

Lesson Title: Surrealist Painting - Watercolors

Goals and Objectives:

Goals:

- The students will create a watercolor painting using two or more images combined.
- The students will learn about surrealist painting and painters.
- The students will participate in a peer critique at the completion of the project.

Objectives:

- The students will describe various sources (e.g. personal experience, imagination, interests, everyday events and social issues) visual artists (themselves) use to generate ideas for artworks.
 - o Academic Content Area Historical, Cultural and Social Context 10.6
- The students will use available technology (e.g., digital imagery, video and computer graphics) as a tool to explore art techniques and to express ideas
 - o Academic Content Area Creative Expression and Communication 9.2
- The students will analyze and describe the visual aspects of their own art as well as the art of others.
 - o Analyzing and Responding 9:5

Materials:

- Watercolor Paper
- Watercolor Paint
- 3 Paintbrushes
 - o 1 Large, 1 Medium and 1 Small
- 6 images each of subject matter and backgrounds that interest the students

Methods and Activities:

Pre-assessment/Practice (January 28 – February 8)

- o Mr. Young will teach the students about Watercolor painting techniques and the behavior of shadows.
- o They will be given a day to draw and paint a blue sphere (which is projected onto the screen).
- o The students will use their extra time to work on mixing colors and painting lightly.
- o I will set up a still life of Blue, Red and Yellow colors only.
- o The students will make 6 sketches trying to use the rule of thirds and depth and the other things that we talked about.
- o Mr. Young or Myself will approve their sketches, tell them which one they should paint, and give them a 9” x 12” piece of watercolor paper along with a smaller piece for them to test their colors with.
- o The students will have 1 week finish the painting.
- o I will assign two homework assignments, one where they find 6 images of subject matter (Day One January 28) and another where they find 6 images of interesting backgrounds

Day Three (February 13)

- I will give a PowerPoint presentation on surrealism and giving some ideas of ways to make their painting surreal.
- They will have the remaining time to create 6 sketches of their combined images.

Day Four – Twenty-Three (February 14 – March 13)

- Work-time/Scaffolding
 - o I will approve one of their sketches and they can start working.
 - o They will have three weeks to work on their watercolor painting.

Day Twenty-Four (March 14)

- Painting due
- Peer Critique
 - o The students will participate in a peer critique when they have all finished where they will discuss the successes of each painting and how they manipulated it to make it surreal.

Assessment:

Pre:

- The students will practice painting what they see instead of what they know and learn about the activity of shadows and lights by painting a sphere utilizing the rules discussed.
- The students will complete a practice still life painting to get use to watercolor painting.
- The students will research and bring in 6 images of subject matter that interest them.
- The students will research and bring in 6 abstract backgrounds that interest them.

Formative:

- The students will draw 6 sketches combining those images into one.

Post:

- The students will create a painting using watercolor paints and 2 of their images.
- The students will participate in a peer critique after their paintings are done.

Additional Materials and Rubric:

Watercolor Painting	Points out of 20	Comments
Follow through with Plan: Is the students addressing the problem posed? Did they develop and follow through with their sketch?		
Abstraction: Are there at least two images used? Did they manipulate any other parts?		
Craftsmanship: Is the work appropriate to the style? Attention to detail? Follows steps?		
Work Habits: efficient use of time, asking questions and recording thoughts. Experimenting.		
Design: 9 elements		
Total:	/100	