their picture
  + Students will draw their “props” into the background of their painting
    - I.e. if a student’s main image Is a frog their background “props” may include a drum set, guitar, music notes, a bike, etc..
  + Students will use watercolor pencils to paint the “props”.

DAY THREE:

* Students will use crayons to add emphasis to parts of their painting they would like to stand out more.
* Students will write a paragraph bringing their painting to life. They will use every “prop” in their writing showing others how they personify their main image.
* If time allows, students could type their writing, making the font fun and colorful and the paragraph could be displayed with their art.

*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