

Notes/Reflections:

Sequence • Change • Painting • Watercolor •  
Team-building • Interdependence



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100 Edgewood Ave, Suite 100  
Atlanta, GA 30303  
Phone: 404.688.2480  
Fax: 404.688.2424  
[www.artsnowlearning.org](http://www.artsnowlearning.org)

Idea Contributed by Darby Jones

Discover the possibilities of visual expression with your students by allowing them to create an image illustrating their dream vacation spot! These images will be used to create narrative stories that incorporate personal insights, utilize collaboration and integrate the process of sequencing.

**Essential Question: How can art-making become a catalyst for the writing process?**

**Process**

- Begin by having students close their eyes for a moment and imagine their dream destination spots... places they might visit if they could travel anywhere in the world! (Use visuals to explore the possibilities and create a list of adjectives and nouns to describe these places.)
- Then, direct students to lightly sketch an image that illustrates this dream destination onto a sheet of tag board.
- Next, conduct a hands-on demonstration facilitating understanding of the six basic watercolor-painting techniques: wet on wet, drybrush, wash, layering, stippling, and line quality.
- Allow students to apply these techniques and paint their imagery utilizing the painting strategies you have just demonstrated.
- On a separate sheet of paper, allow students to write a few sentences using descriptive language based on their dream destinations.
- Assign students to work in collaborative groups of 3-4 and direct them to create a sequential narrative story that incorporates all the images. Each picture will represent a sentence or paragraph to be incorporated into a final narrative.

**Assessment**

- Students must incorporate a minimum of four watercolor painting techniques into their “dream destination” images.
- Watercolor imagery and descriptive sentences must be clearly correlative.
- Individual paragraphs must contain complete sentences, use descriptive language and be free of grammatical errors.
- Sequential group narratives must be written in complete sentences, contain descriptive language and be free of grammatical errors.
- Groups will orally present their final narratives to peers.

**Materials**

- watercolor paint sets
- soft/natural bristled watercolor brushes
- heavy watercolor or tag board
- paper towels
- water buckets
- small water cups
- brown roll paper or newspaper to cover desks/work area, and tape to secure
- pencils

**Vocabulary**

**Narrative**

A story or sequence of events and experiences

**Wet on Wet**

Watercolor technique that incorporates wet paint being added to moist paper

**Drybrush**

Watercolor technique that uses a paintbrush without adding water to soften the bristles

**Wash**

Watercolor technique that incorporates wet paint creating an even gradation of pigment

**Stippling**

Watercolor technique that is created by making dots

**Classroom Tips**

Cover your work area. Have students share paint and water supply on work area. Fill 2 buckets with water-- empty one by filling student water cups 1/3 full, then use it to dump dirty water in; the second bucket will be your fresh water supply as needed.

## Common Core Georgia Performance Standards

**ENGLISH LANGUAGE ARTS**

**GRADE 3**

**ELACC3W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**ELACC3SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

**ELACC3L6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

**GRADE 4**

**ELACC4W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**ELACC4SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

**ELACC4SL2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**GRADE 5**

**ELACC5W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**ELACC5SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.

**ELACC5SL2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## Georgia Performance Standards

**VISUAL ARTS**

**GRADE 3**

**VA3CU.2:** Views and discusses selected artworks.

**VA3PR.3:** Creates artworks based on personal experience and selected themes.

**VA3PR.2:** Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

**VA3AR.1:** Discusses his or her artwork and the artwork of others.

**GRADE 4**

**VA4PR.1:** Creates artworks based on personal experience and selected themes.

**VA4PR.2:** Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

**VA4AR.2:** Uses a variety of approaches to understand and critique works of art.

**GRADE 5**

**VA5PR.1:** Creates artworks based on personal experience and selected themes.

**VA5PR.2:** Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

**VA5AR.2:** Uses a variety of approaches to understand and critique works of art.

## National Standards

**VISUAL ARTS**

**Standard 1:** Understanding and applying media, techniques, and processes

**Standard 6:** Making connections between visual arts and other disciplines