

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Watercolor Polaroid

## Landscape Paintings

### BIG IDEA:

- Personal Landscape

### ESSENTIAL QUESTIONS:

- What place(s) do you feel safe, comfortable, happy, and have good memories of?
- What is a watercolor painting?
- What painting techniques can you use to create a successful landscape?

### GOALS: For students to...

- Brainstorm various landscapes and places you have a personal connection to.
- Learn about and discuss watercolor painting techniques and processes.
- Show your understanding of the process by creating a watercolor painting.

### OBJECTIVES: Students will...

- Participate in a discussion about landscapes and watercolor paint techniques.
- Complete a list it/sketch it that focuses on different landscapes/places you have a personal connection to.
- Create two separate paintings of your landscape image, one using a realistic color scheme (matching the colors of the original photo reference) and one using a Complementary Colors – color scheme
- Write an artist statement explaining why you chose this landscape to paint.

### STANDARDS: <http://www.nationalartsstandards.org/>

- **ART:**
  - **VA:Re7.1.HSI:** Hypothesize ways in which art influences perception and understanding of human experiences.
  - **VA:Cn10.1.HSI:** Document the process of developing ideas from early stages to fully elaborated ideas.
  - **VA.CR.1.6 b.** Formulate an artistic investigation of personally relevant content for creating art
  - **VA.CR.2.6a** Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
  - **VA.CR.2.7a.** Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
  - **VA.CR.3.7** Reflect on and explain important information about personal artwork in an artist statement or another format
  - **Cambridge IGCSE - AO1** Gathering, recording, research and investigation 1. Investigate and research a variety of appropriate sources 2. Record and analyze information from direct observation and/or other sources and personal experience

- **Cambridge IGCSE - AO4** Selection and control of materials, media and processes. 1. Show exploration and experimentation with appropriate materials 2. Select and control appropriate media and processes, demonstrating practical, technical and expressive skills and intentions
- **Cambridge IGCSE - AO5** Personal vision and presentation. 1. Show personal vision and commitment through an interpretative and creative response. 2. Present an informed response through personal evaluation, reflection and critical thinking
- **CLEANUP AND MATERIALS STANDARD:**
  - **VA.CR.2.7b** Apply standards of craftsmanship with tools, materials and processes and demonstrate awareness of ethical responsibility to oneself and others

**SUPPLIES:**

- watercolor paper (with polaroid template)
- Landscape pictures
- Pencils
- watercolor paint
- Paintbrushes
- Watercolor colored pencils
- Water cups

**PRODUCT:**

- 2 landscape paintings (same landscape - different color schemes)
- Artist statement

**PRINTABLES:**

- Landscape rubric
- Superlative critique sheet
- Landscapes 101 packets
- Watercolor Painting techniques handouts & practice sheets

**VOCABULARY:**

- **Landscape:** painting/drawing in which natural land scenery, such as mountains, trees, rivers, or lakes is the main feature
- **Watercolors:** Any paint that uses water as a solvent. Paintings done with this medium are known as watercolors. Colors are usually applied and spread with brushes, but other tools can also be used. The most common techniques for applying watercolor are called wet-on-dry and wet-on-wet, along with the dry brush techniques dry-on-dry and dry-on-wet. Colors can be removed while still wet, to various degrees by blotting. Most watercolor painting is done on paper, but other absorbent grounds can also be employed. The papers most favored by those who paint with watercolor is white, very thick, with high rag content, and has some tooth.

- Colored Pencil: An implement for drawing or writing (lettering), consisting of a thin rod of graphite, colored wax, chalk, charcoal, or another such substance which can be sharpened to a fine point, either encased in wood or held in a mechanical holder.
- Space: The element of art that refers to the emptiness or area between, around, above, below, or within objects.
- Color theory: a body of practical guidance to color mixing and the visual effects of a specific color combination.
- Color scheme: an arrangement or combination of colors.
- Complementary Colors: pairs of colors which, when combined or mixed, cancel each other out (lose hue) by producing a grayscale color like white or black. When placed next to each other, you create the strongest contrast for those two colors. Complementary colors may also be called "opposite colors." (Examples: red/green, blue/orange, and yellow/violet)
- Elements of art: The building blocks of a work of art. The visual components of color, form, line, shape, space, texture, and value.
- Principles of design: describe the ways that artists use the elements of art in a work of art. Includes: balance, emphasis, movement, proportion, repetition, pattern, rhythm, unity, and variety.

