

Yupo! Watercolor's Future

Exploration in Watercolor

Meghan Tiernan, Fall 2012
Macatawa Bay Middle School

Unit Title: Yupo! Watercolor's Future

Theme: An exploration in watercolor techniques and materials.

Class: Art 7

Class Overview: Grade Level, Content Area, & Curriculum Alignment

At Macatawa Bay Middle school Art 7 is a required course for all 7th graders. This class focuses on all areas of art with a heavy emphasis in 2D. Because 6th grade art is not a requirement in the district students come in with very little technical skills and abilities. It is this classes job to prepare them for high school art.

Since this is most likely their first art class that has to put emphasis on technical skills it is necessary that students learn many different media that they will have to use in high school. Since watercolor is a large part of the intro art class at the high school this unit is provided to give students a basic understanding of how to use the materials and different ways to apply the techniques.

Rationale and Unit Overview

In this unit students will be given the basic skills needed to proceed forward in the media in future classes. The first part of the unit will be a pre-assessment in which students will be assessed on what techniques they already know and what they know about composition. The pre-assessment will be asking students to fill an entire piece of paper the best they can using whatever techniques they may, or may not have.

Next, the students will be taken step-by-step through the six major techniques in watercolor. They will create their own technique "cheat-sheet" that they will refer back to throughout the lesson. Students will learn key vocabulary to describe the media.

After learning all techniques the students will be given the same instructions as they were on the pre-assessment. They will be required to fill an entire sheet of paper using the watercolor techniques they know.

Once the pre-assessment and post-assessment have been done students will begin their final watercolor on Yupo! paper. The students will be asked to paint a landscape that uses all of the watercolor techniques they learned.

Unit Schedule

Time Table:

	Week 1
Monday	Pre-assessment: rubric (see attached) Vocabulary KIM worksheet (see attached) Intro to vocab and concepts PowerPoint (see attached)
Tuesday	Learning the techniques Demonstration
Wednesday	Practicing techniques using concepts, techniques, and vocabulary
Thursday	Continue practicing the techniques Gallery walk
Friday	Finish practicing techniques
	Week 2

Monday	Introduce final project Yupo tips & tricks handout (see attached) Final project research
Tuesday	Start final project
Wednesday	Group assessment of different examples Independent work on final
Thursday	Independent work on final
Friday	Gallery walk Independent work on final
	Week 3
Monday	Finish final
Tuesday	Reflection writing: <i>Write a reflection about the problems you solved throughout this unit. How did science and history play a role in your success of this project? What vocabulary did you learn? If you had to do your project all over again what would you do differently?</i>

List of Lessons:

1. Introduction and Exploration in Watercolor (1 day)
2. Learning the techniques through demonstration (1 day)
3. Practicing the techniques (3 days)
4. Introduction to final project and Yupo! (1 day)
5. Using the techniques in a summative assessment (5 days)
6. Reflection on unit (1 day)

Objectives and Standards

Overarching Objective

I can learn and use the watercolor techniques necessary to creating a successful watercolor painting.

Overarching Standards

ART.VA.I.7.1- Understand the varying qualities of materials, techniques, media technology, and processes at an emerging level.

ART.VA.II.7.1- Identify, design, and solve creative problems at an emerging level.

Objectives and Standards for Specific Lessons

Lesson 1: Introduction and Exploration in Watercolor

Lesson Objectives:

I can explore the different ways to use watercolor.

- The learner will be able to use the K.I.M. method to understand the vocabulary of the unit: Abstract, watercolor, and Yupo.
- The learner will explore different ways to apply watercolor to the paper.
- The learner will learn about different artists who work in abstraction and in watercolor.

Standards:

ART.VA.I.7.1- Understand the varying qualities of materials, techniques, media technology, and processes at an emerging level.

English:

S.CN.07.01 - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.

Lesson 2: Learning the Techniques through Demonstration

Lesson Objectives:

I can learn new ways to use watercolor and different techniques to apply to it.

- The learner will learn the six techniques specific to watercolor.
- The learner will create a technique sheet that they will refer to whenever they are working with the media.

Standards:

ART.VA.I.7.3- Demonstrate the use of successful visual vocabulary at an emerging level.

