

## PART 1: STUDIO CORE CHART

This chart provides a structure for documenting the making of the project example.

As you work, fill out the chart, faithfully recording the following: the choices you are making, what you are doing with your hands, what you are thinking about while you are making, how you are sitting, how you are holding various tools, what challenges you experience, and more. This documentation process will help you refine the tools, materials, concepts and language for the lesson and will inform how you plan to teach the lesson.

Complete the chart. Add additional space as needed.

STUDIO CORE	
<b>Tools:</b> Implement, utensil and devices. All nonperishable supplies.	<ul style="list-style-type: none"> <li>- 12 Sumie paint brushes (thin ones)</li> <li>- 12 medium sized flat paint brushes</li> <li>- Palette paper and condiment cup</li> </ul>
<b>Materials:</b> All perishable media. Such as paints, pastels...	<ul style="list-style-type: none"> <li>- 12 Watercolor pan sets</li> <li>- Water color paper</li> <li>- 9 Cups for water</li> <li>- 12 Thin permanent markers</li> <li>- Paper towels</li> <li>- Mixing paper palettes</li> <li>- 9 x 12 Sample color wheel templates for the creation of primary and secondary color mixing.</li> </ul>
<b>Skills:</b> An ability that may be applied to the techniques in your studio core. Many skills, such as observation, are used in all art practices.	<ul style="list-style-type: none"> <li>- Mark making</li> <li>- Varying pressure and stroke on brush</li> <li>- Color observation and mixing</li> <li>- Varying brush grip</li> </ul>
<b>Techniques:</b> The method with which an artist employs technical skills.	<ul style="list-style-type: none"> <li>- Brush handling</li> <li>- Dry / Wet brush work</li> <li>- Contour and expressive line</li> </ul>
<b>Concept:</b> Ideas in art	<ul style="list-style-type: none"> <li>- Expression</li> <li>- Brushstrokes</li> <li>- Observation</li> </ul>
<b>Processes:</b> The steps in a methodology or a way of working.	<ol style="list-style-type: none"> <li>1. Started with a single sized brush, creating or working with a watercolor tablet. The goal of this project is to create or replicate a color wheel.               <ol style="list-style-type: none"> <li>a. Started with the basic colors.</li> <li>b. As colors dried, I added the second layer of color</li> </ol> </li> <li>2. Using same brush and keeping a loose hold, makes the control of the watercolor easier, it is counter intuitive, but it works.               <ol style="list-style-type: none"> <li>a. Also worked when creating layered color variations</li> </ol> </li> <li>3. I controlling the water load on the brush, by brushing the brush on the edge of water can, also a towel helps control flow. This allows the control of water in the paint reservoir.</li> </ol>

	<p><i>Also wiping excess water, helped me control my color with a drier brush stroke.</i></p> <ol style="list-style-type: none"> <li>a. <i>Since I am working with water in a small space flooding the brush only makes the color thin and spread beyond the boundaries of the chart.</i></li> <li>b. <i>By containing and controlling the water on my brush, I applied just the right amount of paint to the surface of the paper.</i></li> </ol> <p>4. <i>I changed from the Sumie brush to the <b>shape to a flat one</b></i></p> <ol style="list-style-type: none"> <li>a. <i>This changed the shape of the brush stroke</i></li> <li>b. <i>This allowed for cleaner straight lines in my work</i></li> <li>c. <i>I also repeated all the previous steps with the new brush type and observe the differences</i></li> </ol>
<p><b>Academic Language:</b> The group of words or phrases specific to this art practice.</p>	<ul style="list-style-type: none"> <li>- <i>Flat brush - brush with straight edge used for filling in large areas and straight edges</i></li> <li>- <i>Round (Sumie) brush - brush with rounded bristles used for filling in detailed areas and curved areas, very expressive line</i></li> <li>- <i>Brush stroke - a mark made by a paint brush</i></li> <li>- <i>Color Mixing – Primaries, secondaries and hues</i></li> <li>- <i>Watercolor paint - Made of color pigment dispersed in a suspension that binds pigment and allows it to adhere to a surface when dry</i></li> <li>- <i>Dry brush</i></li> <li>- <i>Stippling</i></li> <li>- <i>Dabbing</i></li> <li>- <i>Swabbing and sopping</i></li> </ul>
<p><b>Environment and Equipment:</b> The surroundings, furniture or conditions necessary for this art practice.</p>	<ul style="list-style-type: none"> <li>- <i>A clean work table - Cover with paper to protect the surface.</i></li> <li>- <i>A spray bottle with water for clean-up or to pre-wet paper</i></li> <li>- <i>Enough space to spread out materials and access them easily</i></li> <li>- <i>A sink to clean brushes after use and wash hands</i></li> <li>- <i>Windows - natural light</i></li> <li>- <i>A table to store wet paintings</i></li> <li>- <i>A blank, clean wall or table to look at/hang artwork</i></li> </ul>

