

Painting: Watercolor Portraits

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Basic Information

Title	Painting: Watercolor Portraits
Summary	Students will paint portraits in watercolor. Students have the option to use a mirror for self-portraits, a camera for a digital printed portrait, or an online reference of a portrait. Students will begin by practicing wet on wet, dry brush, splatter, overlapping washes, drip, and flick splatter painting techniques. Focus will be on applying these techniques to their realistic portraits that will show an entire scale of value.
Grade/Level	Grade 11, Grade 12
Time Frame	Four classes - Each 55 minutes in duration
Subject(s)	Advanced Drawing/2D/Painting
Modifications	<p>This lesson is created to introduce students to watercolor. In the future subject matter other than portraits may be used.</p> <p>During student teaching, students worked on a piece of watercolor paper measuring 22 inches by 15 inches. The size of paper can be changed to a larger or smaller scale in future teaching of the lesson.</p>

Standards And Key Concepts

Standards

MA- Massachusetts Core Course Objectives (2014)

Subject:

The Arts

Grade Range:

9-12

Area:

Visual Arts

Objective:

Students demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

Indicator:

Basic: Students demonstrate the ability to create 2D and/or 3D works that show knowledge of unique characteristics of particular media, materials, and tools.

Indicator:

Extended: Students make reasonable choices of 2D and/or 3D media, materials, and tools to achieve desired effects in specific projects.

Objective:

Students demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

Indicator:

Basic: Students create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space.

MA- Massachusetts Curriculum Frameworks

Subject: Visual Arts

Strand: The Arts Disciplines

Standard 1: Methods, Materials, and Techniques Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

Grade 9-12:

Learning Standard 1.9:

Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools

Learning Standard 1.10:

Use electronic technology for reference and for creating original work

Learning Standard 1.13:

Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects

For example, students select a medium for its expressive qualities or structural properties.

By the end of extended study in grades 9-12

Learning Standard 1.14:

Demonstrate a mastery of tools and techniques in one medium

By the end of extended study in grades 9-12

Standard 2: Elements and Principles of Design Students will demonstrate knowledge of the elements and principles of design.

Grade 6-8:

Learning Standard 2.11:

For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Create 2D compositions that give the illusion

of 3D space and volume

Grade 9-12:

Learning Standard 2.12:

Apply knowledge of color theory to a project focusing on the use of complementary colors. Be able to use values of colors in wet and dry media to create the illusion of 3D form on a 2D surface

USA- 21st Century Skills Guidelines

Content and Skill Area: LEARNING SKILLS: THINKING AND PROBLEM-SOLVING SKILLS Students need to think critically, analyze information, comprehend new ideas, communicate, collaborate, solve problems, and make sound decisions. Some critical elements of these thinking and learning skills are:

Skill: Critical thinking and systems thinking. Exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems.

Skill: Problem identification, formulation and solution. Ability to frame, analyze and solve problems.

USA- NAEA National Visual Arts Standards (2012)

Grade: 9 – 12

Content Standard:

1. Content Standard: Understanding and applying media, techniques, and processes

Achievement Standard:

a. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks

Achievement Standard:

c. communicate ideas regularly at a high level of effectiveness in at least one visual arts medium

USA- National Core Arts Standards (2014)

Discipline: Visual Arts

Process: Creating

Anchor Standard: Organize and develop artistic ideas and work.

Grade: Grade Hs accomplished

Indicator: VA:Cr2.1.HSII Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Overarching Goal

By the completion of this lesson, students will create portraits in watercolor. Students ability to demonstrate knowledge of different techniques using the medium is the main focus. Students will begin by practicing these techniques and then applying it to their final work. Each student will create a realist portrait that shows a clear understanding in changes of light and dark values. The students work will be presented in front of their classmates at the end of the lesson. Students will be prompted to talk about their work and work of their classmates. This final evaluations is presented to students so they can reflect all the objectives that were necessary for their final paintings.

Understandings and Lesson Objectives

1. Students will demonstrate knowledge of watercolor techniques including wet on wet, dry brush, splatter, overlapping washes, drip, and flick splatter.
2. Students will demonstrate an understanding in changes of value that range from dark shadows to light highlights with several mid-tones within their portraits.
3. Students will create watercolor paintings in color by observation of changing hues.
4. Students will prepare watercolor portraits for final critique by removing tape borders and and considering the conditions in which it will be completed.