Science:

P.CM.07.21 - Identify evidence of chemical change through color, gas formation, solid formation, and temperature change.

Lesson 3: Practicing Techniques

Lesson Objectives:

I can apply the techniques learned to create an abstract watercolor.

- The learner will understand the concept of “abstract”, including knowing the vocabulary word. The learner will be able to apply the concept of abstract.
- The learner will learn about different artists using abstract art effectively and different time periods that held importance to abstract art.
- The learner will successfully be able to use different watercolor techniques. Such as: 1.) wash, 2.) salt, 3.) rubbing alcohol, 4.) wet-to-wet, 5.) dry brush, and 6.) dropping in color.

Standards:

ART.VA.I.7.1- Understand the varying qualities of materials, techniques, media technology, and processes at an emerging level.

Social Studies:

7 – HI.2.6 - Identify the role of the individual in history and the significance of one person’s ideas.

Lesson 4 & 5: Introduction to final project and Yupo! paper

Lesson Objectives:

I can create a landscape using watercolor on Yupo! paper successfully.

- The learner will successfully be able to understand how to work with Yupo paper, and create a final piece using the paper.

- The learner will be able to create their landscape using all six techniques.

Standards:

ART.VA.II.7.4- Initiate new ideas employing inventiveness and innovation at an emerging level with increasing independence.

ART.VA.I.7.1- Understand the varying qualities of materials, techniques, media technology, and processes at an emerging level.

ART.VA.II.7.1- Identify, design, and solve creative problems at an emerging level.

Lesson 6: Reflection on Unit

Lesson Objectives:

I can analyze and reflect on my problem solving throughout the project

- The learner will recognize the problem solving skills they used to create a successful project.
- The learner will recall what the vocabulary was that they learned throughout the unit.
- The learner will understand how science and history relates to their project.

Standards:

ART.VA.I.7.3- Demonstrate the use of successful visual vocabulary at an emerging level.

ART.VA.II.7.1- Identify, design, and solve creative problems at an emerging level.

English:

W.HW.07.01 - write neat and legible compositions.

Interdisciplinary Standards

For this unit I will be integrating English, science, and history into some of my lessons. It is important to understand that art is not an isolated subject and that it intertwines with many other core subjects.

The students will connect art and science through exploring the changes in property when salt is sprinkled on top of watercolor. They will observe how the color, texture, and shape change when salt is added.

History will be integrated in through the understanding of abstract art and Kandinsky's role in creating abstraction within painting. They will learn about Kandinsky's role in changing art forever and how he created the idea of abstract.

Literacy and vocabulary understanding will also be important throughout this unit because students will have to learn the different vocabulary associated with the media and they will need to speak fluently and correctly about the techniques, concepts, and processes that they are learning. They will also be required to reflect and analyze about the process through writing.

Science:

P.CM.07.21 - Identify evidence of chemical change through color, gas formation, solid formation, and temperature change.

Social Studies:

7 – HI.2.6 - Identify the role of the individual in history and the significance of one person's ideas.

English Language Arts:

S.CN.07.01 - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.

W.HW.07.01 - write neat and legible compositions.

Materials & Resources:

- Mehaffey, Mark E. *Creative Watercolor Workshop*. N.p.: North Light Books, 2005. Print.

Pre-assessment

- 8.5"x11" paper
- Watercolor (2 students per set)
- Water cups
- Paint brushes

Watercolor Techniques

- 8.5"x11" paper
- Watercolor (2 students per set)
- Water cups
- Paint brushes
- Salt
- Rubbing Alcohol

Practicing Watercolor Techniques

- 12"x18" paper (watercolor paper if available)
- Watercolor (2 students per set)
- Water cups
- Paint brushes
- Salt
- Rubbing Alcohol
- Colored pencils (for students who finish early)

Final Assessment

- 10"x12" Yupo Paper
- Watercolor (2 students per set)
- Water cups
- Paint brushes
- Salt
- Rubbing alcohol
- Found objects (saran wrap, bubble wrap, textured paper, coins, paper clips, etc.)

Meeting Diverse Needs

Multiple Intelligences

Verbal/Linguistic: Students were asked to write a reflection piece about their final product. They also filled out a KIM vocabulary sheet to help them better understand the vocabulary that goes along with the unit. There were many verbal cues used throughout this unit.

