



WEEK 6 Day 2

Art Studio: Watercolor Crayon Resist

Children learn about and experiment with crayons to create watercolor resist.

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> <p>wax resist: a painting technique that changes how paint stays on paper</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 ● crayons <p>Set up the table as in previous weeks. Add containers of crayons.</p>
Intro to Centers	<i>We are going to continue learning about what we can do with watercolor paints. Today we are going to try a new technique: drawing with crayons before we paint. This technique is called</i>

	<p><i>“crayon resist” or “wax resist” because of how the watercolors and the waxy crayons work together. I’m going to use only dry paper for this technique. Watch.</i></p> <p>Make a quick drawing with crayon, making bold marks on the paper and including both lines and a well-shaded area. A simple design with a light color, such as a yellow sun, is particularly effective in demonstrating this technique.</p> <p><i>You might have noticed that I was pressing firmly with the crayon. That’s important. Now I’m going to paint right over my crayon picture with watercolors. What do you think is going to happen?</i></p> <p>Begin painting slowly, giving time for children to watch the effects. A dramatic effect is achieved by painting with a darker color over lighter crayon; blue over the yellow sun, for example.</p> <p><i>What is happening?</i></p> <p>Change paint colors to demonstrate that multiple colors can be layered over the drawing, and invite children to articulate the effects they notice. Answer any clarifying questions about this technique.</p> <p><i>Remember, when you are finished working, make sure the space is ready for the next artist to work.</i></p>
During Centers	<p>Ask children to articulate predictions and observations as they work with the crayons and watercolors. Notice and photograph what they are doing.</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>
Facilitation	<ul style="list-style-type: none"> ● What do you notice? ● How does the result change if you use a darker or lighter crayon? ● How does it change if you use a darker or lighter paint color? ● Can you describe how you are using the crayon? ● Why do you think this happens when you paint over crayon? ● What else are you curious to try with watercolors?
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>