



WEEK 5 Day 1

Art Studio: Watercolors 2

Children explore the technique of using watercolor paints on wet paper and compare these results with painting on dry paper.

Big Ideas	Individuals or citizens come together to work, live, learn and relate to each other in communities. People in communities represent their experiences and traditions through artistic expression.
Guiding Questions	What does it mean to be a member of a community? How do you most effectively communicate your thoughts, ideas, feelings and traditions?
Vocabulary	<p>materials: things needed for an activity</p> <p>represent: to show</p> <p>precious: very special</p> <p>disappear: to go completely away, to become unable to be seen</p> <p>imagine: to form a picture in one’s mind</p> <p>brushstroke: the mark made by a paintbrush</p> <p>technique: a way of doing something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Steps for Watercolor Painting, copies as needed, from Week 4 ● watercolor paints ● watercolor paper ● brushes of different sizes ● containers for water ● paper towels or clean rags ● cardboard <p style="margin-left: 20px;">Cut the cardboard to create pieces slightly bigger than the paper being used for painting.</p> <ul style="list-style-type: none"> ● straws, optional <p style="margin-top: 10px;">Set up the Art Studio Table as in Week 4, with a water container for each</p>

	<p>child or pair of children. Arrange paper, brushes of different sizes, rags/paper towels, and Steps for Watercolor Painting. Ensure that at least one container of water and a couple of wide brushes will remain clean for the activity. Place a piece of cardboard under the paper at each workspace.</p> <p>Before introducing the activity, explore painting with watercolors on wet paper. Notice how wet the paper needs to be and how much paint should be on the brush in order to have an interesting effect. Notice which brushes are best suited to this technique. Use these observations to inform planning and the Intro to Centers.</p>
Intro to Centers	<p><i>Last week we experimented with adding different amounts of water to the watercolor paints. We learned about how to use water and paint to get different results on the paper. This week we will experiment by painting on paper that is wet and compare what we notice to how the watercolors work on dry paper.</i></p> <p><i>This watercolor painting technique is called “working wet.” Watch. I’m going to use the same painting steps, but before I paint, I’m going to get my paper wet. That’s why this technique is called “working wet.” What do you think might happen?</i></p> <p>Invite children to make predictions based on their previous experience with watercolor paints.</p> <p><i>Let’s see what happens.</i></p> <p>Use the clean brush and water to dampen an area of the paper. Choose another brush and load it with paint. Referring to the Steps for Watercolor Painting, gently dab the brush in the center of the wet area on the paper. If the paper is wet enough, the paint will bleed out from the center.</p>
During Centers	<p>Ask children to make predictions as they paint on wet and dry parts of the paper. Encourage them to explore different size brushes as well as different brush strokes and amounts of paint.</p> <p>Encourage children to lift and tilt the papers. Talk with them about and document their experiments and discoveries.</p> <p>Encourage children to notice what other children are doing and support conversation about their observations. Suggest that they share their discoveries, strategies, and questions.</p> <p>As an extension, children might use a straw to blow at a wet area, moving the paint on the wet paper.</p>
Facilitation	<ul style="list-style-type: none"> ● What happens when you use more or less water on your paper?

	<ul style="list-style-type: none">● What happens when you use different brushstrokes?● What happens when you tip the paper?● What happens to the paint when you blow on it with a straw?● How might you control where the paint goes? Is it easier to control the paint on wet paper, or on dry?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>VA.K.1. (Boston) Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects</p>

Notes