## **IMPLEMENTATION:**

**DAY 1: Introduction      A Day: Wednesday, 3/20      B Day: Friday, 3/22**

- Look through Landscape 101 handout -
  - Participate in a class discussion and ask questions.
  - Do any of you have a regular vacation spot you visit with family? Is there is a particular place you want to visit more than anywhere else? Is there is a place you visit to feel calm, happy, or safe.
  - You will be painting one landscape, two versions, and it should focus on a place you have a personal connection to.
  - You will write an artist statement about why you chose this place, so you need to consider this before starting.
  - Watercolor Painting Techniques - handouts
    - Participate in the practicing of the different watercolor techniques
- Start listing places you feel a connection to in your Project Progress Accountability Sheet.
  - You can look up images to work from (*send to Mrs. Green to print out*), bring one from home, or use one of Mrs. Green's
- Clean-up the last 8 minutes of class. Refer to syllabus for how everything is to be cleaned up and how the class will be dismissed. (**VA.CR.2.7b** Apply standards of craftsmanship with tools, materials and processes and demonstrate awareness of ethical responsibility to oneself and others)

**DAY 2: Drawing the landscapes A Day: Thursday, 3/21 B Day: Tuesday, 3/26**

- ***Project Progress Accountability Sheet: Set Goal for Today***
- Finish Watercolor Painting Techniques practices
- Do a quick sketch of your landscape BEFORE you get the watercolor paper – practice drawing it
  - Discuss your painting plans with Mrs. Green before starting on the watercolor paper. (Project Progress Accountability Sheet – Teacher-Student Conference and Feedback Questions #1 & #2)
- Watercolor paper.
  - Draw BOTH landscapes before you start to painting
- Draw ONLY big areas and major details... nothing tiny, nothing real specific
  - TOO MUCH DETAIL: If you're drawing/painting tiny details at the beginning of a painting you're not thinking about the big shapes and value pattern in the painting. You're not thinking big shapes and color temperature pattern.
- ***Project Progress Accountability Sheet: (Reflection) Write what you accomplished on your project today in class, include whether or not you met your goal.***
- Clean-up the last 8 minutes of class. Refer to syllabus for how everything is to be cleaned up and how the class will be dismissed. (VA.CR.2.7b Apply standards of craftsmanship with tools, materials and processes and demonstrate awareness of ethical responsibility to oneself and others)

**DAY 3-7: Painting & Peer Feedback & Teacher Feedback Progress Checks**

**A Day 3/25, 3/28, 4/1, 4/4, 4/8**

**B Day 3/27, 3/29, 4/2, 4/5, 4/9**

- EVERY CLASS PERIOD: ***Project Progress Accountability Sheet: Set Goal for Today, Teacher Feedback Progress Checks, and complete the Peer-to-Peer Feedback sections***
- Get out your paintings
  - Remember to avoid the *5 Beginner Watercolor Painting Mistakes*
  - Remember watercolor paint should NOT be shiny when done! This is not acrylic paint.
  - Remember to paint at least 3 layers, letting the painting dry in between each layer
  - Remember to slightly vary your colors when layering to create an even, more interesting look.
- **Peer Feedback: Share verbal feedback with your partner (Mrs. Green will assign) about each other's watercolor landscapes. Share ideas of success and areas that need refinement**
- ***Project Progress Accountability Sheet: (Reflection) Write what you accomplished on your project today in class, include whether or not you met your goal.***
- Clean-up the last 8 minutes of class. Refer to syllabus for how everything is to be cleaned up and how the class will be dismissed. (VA.CR.2.7b Apply standards of craftsmanship with tools, materials and processes and demonstrate awareness of ethical responsibility to oneself and others)

**DAY 8: Wrap and Artist Statement A Day: Thursday, 4/11 B Day: Friday, 4/12**

- This is the last day to work on your projects in class.
- ***Project Progress Accountability Sheet: Set Goal for Today***
- Once you are finished with your paintings - work on your artist statements.
  - The artist statement should be at least a paragraph and it should explain why you chose to paint the landscape you chose and how you went about painting both of your paintings
  - You can type it into Mrs. Green's weebly site (Project Page) or turn your handwritten statement in with your project next class.
- ***Project Progress Accountability Sheet: (Reflection) Write what you accomplished on your project today in class, include whether or not you met your goal.***
- Clean-up the last 8 minutes of class. Refer to syllabus for how everything is to be cleaned up and how the class will be dismissed. (VA.CR.2.7b Apply standards of craftsmanship with tools, materials and processes and demonstrate awareness of ethical responsibility to oneself and others)