<p>This section will be narrative and long and will guide your planning.</p> <p><b>Physical Activity:</b> In this part of the chart you are describing in detail how you are handling the materials. This should include how and why you are setting up your physical space and materials and what you are holding and also what you are making. For example, if you are working on a drawing, you may decide to turn the paper. Imagine working on a print. What kind of grip would you have on your plate? This section should also describe your posture. How are you sitting or standing?</p> <ul style="list-style-type: none"> <li>- <i>We are going to make a color wheel chart and explore how primary colors interact and create secondary and tertiary color.</i></li> <li>- <i>I have printed the color charts and will use the guide on the screen for direction.</i></li> <li>- <i>I am aware that I am using a thicker brush than necessary, need to use a smaller brush.</i></li> <li>- <i>The colors on my color tab take a little while to loosen up.</i></li> <li>- <i>I have to be patient with this. As I am trying not to load up the brush and make a mess.</i></li> <li>- <i>I vary my stroke so that I can color in the chart.</i></li> <li>- <i>I use light pressure to release the color to the paper. Using drawing paper works.</i></li> <li>- <i>The smaller chart of the color wheel is not at satisfactory to use. Will most likely get rid of it.</i></li> <li>- <i>A smaller brush will help with this task.</i></li> <li>- <i>I have decided to use the tertiary colors in my set, they are nicer than the colors I can produce. This is a pretty cheap set.</i></li> <li>- <i>Excess water is tricky, so I'll need to use a towel to soak the extra water.</i></li> <li>- <i>Patience helps with this process.</i></li> <li>- <i>The chart looks nice, but it took me 20 minutes to create.</i></li> <li>- <i>I like the results.</i></li> <li>- <i>This is definitely a patience and observation project. I push my colors a little more, after they dry so they can pop. I'll make a note to share that with students.</i></li> <li>- <i>Glad I put this chart on drawing paper, it does not warp as much.</i></li> </ul>	<p>This section will be narrative and long and will guide your planning.</p> <p><b>Mental Activity:</b> In this part of the chart you are describing what you are thinking about as you are setting up and making. This is NOT a step-by-step of what you are doing or a recap of your process. Rather, you are noting the issues, thoughts, concerns, moments of hesitation and accomplishment that arise as you work. Did something unexpected happen? What did it make you think about? Did something surprising happen? What did it make you think about? Did you get stuck? Did you feel a sense of joy and exploration? What choices are you making and why?</p> <ul style="list-style-type: none"> <li>- <i>Using cheap water colors sucks. The yellow is not saturated but rather muted.</i></li> <li>- <i>You have to wait till the water dries to work this again.</i></li> <li>- <i>I think I'll bring a color wheel to class for reference.</i></li> <li>- <i>I'll also have this in class.</i></li> <li>- <i>I will also demo how water color works with an acetate. To show transparency.</i></li> <li>- <i>Have to remind the students not a layer the paint too thick.</i></li> <li>- <i>This project will require patience from the students, but they should be able to create a neat color wheel chart and use those colors in the ½ hour drawings.</i></li> <li>- <i>Glad I switched to a smaller flat brush it's got more control.</i></li> <li>- <i>Wonder if instead of doing a color well we do color experiments with primary and secondary colors first?</i></li> <li>- <i>The colors improve if you use the set's pre-made tertiary colors.</i></li> <li>- <i>The effect on the colors wheel is pretty cool...</i></li> <li>- <i>I enjoyed making this project, I thank the students will get a kick out of it, and learn how to mix colors.</i></li> <li>- <i>I think I need a little chart explaining tertiary colors or at least separating them from the primaries and secondaries.</i></li> <li>- </li> </ul>
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## Part 2: COMPONENTS OF INSTRUCTION

Once your chart is complete use this template to describe the Goals and Materials of the project.

