


M-DCPS Visual Arts Lesson Plan Template

Grade: 8th grade	Date(s): 2/12/25
Lesson: Watercolor landscape painting	Media: Watercolor
Standards: Florida State Standards – <a href="http://www.CPALMS.org">www.CPALMS.org</a>	
<p>VA.68.S.1.1: Experiment with art processes and media to develop skills.          VA.68.S.2.2: Develop skills using two-dimensional media to create artwork.          VA.68.O.3.1: Apply understanding of the structural elements of art and organizational principles in personal work.</p>	
<p>Objectives/Student Outcomes: Provide a list of the anticipated outcomes of the lesson what students will know, understand, and do. Example:          Students will be able to..., Students will know..., Students will understand..., Students will do...</p>	<p>Differentiated Instruction Strategies: How will you modify your instruction to meet the individual needs of your students?</p>
<p>Students will...          • Learn watercolor techniques by creating watercolor testers.          • Apply their knowledge of watercolor techniques to their landscape paintings.          • Apply and adapt their understanding of watercolor by creating an unplanned watercolor painting.</p>	<ol style="list-style-type: none"> <li>1. GenEd: Begin with teacher-led demo of watercolor techniques.</li> <li>2. ESE: Provide step by step visual guides with labeled images, larger brushed, and textured paper for easier grip and control.</li> <li>3. ELL: Use bilingual visuals, simplified language, and gesture-based explanation. Pair students with bilingual peers or provide translated key vocabulary lists.</li> </ol>
<p>Materials/Supplies: List all materials and supplies needed to complete the lesson.</p>	<p>Visuals/Resources/Technology: List all visual samples, handouts, resources, and technology that will be used to enhance the lesson</p>
<ul style="list-style-type: none"> <li>• Watercolor paper</li> <li>• Watercolor paint</li> <li>• Paint brushes, varying sizes</li> <li>• Palettes, paper towel</li> <li>• Water cups</li> <li>• Watercolor testers</li> <li>• Landscape testers</li> </ul>	<p><a href="https://docs.google.com/presentation/d/1y2dDV8rfJKv7RD6rqAM3WPq9wdES7xhg/edit?usp=sharing&amp;oid=108333088133362321041&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1y2dDV8rfJKv7RD6rqAM3WPq9wdES7xhg/edit?usp=sharing&amp;oid=108333088133362321041&amp;rtpof=true&amp;sd=true</a></p> 



**Elements of Art and Principles of Design:**

Color	Form	Line	Texture	Shape	Space	Value
Balance	Contrast	Emphasis	Movement	Pattern	Rhythm	Unity

**Vocabulary:** Essential vocabulary that should be introduced and/or reviewed.

Solid color, wet on wet, dry brush, dry brush over wet, variegated, gradient, blending, blotting, glazing, splatter

**Introduction/Background:** (Set the purpose of the lesson). Explain the relevance of the lesson and the importance of learning the concept. Introduce or review important vocabulary.

- Painting with water soluble pigments, typically on paper.
- Painting with water and pigment has been around since cavemen, with the start of cave painting.
- Watercolor was slow to develop, not gaining speed until the 1400's, due to the high cost of paper.
- Higher quality paper began being produced in Europe in the late 1700's, which led to the first national school of watercolorists to open in Britain.
- Since the late 1800's the American artists have embraced and pushed watercolor techniques. Since then, American artists have contributed the most to the advancement and production of watercolors.
- Practice the landscape techniques on a separate sheet of watercolor paper using the 10 basic watercolor techniques. (You will get a worksheet with instructions.)
- Make sure you label each painting.
- When they are complete and dry, label each technique.
- You will be graded on completeness, accuracy, creativity, effort, and neatness.

**Essential Question(s):** A higher order question that is directly derived from the benchmark, introduced at the beginning, discussed throughout, and answered by students at the end of the lesson to show understanding of the concepts taught.

**Higher Order Question(s):** What questions will be answered to provoke higher order thinking? What would the ideal student response be for each question?

