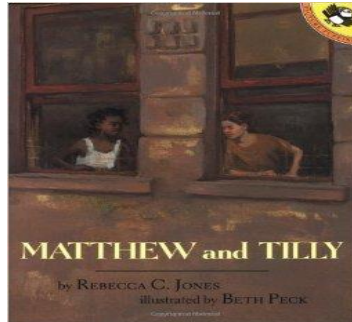




# Crayon Resist


**Standards:**

CA.VA.PS.1 - 5 .  
 ELA.LS.VAU.PS.1  
 ELA.LS.VAU.PS.3


**Materials:**

- *Matthew and Tilly*
- steps for watercolor visual (from Unit 1)
- watercolor or dry tempera paint
- watercolor paper or white construction paper
- variety of paint brushes
- containers for water
- paper towels or clean rags
- crayons
- Q-tips, sponges, cotton balls
- smocks

**Vocabulary:**

- wax
- resist
- absorb
- repel
- technique

**Preparation:** Set up materials.

**Intro to Centers:**

“In *Matthew and Tilly*, Matthew and Tilly colored with crayons. What do you notice?”

“You used crayons to create texture rubbings. You also painted with watercolors. What do you notice?”

“Today in the Art Studio you can combine crayon drawing and watercolor painting in a **technique** called crayon **resist**.”

“First, I will draw a picture with a crayon.”

“Now, I will paint a picture with watercolors.”

“Now, I will paint with watercolors on my crayon drawing. What do you notice?”

“The **wax** from the crayon is water **resistant**--it **repels**--it keeps the water off. It does not **absorb**--soak up--the watercolor paint.”

*Show illustrations.*

*Children response.*

*Show children's work.*

*Children respond.*

*Model.*

*Model on a separate piece of paper.*

*Children respond.*

**During Centers:**

Offer magnifying glasses for children to observe how watercolors are repelled by crayons. Encourage children to paint on *Texture Rubbings* from Week 2, or to create new texture rubbings for this activity. Encourage children to experiment with applying different amounts of water. Encourage children to collaborate, i.e., one child draws with crayons, the other paints with watercolors. Support children in following the steps of the crayon resist and watercolor processes. Encourage children to compare and contrast crayon resist to *Pen and Watercolor Outdoor Illustrations* from Unit 1 Week 3.

**Guiding Questions during Centers:**

- What do you predict will happen when you add more/less water to your painting?
- How is the texture of the wax similar to or different from the texture of chalk?
- What do you predict would happen if you drew with a crayon first and then painted with watercolors?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Take photographs of children during the activity and display them with captions of the children's words describing their process.

**Provocation:**

Invite children to experiment by painting with watercolors over other materials, i.e., chalk, marker, pencil.

Invite children to experiment by drawing with chalk over marker, chalk over crayon, marker over chalk, marker over crayon, etc.