## CONTEXT FOR LEARNING

# OF STUDENTS      GRADE      CLASS (General Education, Inclusion, Self-Contained, etc.)

10	4 and 5 <sup>th</sup>	General Education (Noel and Ife's art class)
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## GOALS AND MATERIALS FOR THE LESSON

**DESCRIPTION:** Briefly describe what students will do/make during the lesson. Include a description of what choices students will have to express their own ideas.

Through \_\_\_\_\_ a \_\_\_\_\_ with \_\_\_\_\_ students will learn that \_\_\_\_\_ and will understand that \_\_\_\_\_. Students' personal, cultural and community assets are recognized in this lesson through \_\_\_\_\_ (read and refer to this article by Deborah A. Harmon)

Through creating a color wheel chart using water color paint and a flat brush on drawing paper, students will learn that they can mix and control the use of color while learning how primary colors interact to create secondary colors. Using this knowledge students will create project drawing that incorporates, previous lessons in expressive line, and the use of color to accent their drawn forms.

## LEARNING OBJECTIVES:

### Skills and Techniques

### Concepts/Big Ideas

<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Create a color wheel</li> <li>- Learn the difference between primary, secondary, and tertiary colors</li> <li>- Hold their brush in a controlled fashion to add colors to their chart.</li> <li>- Use a round brush</li> <li>- Use a flat brush</li> <li>- Students will use color to accents a final drawing. 5x7 drawing.</li> </ul>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>- Color can be expressive</li> <li>- Color can be altered by properly mixing it</li> <li>- Color is an integral part of a composition</li> <li>- Artists create expressive works by using a combination of line and color in their work.</li> <li>- Brush mark making is important to water colors</li> <li>- Round brushes can be used to paint details</li> <li>- Flat brushes are used to paint larger surface areas and along straight edges</li> <li>- There are various techniques like dry on dry and wet on wet to as interest to your water colors</li> </ul>
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**STANDARDS AND BENCHMARKS:** List the New York City Blueprint Benchmarks that are addressed in this project.

**NYCDOE Blueprint for Teaching and Learning in the Visual Arts:**

\_\_\_ Grade: Art Making, Performance Indicators in \_\_\_\_\_

NYCDOE Blueprint for Teaching and Learning in the Visual Arts: \_\_\_ Grade: Developing Art Literacy

**NYC Blueprint for Teaching and Learning in the Visual Arts: \_\_\_\_ Grade: Community and Cultural Resources**

**NYCDOE Blueprint for Teaching and Learning in the Visual Arts 5th Grade: Art Making, Performance Indicators in Painting**

- Expressive use of paint media such as watercolor
- Use of different brushes to make a variety of marks such as dabbing, drybrush wet on wet, and dry on wet techniques
- Use color and their relationships to each other on the color wheel chart to create expressive work
- Use of different brushes to create a variety of brushstrokes including thick, long, short, flowing, jagged
- Use of a permanent marker to set create a drawing that will not be smudged by water

**NYCDOE Blueprint for Teaching and Learning in the Visual Arts 5th Grade: Developing Art Literacy**

- Add new vocabulary to word webs and word charts posted in classroom
- Use new art vocabulary to discuss artwork of classmates and in reflection about students' own artwork
- Share a work with classmate and describe artistic problem, versatility and limitations of medium

**NYC Blueprint for Teaching and Learning in the Visual Arts: 5th Grade: Community and Cultural Resources**

**ESSENTIAL PRIOR KNOWLEDGE:** What will students need to know coming into the lesson to benefit from the learning opportunities you have planned? How will you activate and build upon their prior knowledge?

Students have an understanding of watercolors and the effects of mixing colors

Students have an understanding of how to mix primary and secondary colors

Students have rudimentary understanding of water color and how colors interact with each other

Students continue to expand their vocabulary of brush strokes and line weights

Working with water colors take s patience, students will understand that saturating a brush and loading it with color does not necessarily work. The idea is to control the color by a steady process of building color layers.