How can watercolor techniques be used to express creativity, emotion, and visual storytelling in art?

- What materials can you use, other than paint, in your watercolor?
- How can you apply multiple techniques in one work of art?
- How can you plan ahead to allow for white space to show through?



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**Procedures/Learning Activities:** A series of tasks the student will engage in over the course of the unit. The activities are based on what students need to understand and be able to do for the performance assessment and are aligned to your standards and essential questions. Include key learning activities like art- making, question, reflection, and contextual information/research. Encourage description, analysis, and interpretation. Be prepared to highlight instructional strategies. Example: Re-state lesson description, warm-up/sketches, diagnostic assessment, learning activity set-up, demonstration/modeling (I do, we do, you do), creating/planning/refining, formative assessment, clean-up, presentation of work, critique/reflection, summative assessment.

### DAY 1: Lesson Introduction

- Show the Introduction to Watercolor PowerPoint presentation.
  - o Encourage class discussion as you move through the slides. See if anyone has worked with watercolor before,
  - o Ask if anyone is familiar with the artists
  - o As you move to the slides with supplies and techniques, hold up the supplies as you work through the list
  - o When you get to the “testing out techniques” slide, ask the students to gather around you for a demonstration.
    - Start with the first item on the handout, and do a quick demo for each item.
    - Answer questions as they arise.
    - Explain that this requires more than one day, especially for items.
  - o Explain how they will be evaluated.
- Pass out the watercolor testers hand out
- Allow students to get supplies and start working.
- Float the classroom and help as needed.
- Have students clean up the last few minutes of class.

### DAY 2: Show Introduction to Watercolor Landscapes PPW again

- Have students get out their sketchbooks to take notes.
- Show the Introduction to Watercolor Landscapes PowerPoint
  - o Encourage discussion throughout the PowerPoint
  - o Explain they have another sketchbook assignment that will apply the watercolor techniques they just learned.
  - o Emphasize the fact that each step builds on the last, they aren’t doing a new painting each time.
  - o Go through the steps verbally or complete a demonstration of each landscape painting as you move through the slides.
  - o Explain requirements and grading
- Pass out the watercolor landscape handout.
- Have students get out supplies and get to work.
- Float the classroom and help as needed.
- When students complete their paintings and they are dry, have them glue them into their sketchbooks.
- Allow students to clean up the last five minutes of class.

**Sketchbook/Home Learning Assignments:** Include any home learning or independent learning assignments that accompany this lesson.

- This will count as a “sketchbook” assignment.
- You will complete the landscape painting you started in class.
- Be sure to use at least five (5) of the techniques from your tester sheet.
- **Feeling confident?** Try the techniques as well as: pulling off color with a tissue, enhancing with pen, calligraphy, painting large sections, etc.

<p>Evidence of Student Learning: Provide a list of the process documentation that you plan to acquire during the course of the lesson. These may include photographs of students engaged in learning, drafts of student work, quotes from students, interviews of students, videos, etc.</p>	<p>Assessment: "Begin with the End in Mind." How will you know whether your students have made progress towards the objective? How and when will you assess mastery? There are three types of assessment: Diagnostic, Formative (The check for understanding mechanisms used throughout the unit to ensure each student gets the instruction needed to be successful on the summative performance assessment Example: reader's notebooks, post-it jots, small group anecdotal records, discussion, drafts), Summative (The "summary of student's achievement in relation to...learning standards.")</p>
	<p>Observation of final project Interview with student Group assessment (critique)          Observation of process (student working)          Portfolio</p> <ul style="list-style-type: none"> <li>a) Tracking</li> <li>b) Demonstrates growth</li> <li>c) Compiles a variety of techniques and media</li> </ul> <p>Journals</p> <ul style="list-style-type: none"> <li>a) Ideas for projects</li> <li>b) Sketches</li> <li>c) Teacher generated assignments</li> </ul> <p>Vocabulary Test          Unit Test Report/Essay Exit Slip</p>

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