Essential Questions

1. What is value?
2. What are watercolor techniques?
3. What is realism?

Unit (guiding) Questions

1. How can water effect the saturation of watercolor?
2. How can gravity be used in drip technique?
3. What are the surface treatments of paper in wet on wet and dry brush techniques?
4. What are the differences between splatter and flick splatter techniques?
5. How can changes in light and dark values show realism?

Knowledge and Skills

Students have studied value changes in color in a previous lesson. Students have also used acrylic paint and have had experience drawing portraits. In this lesson students will utilize this knowledge of values and wet media to apply to their watercolor portraits. The main new information students will gain from this lesson is the challenge of using techniques that are specific to the new wet medium. For students to render realist portraits, they need to demonstrate an understanding of watercolor techniques by first practicing samples of the techniques and then transferring those skills to their final works.

Performance Tasks And Assessment

Performance Task/ Activity

In this lesson students are being introduced to a new material. Their ability to learn about all the techniques needed to work with watercolor and then painting using wet on wet, dry brush, drip, splatter, and flick splatter techniques in realist

portraits efficiently will be essential in demonstrating an understanding of the material. Students are manipulating a medium that can change depending of factors like gravity or color bleeding. These outcomes are unpredictable. By doing this students are showing an ability to evaluate a situation and change as needed to be successful in whatever challenge they are being presented.

Motivation

The lesson will begin by a demonstration of watercolor techniques. Students will watch this demonstration and then practice these techniques before starting their paintings. These practice examples will be used as reference for students to remember all of the different skills that are needed in their paintings. After practicing, the students will begin the pencil under drawings and then start applying watercolor.

Assessment/Rubrics**Attachments:**

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| <ol style="list-style-type: none">1. Summative_questions_watercolor.docx2. Watercolor_Rubric.docx |
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Learning Experiences And Resources**Routines**

At the beginning of every class the teacher will present the objectives for the day. This is included in sequence of activities. Each class will begin this way.

Always allow students 10 minutes to clean up. Any watercolor that has been applied to a palette can be reconstituted with water and reused for the next class. Have students keep paint on their palettes and place palettes on a clean table in the back of the room. Students can also reuse water cups. Assign one student per table to clean all the brushes used at the table for the day. To clean brushes, the student can use the soap at the sink. Brushes are not fully washed until the water runs clear. If this does not happen, paint brush bristles can become stiff and unusable so stress to students to clean until clear. Change the responsibility of who cleans brushes to a new student every day of the lesson. Assign one student per table to pour out used water into the sink. Change this responsibility to a new student every day of the lesson. Students will stack cups in the middle of the table. The teacher will then collect the cups, watercolor paint, and brushes to put all materials on the cart where all materials are kept. Each student will also use a sponge to wipe down the area of table they were working. Each student will put their drawing boards on a clear table in the back of the room.

Instructional Approaches

Experimental - Student will experiment with wet on wet, dry brush, splatter, overlapping washes, drip, and flick splatter painting techniques and create samples. These samples will introduce students to watercolor as well as be references to be used when painting their final portraits. Watercolor can be manipulated by many different factors like the amount of water being used, gravity pulling the pigment downward, and color washes that bleed into one another. Students will experiment with these effects and create unforeseeable results.

Constructivism - In this lesson students will be constructing artwork from prior based knowledge about color, value, and portraits. Students will learn new techniques that are specific to watercolor and combine knowledge of color theory, value, and portraits to the new medium.

Sequence of Activities

Before day one, the teacher needs to prepare the work for students. On Day one, the teacher will be demonstrating the watercolor techniques that are attached at the end of the lesson in the appendices. The teacher needs to have watercolor paper, watercolor paint, one brush and a water cup filled with water ready to do this demonstration. The watercolor paper comes in sheets of 22 inches X 30 inches. For this lesson, students will use a piece of paper measuring 22 inches by 15 inches. The teacher needs to cut paper before starting the lesson.