The equivalent of color layering, is comparable to darkening the value of a color.

Students' will use prior knowledge of brushstroke, line drawings, and values charts to create their final work.

**ACADEMIC LANGUAGE:** List new vocabulary and define each term as you would for this group of pupils.

*Brush stroke - a mark made by a paint brush*

*Primary and secondary colors on the color wheel*

*Wet on dry technique*

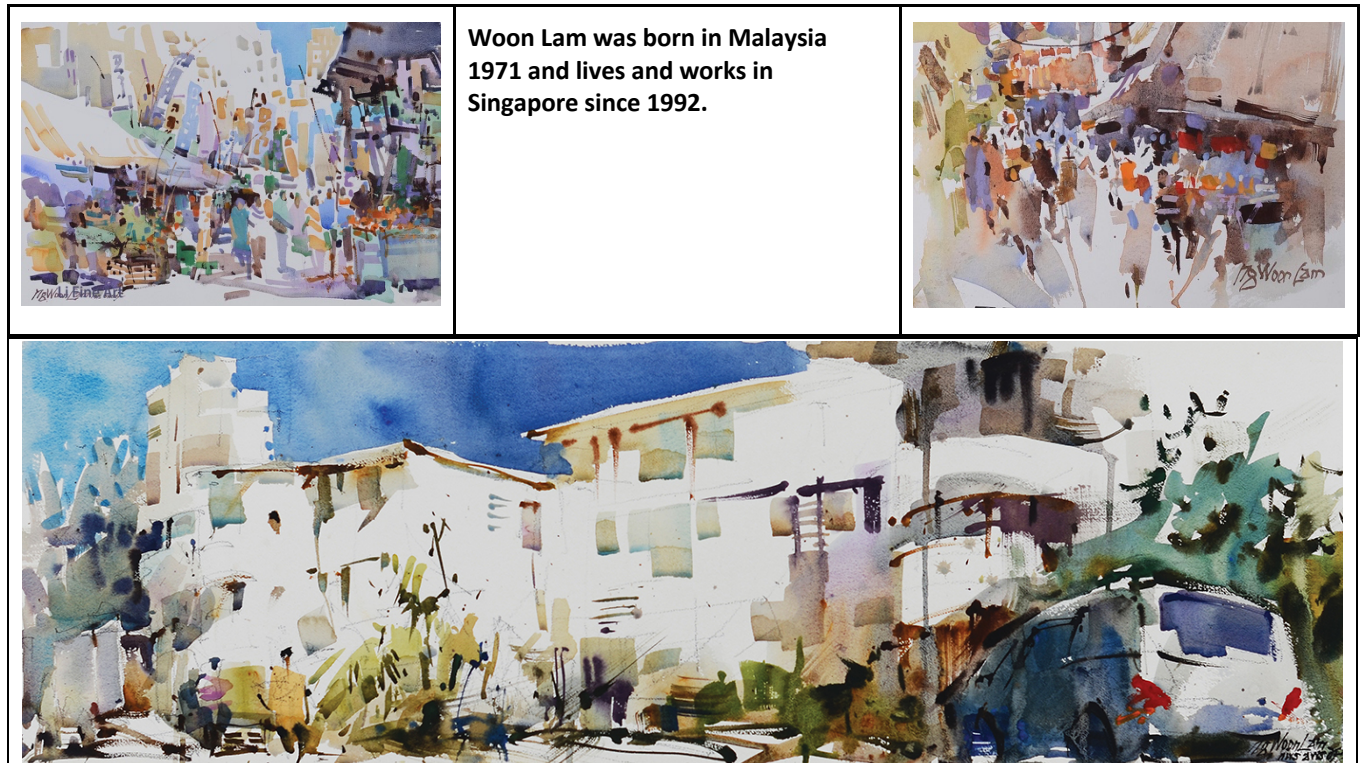
*Wet on wet technique*

*Flat brush - Brush with straight edge used for filling in large areas and painting straight strokes*

*Round (Japanese Sumie) brush - brush with rounded bristles used for filling in detailed areas and painting curved strokes*

*Water color - Paint made of colored pigment with a binder*

**VISUAL RESOURCES:** Which works of art by which artists? *Who are the artists you are highlighting and how might your students connect to them and their work? In what ways does your choice of artists give voice to a marginalized group or community? (please consider [diversifying](#) the canon: gender, race, contemporary, etc.)*



**Studio Environment:** Describe how you will set up the studio for this lesson so that a wide variety of learners can experience success.