**DAY 9: Superlative critique A Day: Monday, 4/15 B Day: Tuesday, 4/16  
DUE TODAY!**

- Students: spread out your paintings and artist statements on the tabletops.
- ***Project Progress Accountability Sheet: Set Goal for Today***
- Critique process:
  - First walk around the room and carefully look at each work of art and read the artist statements.
  - Think about your first impressions, what caught your eye, which work of art stood out first?
  - Answer the first few questions on the worksheet.
  - Complete the worksheet.
  - Remember this is a written critique, but traditional critiques are verbal. Critiques give artists an opportunity to hear what others think of their work and ways they can improve their art.
- ***Project Progress Accountability Sheet: (Reflection) Write what you accomplished on your project today in class, include whether or not you met your goal.***
- Clean-up the last 8 minutes of class. Refer to syllabus for how everything is to be cleaned up and how the class will be dismissed. (VA.CR.2.7b Apply standards of craftsmanship with tools, materials and processes and demonstrate awareness of ethical responsibility to oneself and others)

**GRADING:**

- |  |                              |
|--|------------------------------|
| • Landscape #1 (project grade)                             | • Artist Statement           |
| • Landscape #2 (project grade)                             | • Superlative Critique Sheet |
| • Project Progress Accountability Sheet (assessment grade) | • Grading Rubric             |

Name: \_\_\_\_\_

# Watercolor Polaroid Landscape

## Artist Statement:

The artist statement should be at least a paragraph and it should explain why you chose to paint the landscape you chose and how you went about painting both of your paintings

Name: \_\_\_\_\_

## Watercolor Polaroid Landscape Painting Rubric

Category	Expectations	Possible Points	Comments	Score
Landscape Painting #1	The landscape is interesting, is well painted, neat, and includes a lot of detail.	15		
Landscape Painting #2	The landscape is interesting, is well painted, neat, and includes a lot of detail.	15		
Landscape Painting #1: Painting technique	Student applied enough layers, varied the color in the layers, and color matched the colors from the original photo reference	20		
Landscape Painting #2: Painting technique	Student applied enough layers, varied the color in the layers, and used COMPLEMENTARY COLORS based on the colors from the original photo reference in this painting	20		
Artist statement	Student wrote at least a paragraph explaining why they chose to paint this landscape and how they went about doing it.	10		
Craftsmanship	Overall the entire project is neat, well cared for, and thought out	10		
Work Ethic	The artist used class time well, stayed on task, and put thought into your art.	10		
		100 Pts Possible	<b>Grade:</b>	

Name: \_\_\_\_\_

## Watercolor Polaroid Landscape Superlatives Critique

Choose a different work of art per category. Explain why you chose that artwork.

1. Best Realistic Painting: Most interesting composition, a lot of detail is included.  
Explain why you are selecting this work:

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2. Best Complementary Colors Painting Rendition: Most interesting composition, a lot of detail is included. Explain why you are selecting this work:

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3. Best Painting Technique: Most interesting use of color, clean lines, a lot of detail.  
Explain why you are selecting this work:

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4. Best Artist Statement: Well written, informative, and shows the personal tie to the landscape location.  
Explain why you are selecting this piece as your nomination:

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5. Best Overall: Best Overall Watercolor Polaroid Landscape Painting Pair. Both painting have a strong composition, interesting details, clean painting technique, and good use of colors

Explain why you are selecting this piece as your nomination:

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Project Progress Accountability Sheet

In class I am expected to:

- Work on my project independently
- Get Peer and Teacher Feedback (and take notes on that feedback)
- Make Revisions and Refinements to my work – Keep Pushing My Work Further!
- Complete my work on-time: Due Date:

<p><b>Watercolor Technique/ Planning</b></p> <p><b>Project Day 1</b></p>	<p><b>List of Places:</b></p>	<p><b>Day 2: Quick Landscape Sketch(es)</b></p>
<p><b>Creating work: Drawing of Landscapes #1 and #2</b></p> <p><b>Project Day 2</b></p>	<p><b>Set a Goal for class today:</b></p>	<p><b>Accomplishment:</b></p>          <p>Amount of Time I Spent <b>Working On My Project</b> out of 60 Minutes (minus Mrs. Green’s Instructional time and cleanup time):</p>

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Project Progress Accountability Sheet