Day 1

1. Greet the class and tell students to have a seat. Take attendance.
2. The teacher will begin by introducing the lessons. Students will be painting portraits in watercolor. Inform students that they can either use mirrors, the internet, or a digital camera to use as reference for this assignment. The teacher needs to approve the portraits that students will use. They can choose to paint themselves or other classmates as long as other classmates agree to be the subject. Online portraits can be of celebrities.
3. Before beginning the watercolor assignment, the teacher will read the objectives that students need to accomplish in this lesson. These objectives are listed in the rubric attached to the lesson in the appendices.
4. Attached to the lesson are scans of the watercolor techniques that students will use within their paintings. The actual teacher's examples will be available for students to view during the technique demonstration.
5. The teacher will have students gather around the table that the demonstration is being done. Make sure all students can see the demonstrations.
6. The teacher will begin by showing students how to prep the paper for painting. The students need to tape the watercolor paper to drawing boards for this assignment. As watercolor dries, it begins to curl the watercolor paper. The paper needs to be taped until the painting is finished. To ensure the tape will not stick to the paper and create tears during removal, the teacher will cut a piece of tape and stick it to a piece of fabric. This can be a shirt sleeve. This technique is used so that fibers from fabric transfer to the sticky surface. This makes the tape less sticky and less likely to get permanently stuck to the watercolor paper. The tape is 1 inch wide and will create a white border on the paper.
7. Once the paper is taped down, begin demonstration of watercolor techniques as described in the appendices. (Keep in

mind, more water means less saturation of color.)

8. For the remainder of class students will practice these techniques and create samples to use as reference when applying watercolor to their final paintings.
9. Students can get all materials (paper, pencils, paint, tape, drawing boards, and brushes) from the cart where all materials are kept.
10. In day two students will begin the drawing phase of this assignment. Students need to decide by the next class if they want to use a mirror as reference, the internet, or a printed image taken by a camera.
11. Allow students 10 minutes to clean up. Any watercolor that has been applied to a palette can be reconstituted with water and reused for the next class. Have students keep paint on their palettes and place palettes on a clean table in the back of the room. Students can also reuse water cups. Assign one student per table to clean all the brushes used at the table for the day. To clean brushes, the student can use the soap at the sink. Brushes are not fully washed until the water runs clear. If this does not happen, paint brush bristles can become stiff and unusable so stress to students to clean until clear. Change the responsibility of who cleans brushes to a new student every day of the lesson. Assign one student per table to pour out used water into the sink. Change this responsibility to a new student every day of the lesson. Students will stack cups in the middle of the table. The teacher will then collect the cups, watercolor paint, and brushes to put all materials on the cart where all materials are kept. Each student will also use a sponge to wipe down the area of table they were working. Have students keep the watercolor technique examples they create as reference to apply to the final paintings. Dismiss students at the bell.

Day 2

1. Greet the class and tell students to have a seat. Take attendance.
2. The teacher will begin by introducing the objectives for the day. Students will begin initial drawing for portraits. If a student chooses to do a self-portrait, pass out a mirror from the cart of materials to that student. If a student chooses an online reference, the teacher needs to approve of the portrait before the student starts. Students can use their cell phones as reference to aide in learning or use the teacher's laptop for reference. The teacher may need to print online references for students. If a student wants to use a photo reference, the teacher will use the department camera to take photos of students and print images using the department printer.
3. Once the portrait subjects have been decided, students can start prepping their watercolor paper.
4. Students need to tape down the watercolor paper to a board before beginning. Although students will not be starting to paint today, students need to understand the cropping that will occur when tape is added so they can draw their compositions within the proper framing. Once students tape down paper (explained on number 5 on day one) they can begin drawing.
5. Students can get all materials (paper, pencils, tape, and drawing boards) from the cart where all materials are kept.
6. Stress to students that heavy line weight will appear in their paintings. If students do not want to show pencil markings, the students should not apply a lot of pressure to their pencils.
7. Students will work on pencil drawings for the entire class period.
8. Allow students 10 minutes to clean up. Students can return pencils and erasers to the cart where materials are kept. Have students stack drawing boards with taped paper on a clear table in the back of the classroom. Dismiss class at the bell.

Day 3

1. Greet the class and tell students to have a seat. Take attendance.
2. The teacher will begin by introducing the objectives for the day. The students will begin applying watercolor to their portraits.
3. Each student needs one palette, one water cup, one brush, and paint. All of these materials can be found on the cart where all materials are kept.
4. Have students get drawing boards with watercolor paper from the table in the back of the classroom.
5. A small amount of watercolor is sufficient in this lesson. Students will only use dabs of paint that measure about a half inch in diameter for the lesson. The teacher needs to supervise as students add paint to palettes. It is the teacher's responsibility to be sure students do not waste material.
6. Students will begin by adding light washes. This is to be sure that colors are not too saturated. One of the objectives for the lesson is to have variations in light and shadow within the portraits. If students begin by adding color that is overly saturated, they will not be able to lighten these areas.
7. Students will work on paintings for the entire period. The teacher will walk around the room to answer any questions of the students. Students should refer to their practice examples from day one.
8. Tell students they have one more day to finish the assignment. On day four there will be a final critique of the works at the last 10 minutes of class. Students will need to remove tape from paintings and clip them to the front board to be on view for their classmates to evaluate.
9. Allow students 10 minutes to clean up. Any watercolor that has been applied to a palette can be reconstituted with water and reused for the next class. Have students keep paint on their palettes and place palettes on a clean table in the back of the room. Students can also reuse water cups. Assign one student per table to clean all the brushes used at the table for the day. To clean brushes, the student can use the soap at the sink. Brushes are not fully washed until the water runs clear. If this does not happen, paint brush bristles can become stiff and unusable so stress to students to clean until clear. Change the responsibility of who cleans brushes to a new student every day of the lesson. Assign one student per table to