For 12 students, the tables will be organized in groups of three (3,3,4) students at each table so that students will be able to talk to one another, share ideas, and access the materials tray in the center of the table. The tables will be covered with newsprint or other paper to protect surfaces. Instructor will hand out paper, brushes, and color wheel templates at the start of the projects.

**PART 3: IN THE STUDIO:** This section of the plan asks you to describe what you will do and say, why, and in what order. Write all the questions you will pose to your students in a **different color type** so you can see how you are using inquiry to promote learning. Write the new vocabulary words in **ALL CAPS** and describe how you will support students' language acquisition. This is an opportunity to incorporate what you learned in *The Inclusive Classroom*.

Consider the following questions as you write your plan:

**Introduction:** How will I begin the lesson to engage the pupils? What will I show, do and say? What questions will I ask?

**Demonstration/Modeling:** What will I demonstrate and how will I conduct the demonstration?

**Instruction for work time:** What specific direct instructions will I give students before they set to work?

**Materials Exploration:** How will I structure students' exploration and practice with the material(s)?

**Closure/reflection/critique:** What will I ask, or what activity will I organize, so that learning is shared and reinforced?



**ACTIVITY:** What will happen and in what order? Include an Introduction, Demonstration, Work Time and Reflection and state the amount of time you plan to spend on each.

**10:00 AM - INTRODUCTION: (5-10 MIN.)**

Quick overview of prior learnings? Show images or prompt if needed.

**Question: What is color, and why is it important?**

**PPT:**

We will start by discussing how artist use color in paintings and collage to express themselves.

Observation and Discussion of a Work of Art

**What colors do you see? Can you call them out? Can you recognize them?**

**What feeling do you get when you see this work of art?**

**PPT:** Brief intro into light and how light separated gives us the colors we experience in real life.

**Question: What is this?**

**PPT:** Introduce a color wheel. Why do artists use this? Bring the color wheel and hand them out.

Talk about color and their relationship to each other. Introduce the concept of primary and secondary colors.

**Question: A painting would not be terribly interesting if there we're no color interactions with other colors... Do you agree, why?**

**10:15 AM - First project: 25 minutes Basic color wheel project, working with primaries and secondaries.**

**PPT: Will show the primaries and the secondaries to be painted on the chart.**

This is an opportunity to discuss, careful handling of materials and brushes, as well as staying within the lines of the chart.