Logical/Mathematical: Students learned about composition and the law of thirds to help them understand a successful composition.

Visual/Spatial: Students used their visual skills to see areas in which their landscape could benefit from adding texture using one of the techniques. Students had to arrange a composition for both their abstract piece and their landscape final. The creation of their watercolor paintings involved this intelligence. There were also many different visual examples.

Bodily/Kinesthetic: Students participated in a gallery walk, which is when they get to stand up and walk around to look at the other students art work. They also had many times during demonstration that it required them to get up and down from their seats.

Musical/Rhythmic: Students listened to music during this unit to help them with the concept of abstraction. Because this was such a hard concept students used the music to help them with lines, color, and shapes.

Intrapersonal: Students were asked to reflect on their feelings in order to create an abstract piece of work.

Interpersonal: Students were able to discuss with one another the problems that they have been facing throughout the project. They also discussed techniques and different ways to apply them when they were taking part in the gallery walk.

Naturalist: Students created organic shapes and spaces within their abstract works. They also had the opportunity to work directly from a resource outdoors for their landscape final.

Bloom's Taxonomy

Knowledge: Students defined abstract, Yupo!, and watercolor.

Comprehension: Students explained what abstraction was in the context of art.

Application: Students demonstrated their knowledge of abstraction through using only lines, colors, and shapes to create a watercolor composition.

Analysis: Students analyzed the teacher's example to understand the criteria and come up with what creates a quality piece of art.

Synthesis: Students understood abstraction and then created more dynamic, more successful pieces of art the second time around.

Evaluation: Students judged their own work by self-checking to make sure that they have hit all of the criteria. They evaluated the problems they encountered throughout the process.

Plans for Differentiation and Accommodations

Throughout this unit students with physical problems will have the opportunity to use shorter paintbrushes with grips on them. This will help them get as precise as they can be. If there is a student with a physical impairment in a class then instead of a gallery walk

we will do a gallery show. This will be where the art is displayed on a wall and students just talk about it rather than walking around.

Students with learning disabilities shouldn't struggle with the creating aspect, however, they may struggle with the K.I.M. vocabulary sheet. With them I will create a fill in the blank rather than having them do the whole thing on their own. They may also struggle with the reflection at the end, but they will have the opportunity to have a one-on-one discussion with the teacher rather than do the write-up.

Students that fall into the gifted and talented category will have an extension if they finish early. They will have the opportunity to use the concept of abstraction in a clay piece. This is only available for the gifted and talented, not those who simply finish fast.

Behavior Management

During demonstration time and instruction time it is the expectation that students will remain silent with zero side chatter or blurting. During independent work time students are to remain at a dull roar. This can include talking to neighbors, but does not include shouting across the room. If students have a question it is the expectation that they raise their hand, however, if it is a question I have already answered during instruction they should ask three people before coming to ask me.

The students determined behavior expectations at the beginning of the year. They included: respect, encourage/promote learning, and independence. If students are not following the expectations they will be reminded about their contract. I also use the method of Capturing Kids Hearts. I will ask what they are doing, what they should be doing, and if they'll do it again. This behavior plan allows for personal relationships and requires students to be accountable for themselves.

Assessments

Lesson 1: Introduction and Exploration in Watercolor

Formative

What problems did you solve while exploring?

What techniques did you use?

What would not be an example of abstract?

Summative (cred/no cred)

Did student complete pre-assessment (yes/no)

Did student fill out K.I.M. vocabulary sheet out (yes/no)

Lesson 2: Learning the techniques through demonstration

Formative

What kind of texture does this technique create?

What's the first step to doing this texture?

What was one thing someone did that made it so this technique wasn't as successful?

What are the six watercolor techniques?

How do we see science at work in the salt technique?

How does salt change the properties of watercolor?

Summative (cred/no cred)

Did the student follow along with the demo on his or her own sheet? (yes/no)

Was the student attentive and participating (yes/no)

Lesson 3: Practicing Techniques

Formative

Sketch Book Assignment: *Draw one thing that is not abstract and draw another thing that is abstract.*

What are the six techniques?