<p><b>Peer to Peer Feedback Day (#1)</b> <b>Creating Work:</b> <b>Painting Day #1</b></p> <p><b>Project Day 3</b></p>	<p><b>Set a Goal for class today:</b></p>	<p><b>Accomplishment:</b></p>     <p>Amount of Time I Spent <b>Working On My Project</b> out of 60 Minutes (minus Mrs. Green’s Instructional time and cleanup time):</p>
<p><b>Creating Work:</b> <b>Painting Day #2</b></p> <p><b>Project Day 4</b></p>	<p><b>Set a Goal for class today:</b></p>	<p><b>Accomplishment:</b></p>     <p>Amount of Time I Spent <b>Working On My Project</b> out of 60 Minutes (minus Mrs. Green’s Instructional time and cleanup time):</p>
<p><b>Peer to Peer Feedback Day (#2)</b> <b>Creating Work:</b> <b>Painting Day #3</b></p> <p><b>Project Day 5</b></p> <p><b>(2<sup>nd</sup> Painting Started)</b></p>	<p><b>Set a Goal for class today:</b></p>	<p><b>Accomplishment:</b></p>     <p>Amount of Time I Spent <b>Working On My Project</b> out of 60 Minutes (minus Mrs. Green’s Instructional time and cleanup time):</p>

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Project Progress Accountability Sheet

<p><b>Creating Work: Painting Day #4</b></p>          <p><b>Project Day 6</b></p>	<p><b>Set a Goal for class today:</b></p>	<p><b>Accomplishment:</b></p>          <p>Amount of Time I Spent <b>Working On My Project</b> out of 60 Minutes (minus Mrs. Green’s Instructional time and cleanup time):</p>
<p><b>Peer to Peer Feedback Day (#3) Creating Work: Painting Day #5</b></p>          <p><b>Project Day 7</b></p>          <p><b>(Last full class day to work)</b></p>	<p><b>Set a Goal for class today:</b></p>	<p><b>Accomplishment:</b></p>          <p>Amount of Time I Spent <b>Working On My Project</b> out of 60 Minutes (minus Mrs. Green’s Instructional time and cleanup time):</p>
<p><b>Artist Statement</b></p>          <p><b>Project Day 8</b></p>	<p><b>Set a Goal for class today:</b></p>	<p><b>Accomplishment:</b></p>
<p><b>Due – Critique - Self-Assess</b></p>          <p><b>Project Day 9</b></p>	<p><b>Set a Goal for class today:</b></p>	<p><b>Accomplishment:</b></p>

# Project Progress Accountability Sheet

## TEACHER-STUDENT CONFERENCE AND FEEDBACK

Students: Fill out questions 1 & 2 prior to your conferences with your teacher. Each Box must be marked off BEFORE moving on to the next step in the procedures. This page IS part of your overall grade.

1. What are our learning goal(s) for this project?

2. What is/are your goal(s), as an artist, for this project?

Teacher Feedback –  
Project Progress Accountability  
Sheet

Complete  
 Incomplete  
 Now Complete

Teacher Feedback –  
Student Questions 1 & 2

Complete  
 Incomplete  
 Now Complete

Teacher Feedback –  
Peer-to-Peer Feedback

Complete  
 Incomplete  
 Now Complete

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Project Progress Accountability Sheet

<p><b>Teacher Feedback – Progress Check 1</b></p> <input data-bbox="110 363 228 428" type="text"/>	<p><b>Teacher Feedback – Progress Check 2</b></p> <input data-bbox="552 363 670 428" type="text"/>	<p><b>Teacher Feedback – Progress Check 3</b></p> <input data-bbox="1042 363 1161 428" type="text"/>
<p><b>Teacher Feedback – Progress Check 4</b></p> <input data-bbox="110 903 228 968" type="text"/>	<p><b>Teacher Feedback – Completion/Craftsmanship Check</b></p> <input data-bbox="552 903 670 968" type="text"/>	<p><b>Teacher Feedback – Turned In</b></p> <input data-bbox="1042 903 1161 968" type="text"/>

# Project Progress Accountability Sheet

## Peer-to-Peer Feedback

**Directions:** I will **participate** in a Peer-to-Peer Feedback in which I will share **verbal feedback** with my (assigned partners) about our Watercolor Landscapes – pointing out areas of success and areas that need some refinement.

I will take notes while I am getting the feedback so I know what I need to work on and what I need to repeat again because it is/was successful. I will use the notes to revise and refine my work.

<p>Peer-to-Peer Review: #1</p> <p>Painting Day #1</p> <p>Project Day 3</p> <p>End of Class Feedback</p>	<p><b>What Works?</b></p>	<p><b>What doesn't?</b></p>
<p>Peer-to-Peer Review: #2</p> <p>Painting Day #3</p> <p>Project Day 5</p> <p>Midway through the class period</p>	<p><b>What Works?</b></p>	<p><b>What doesn't?</b></p>
<p>Peer-to-Peer Review: #3</p> <p>Painting Day #5</p> <p>Project Day 7</p> <p>Beginning of Class</p>	<p><b>What Works?</b></p>	<p><b>What doesn't?</b></p>