**10:30 AM - Introduce a third part of the chart, tertiary colors**

**PPT: Tertiary color slide**

**Question: What is hue?**

**10: 45 AM: Gallery walk etc.**

**Questions: What did we find interesting or difficult about this work?**

**What happens when you layer colors?**

**Why do you think that happens?**

**If you wanted to change the value of a color, what would you have to do to the color?**

**10:55 AM - Introduce the work of artist that has a unique interpretation of place and space.**

**Discuss final project...**

**WORK TIME: (30 - 40 Minutes)**

**11:45: AM - REFLECTION: (5-7 MIN.)**

Recap all content in lesson

Observe patterns of work

Extend the learning from demonstration

Review misunderstood content  
Highlight moments of invention

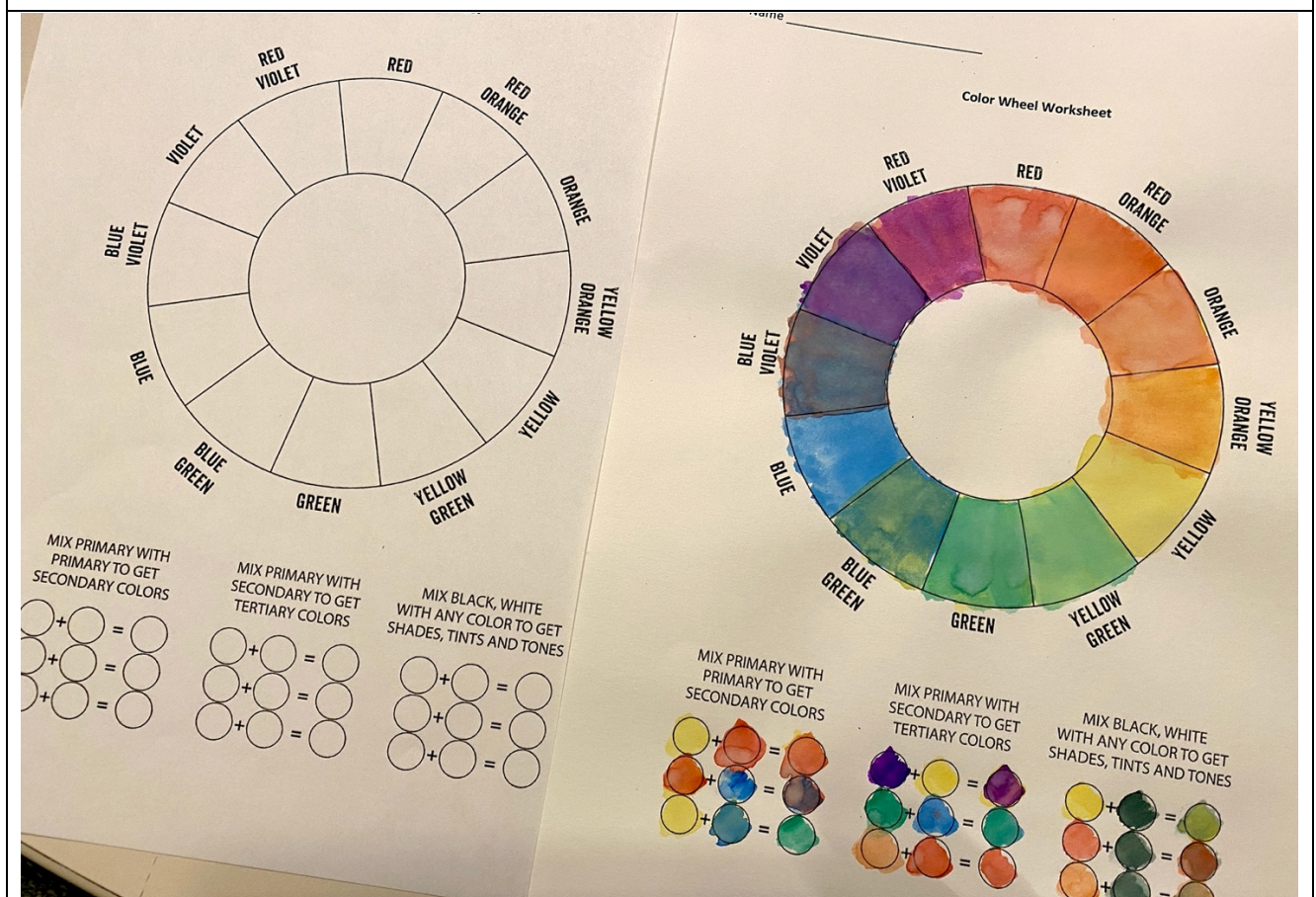
**Questions for reflection:**

What did we learn about color?  
How does a brushwork and lines work interact with color?  
What would you consider and expressive painting here?  
And why?  
Tell us about this painting?  
Why did you choose to do it in this particular way?  
What we're you thinking about?  
Focus on particular uses of color and talk about them?  
What did you find challenging?  
What did you learn that you didn't know before?

**11:50 AM - Clean up assignments**

**12:00 Noon Dismissal**

**Sample project:** Using discussed, and color wheel for reference, in a controlled fashion, fill in your color wheel with primary, secondary and tertiary colors. 25 Min





**Sample project:** Using a sheet of 6 x 9 watercolor paper, a permanent fine point marker and reference material. Draw a small city or town (postcard) then paint it w/ watercolor highlights. 25-30 Min. - *If you complete the project in time, feel free to do another one.*