What artist invented the concept of abstract?

Summative (12 points possible)

Did the student put forth effort (yes/no)

Did the student finish their abstract painting (yes/no)

Is there a clear composition (3 points)

Is there a clear color scheme (3 points)

Has the student used all 6 techniques (3 points)

Have all other pre-assessments been handed in (3 points)

Lesson 4: Introduction to final project and Yupo!

Formative

What is Yupo!?

Why is Yupo beneficial?

What are the two techniques specific to Yupo! that you can't use with any other paper?

Summative (cred/no cred)

Was the student attentive (yes/no)

Lesson 5: Using the techniques in a summative assessment

Formative

Exit slip: *What is the definition of abstract? Who was Kandinsky and why was he important to abstraction?*

What are the 6 main watercolor techniques? What are the two specific to Yupo!?

How should you treat Yupo! differently than you would treat normal paper?

What technique incorporates science?

Summative (100 points)

Was the student on task (5 points)

Has the student clearly used a picture to paint this (5 points)

Is the paper filled (10 points)

Have all 8 techniques been used—6 watercolor, 2 Yupo! (40 points, 5 per technique)

Has the student worked in layers (20 points)

Did the student use appropriate colors to represent things (20 points)

Lesson 6: Reflection on Unit

Formative

Reflection: *What were some of the problems that you encountered during the different projects you completed? How did you solve these problems? How do history and science tie into art specific to this unit? What were some of your greatest successes during these projects? If you could do your landscape all over again what would you do differently?*

Summative (cred/no cred)

Did student complete assignment (yes/no)

Did student complete assignment honestly and analytically (yes/no)

Effects of Teaching on Student Learning

Pre-Assessment

For the pre-assessment I gave the students a 12"x18" piece of white paper gave them the watercolors and brushes and just told them to fill the paper. I wanted to see what techniques they already knew, I also wanted to see what techniques they used naturally without knowing. I gave students about 30 minutes to fill the space anyway that they wanted I used the rubric attached to evaluate their pre-assessments.

Post Assessment

The post assessment was about half of my unit and it was to allow the students to practice the newly learned watercolor techniques. I gave them the same criteria as the pre-assessment; however, I did provide them with more time. I evaluated these with the same rubric that I used for the pre-assessment.

Comparative Analysis

The class average increased by 55% from the pre-assessment to the post assessment. You can find the rubric attached at the end of the unit.

The pre-assessment was helpful to my teaching because it showed me that my students didn't really know anything about abstraction, watercolor, or composition. I was able to know that all of these concepts really did need to be covered in one way or another. We decided not to spend an enormous amount of time on composition because they had just learned it, but had not applied it. With a small reminder the students remembered. However, the other concepts were completely new to them. The pre-assessment also allowed me to see that they were doing some of the techniques naturally and that really helped me teach it because I was able to show them that they already knew it.

The post assessment helped me recognize the few students who weren't really getting the concepts. Although they were improving they weren't where I wanted them to be. It allowed me to correct them and help them before the final assignment. The post assessment also allowed me to see that a lot of the students were understanding the concepts, and the one concept that was missed most often was abstraction, this allowed me to prepare more formative assessments having to do with abstraction.

Student	Pre-assessment (percent)	Post- assessment (percent)
Student 1	17	91
Student 2	50	100
Student 3	25	100
Student 4	66	100
Student 5	17	83
Student 6	17	75
Student 7	25	91
Student 8	75	100
Student 9	33	91

Student 10	33	91
Student 11	33	91
Student 12	25	100
Student 13	25	83
Student 14	17	66
Student 15	25	100
Student 16	17	100
Student 17	66	75
Student 18	17	75
Student 19	58	91
Student 20	50	100
Student 21	42	100
Student 22	33	91
Student 23	33	83
Student 24	17	66
Student 25	17	83
Student 26	17	58
Student 27	25	50
Student 28	25	100
Student 29	42	100
Total	32	87

Reflection on Teaching

Overall I think this was a really successful unit. Students were always engaged, and they seemed really interested in not only the creation of the art, but also excited about the concepts. I think students far exceeded my expectations on the final landscape watercolor. Through my pre and post assessments I learned a lot about the areas I needed to emphasize more. Which was mainly the idea of abstraction. Since this is a hard concept for middle-schoolers to grasp anyway, I really started to emphasize it more by providing formative assessments almost every class that touched on these concepts. I wish I would've incorporated something more multimedia like an interview with an abstract artist, or an article for them to read about it, or a movie that went along with what we were doing to maybe watch while independent time.

