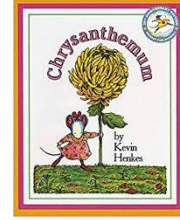
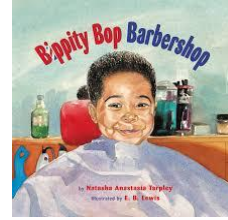


WEEK 4 Day 2



Art Studio: Watercolors 1

Watercolors are introduced. Children explore the properties of the new medium.

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	materials: things needed for an activity represent: to show precious: very special disappear: to go completely away, to become unable to be seen imagine: to form a picture in one’s mind brushstroke: the mark made by a paintbrush
Materials and Preparation	<ul style="list-style-type: none"> ● Steps for Watercolor Painting, make copies as needed ● watercolor paints ● watercolor paper ● brushes of different sizes ● containers for water ● paper towels or clean rags <p>Set up the Art Studio Table with a water container for each child or pair of children. Arrange paper, brushes of different sizes, rags/paper towels, and Steps for Watercolor Painting.</p>
Intro to Centers	<p style="text-align: center;"><i>Today in the Art Studio we will be using watercolor paints. Watercolors are a little bit different from the tempera paints we’ve been using.</i></p> <p>Show the materials needed for watercolor painting.</p>

	<p><i>You use the brush to mix clean water into the hard paint, and how much water you use affects how the paint looks on the paper. You can paint anything you want to with watercolors, including designs. Let's see.</i></p> <p>Refer to the Steps for Watercolor Painting, pausing and noticing aloud what happens at each step. Show ways to use and manipulate the paint. Model cleaning the brush in a separate water container before switching colors.</p> <p>Allow children to make observations and ask questions.</p> <p>Model and explain the clean up process. <i>When you are finished painting, make sure to prepare the work space for another artist: put some fresh, clean water in the water cup, make sure the brushes are clean and ready, and wipe the table. This way, your friend's paper won't get wet before she or he begins painting.</i></p>
During Centers	<p>Draw connections between the approaches and ideas of children working at the table together, and encourage them to collaborate on their paintings. Talk with children about the colors they are using and what they are noticing about how the paint behaves.</p> <p>Notice if and how children are using the Steps for Watercolor Painting.</p> <p>Take photographs of children working and their resulting paintings.</p>
Facilitation	<ul style="list-style-type: none"> ● What happens when you add more water to the paint? ● What happens when you use less water? ● What happens when you paint one color over another color? ● What do you notice is similar or different between watercolors and tempera paints?
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