If I were to teach this again I don't think I would necessarily change any of the lessons completely, but I would absolutely change the way I taught some of them. I think in the beginning I wasn't as assertive about the criteria for the final on Yupo! paper. I also think that I would've made the Yupo! paper optional. I think I would've required everyone to use it, but if a student was really trying and not getting it time after time I think I would let them switch to normal watercolor paper. I don't want them to get discouraged by the media just because of the paper. Obviously if I look back I'm sure there are a million little things I would change in each lesson, but these changes suggested here seem like the biggest ones.

Lesson Plans & Handouts

Lesson Title: Introduction and Exploration in Watercolor

Objectives:

I can explore the different ways to use watercolor.

- The learner will be able to use the K.I.M. method to understand the vocabulary of the unit: Abstract, watercolor, and Yupo.
- The learner will explore different ways to apply watercolor to the paper.
- The learner will learn about different artists who work in abstraction and in watercolor.

Standards:

ART.VA.I.7.1- Understand the varying qualities of materials, techniques, media technology, and processes at an emerging level.

(English) S.CN.07.01 - Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.

Instruction:

- Pre-assessment- Give students sheet of watercolor paper (not yupo), and tell them to fill the space the best way that they know how, either through technique or exploration.
- Allow the students to explore the material during this time and give no guided practice or individual assessment.
- Show PowerPoint giving examples and definitions of abstract, watercolor, and yupo paintings. During this PowerPoint students will follow along with K.I.M. vocab sheet.
- Discuss Kandinsky and his influence on abstraction and the art world.

Materials:

- 8.5"x11" paper
- Watercolor (2 students per set)
- Water cups
- Paint brushes
- KIM vocab worksheet
- PowerPoint



1



2



3



4



5



6



7



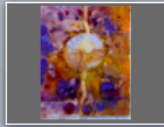
8



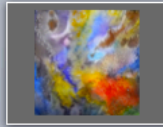
9



10



11



12



13



14



15



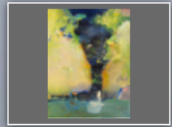
16



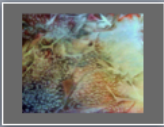
17



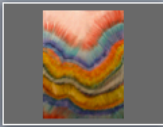
18



19



20



21

K. <i>(Key Word)</i>	I. <i>(Information/Definition)</i>	M. <i>(Memory Clue/Picture)</i>
Your Sentence:		
K. <i>(Key Word)</i>	I. <i>(Information/Definition)</i>	M. <i>(Memory Clue/Picture)</i>
Your Sentence:		
K. <i>(Key Word)</i>	I. <i>(Information/Definition)</i>	M. <i>(Memory Clue/Picture)</i>
Your Sentence:		
K. <i>(Key Word)</i>	I. <i>(Information/Definition)</i>	M. <i>(Memory Clue/Picture)</i>
Your Sentence:		

Technique: <i>Out of the six techniques taught there must be evidence of four of them in your final.</i>	1 <i>Two techniques are present, or none are done correctly</i>	2 <i>Three techniques are present, or four are present but not done correctly.</i>	3 <i>All four out of the six are present and done correctly.</i>	Comments:
Color Scheme: <i>There is a clear color scheme that consists of no more than 5 colors. The student must be able to define what color scheme is being used.</i>	1 <i>There is no clear color scheme; student used whatever colors they wanted, following no scheme.</i>	2 <i>There is a clear color scheme; however, some colors don't belong in the color scheme.</i>	3 <i>There is a clear color scheme represented that uses no more than 5 colors.</i>	Comments:
Composition: <i>The paper is filled and there is a sense of balance. Composition should appear intentional</i>	1 <i>The space is not filled, or the space is completely messy and chaotic. There is no evidence of the student's thought process.</i>	2 <i>The entire paper is filled; however, parts of it are chaotic and messy. It is unclear whether the student's decisions were deliberate.</i>	3 <i>The entire paper is filled; there is an obvious sense of balance. It is clear the student made intentional decisions.</i>	Comments:
Pre-Assessments: <i>All in class exercises done prior to final should be completed and turned in by the time the final is started. Exercises include: Pre-assessment, K.I.M. Vocab, technique practice, and 12"x18" abstract practice.</i>	1 <i>Only two or fewer (out of 4) pre-assessment exercises have been completed and turned in before starting the final.</i>	2 <i>All but one of the pre-assessment exercises have been completed and turned in before starting the final.</i>	3 <i>All four pre-assessment exercises have been successfully completed and turned in before starting the final.</i>	Comments:

Lesson Title: Learning the techniques through demonstration

Objectives:

I can learn new ways to use watercolor and different techniques to apply to it.

- The learner will learn the six techniques specific to watercolor.
- The learner will create a technique sheet that they will refer to whenever they are working with the media.

Standards:

ART.VA.I.7.3- Demonstrate the use of successful visual vocabulary at an emerging level.

(Science) P.CM.07.21 - Identify evidence of chemical change through color, gas formation, solid formation, and temperature change.

Instruction:

- Have students split a piece of normal watercolor paper into 1/6ths. I will demonstrate one watercolor technique then the students will go back to their paper and practice the technique, labeling all of the techniques.
- Techniques include: 1.) wash, 2.) salt, 3.) rubbing alcohol, 4.) wet-to-wet, 5.) dry brush, and 6.) dropping colors in.
- Students will be asked to label the techniques accordingly.
- Students will learn how science and art intertwine.

Materials:

- 8.5"x11" paper
- Watercolor (2 students per set)
- Water cups
- Paintbrushes
- Salt
- Rubbing Alcohol



Lesson Title: Practicing the techniques

Objectives:

I can apply the techniques learned to create a abstract watercolor.

- The learner will understand the concept of “abstract”, including knowing the vocabulary word. The learner will be able to apply the concept of abstract.
- The learner will learn about different artists using abstract art effectively and different time periods that held importance to abstract art.
- The learner will successfully be able to use different watercolor techniques. Such as: 1.) wash, 2.) salt, 3.) rubbing alcohol, 4.) wet-to-wet, 5.) dry brush, and 6.) dropping in color.

Standards:

ART.VA.I.7.1- Understand the varying qualities of materials, techniques, media technology, and processes at an emerging level.

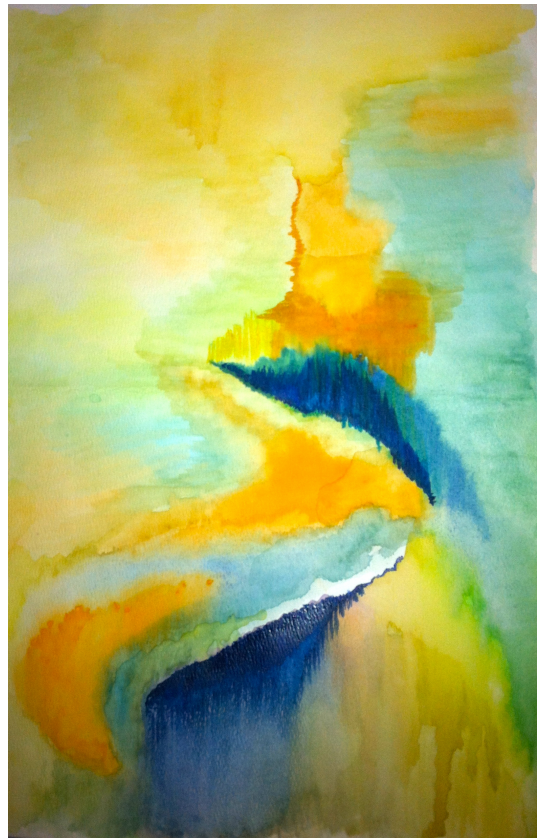
(Social Studies) 7 – HI.2.6 - Identify the role of the individual in history and the significance of one person’s ideas.

Instruction:

- Students will be given a large sheet of normal watercolor paper, they will be asked to fill the space using the definition given to them about abstraction. All six techniques must be used in this piece. There must be a clear color scheme. This is the post-assessment.
- Depending on how long students are taking to complete this assignment they will have 2-3 days.
- Students will do a gallery walk where they will look at what others in the class are doing.
- Students that finish early will be asked to used their skills from the colored pencil unit to layer on top of their watercolor.

Materials:

- 12”x18” paper (watercolor paper if available)
- Watercolor (2 students per set)
- Water cups
- Paint brushes
- Salt
- Rubbing Alcohol
- Colored pencils (for students who finish early)



Lesson Title: Introduction to final project and Yupo!

Objectives:

I can understand how to use Yupo! and how it is different from normal paper.

- The learner will be able to recognize major differences between Yupo! and normal paper.
- The learner will know how to adjust painting skills to fit the properties of Yupo!
- The learner will research a landscape to paint for the final.

Standards:

ART.VA.I.7.1- Understand the varying qualities of materials, techniques, media technology, and processes at an emerging level.

Instruction:

- The teacher will give out a “Yupo Tips and Tricks” handout. This will highlight different things that the students should know when working with a different kind of paper. They will be given tips and tricks. The teacher will go over this handout with the students and will encourage the students to hold on to these papers throughout the duration of the unit. This handout will explain two other techniques specific to yupo: subtraction and found objects.
- Students will research a landscape that they want to paint using the computer. They will be asked to look for a landscape with texture, contrast, and brilliant colors.

Materials:

- Yupo! Tips and Tricks handout
- Access to Computer lab and color printer

Yupo Tips and Tricks!

- 1. It is NOT water absorbent:** *The watercolor will sit on top of the paper so don't put too much water on the paper! Use more paint than water. 😊*
- 2. Let it dry fully before moving the paper:** *You cannot put a bunch of water on the surface then move it around (unless you are intentionally dripping paint), let it mostly dry before picking it up. 😊*
- 3. You will need to work in layers:** *Let first layer dry then add a second one, it will allow you to get darker/brighter colors. 😊*
- 4. You can remove paint:** *You can use paper towel and other materials to remove the watercolor, kind of like an eraser. 😊*

Lesson Title: Using the Techniques in a Summative Assessment

Objectives:

I can create a landscape using watercolor on Yupo! paper successfully.

- The learner will successfully be able to understand how to work with Yupo paper, and create a final piece using the paper.
- The learner will be able to create their landscape using all six techniques.

Standards:

ART.VA.II.7.4- Initiate new ideas employing inventiveness and innovation at an emerging level with increasing independence.

ART.VA.I.7.1- Understand the varying qualities of materials, techniques, media technology, and processes at an emerging level.

ART.VA.II.7.1- Identify, design, and solve creative problems at an emerging level.

Instruction:

- Go over expectations, remind students about the techniques with watercolor and yupo, and remind students about abstract and what that means for them.
- Analyze the teacher's example; grade it as a class so that the students can be clear on criteria.
- There will be one gallery walk where students have the chance to view what other students are doing and talk about how they did it.
- Students will have up to five days to complete this final assignment.

Materials:

- 10"x12" Yupo Paper
- Watercolor (2 students per set)
- Water cups
- Paint brushes
- Salt
- Rubbing alcohol
 - Found objects

Lesson Title: Reflection on unit

Objectives:

I can analyze and reflect on my problem solving throughout the project

- The learner will recognize the problem solving skills they used to create a successful project.
- The learner will recall what the vocabulary was that they learned throughout the unit.
- The learner will understand how science and history relates to their project.

Standards:

ART.VA.I.7.3- Demonstrate the use of successful visual vocabulary at an emerging level.
ART.VA.II.7.1- Identify, design, and solve creative problems at an emerging level.
(English) W.HW.07.01 - write neat and legible compositions.

Instruction:

- Students will write a reflection that answers these questions: *What were some of the problems that you encountered during the different projects you completed? How did you solve these problems? How do history and science tie into art specific to this unit? What were some of your greatest successes during these projects? If you could do your landscape all over again what would you do differently?*
- After all students have completed the reflection we will have a class wide discussion talking about some of the things people wrote in their reflections.

Materials:

- Paper
- Pencils
- Reflection projected (projector)