pour out used water into the sink. Change this responsibility to a new student every day of the lesson. Students will stack cups in the middle of the table. The teacher will then collect the cups, watercolor paint, and brushes to put all materials on the cart where all materials are kept. Each student will also use a sponge to wipe down the area of table they were working. Each student will put their drawing boards on a clear table in the back of the room. Dismiss students at the bell.

Day 4

1. Greet the class and tell students to have a seat. Take attendance.
2. The teacher will begin by explaining the daily objectives. This is the last day for students to work on their watercolor portraits.
3. Tell students that there will be a final critique of the works at the end of this day. This final critique will be the last 10 minutes of class. Students will remove the tape boarders from paintings and clip the final paintings in the front of the room for all classmates to view and comment on.
4. The teacher will start off by reminding the students of the main objectives in this lesson. This is found in the rubric.
5. Students will get their boards with paintings from the table in the back of the room.
6. Students will also get the watercolor materials (brushes, water cups, paint) from the cart where materials are kept.
7. Once there are 15 minutes left of class, have students begin to clean up. (Follow the cleanup procedure from number 9 on day three) After clean up conduct the final critique of the work.
8. Attached to the lesson are summative questions to ask students during the final critique. The final critique is a way for students to verbally communicate their experiences within the project. Call on students to talk about their work and work of their classmates.
9. The final critique should last until the end of class. Before the bell, have students write their names on their work and pass in the paintings for grading.
10. Dismiss class at the bell.

Differentiated Instruction and Adaptations

It is the teachers legal responsibility to always follow all mandated Individualized Education Programs (IEP's) and 504's for each student within the classroom.

For students with auditory needs, the teacher will always speak with these students individually to make sure all communication for the task at hand has been understood. The teacher will always print all the information for the students and meet with students one on one for any additional questions.

For English language learners, the teacher will always speak with these students individually to make sure all communication for the task at hand has been understood. The teacher will always print all the information for the students and meet with students one on one for any additional questions.

Advanced learners, for instance students enrolled in Advanced Placement Art (AP), will be assigned to create more than one watercolor work. The student can choose an object in the room to observe and paint or choose to use their phone/teacher's laptop to search for another subject to study watercolor techniques. This added work and keeping the same deadline of all students will prepare these particular gifted learners for future artistic endeavors.

Any other additional accommodations that help the students succeed in the lesson not yet discussed will be followed by the teacher.

Resources

- Materials and resources:
Teacher will need to print out artwork by Ms. Borges and watercolor techniques examples for students. (attachments in appendices)
- Students wanting to use photo or online reference will also need printed images.
- Technology resources:
Art department digital camera
- The number of computers required is 1.

Materials

- 10 - sheets of Arches 22 inch X 30 inch cold Press 140 lb. Watercolor Paper
- 10 - Grumbacher Academy Watercolor Brushes - Flat Shader, Size 6
- 10 - Grumbacher Academy Watercolor Brushes - Round, Size 4
- Scissors for cutting watercolor paper
- 10 - Portable field drawing boards
- 1 - roll of 3M Scotch Blue Painters tape
- 2 - packs of 12 per pack General's Layout Pencils
- 1 box - 18 per box Facticis Magic Latex Free Black Erasers
- 1 - Reeves Student Watercolor Set of 18
- 10 - 8 oz. plastic cups
- 10 - Plastic Paint Trays (Palettes)
- 10 - Self portrait mirrors (single sided)
- Printer for printing watercolor techniques, watercolors by Ms. Borges, online and camera references
- 10 - magnetic bulldog clips to pin final paintings to white board during final critique

Appendices

Key Terms

Pigment <---> color

Value: Changes in the lightness and darkness of an object. This is represented by a range from highlights to shadows and many mid-tones.

Saturated color: Color that is vivid and intense. To de-saturate watercolor, water needs to be added to the paint.

Watercolor Techniques:

Wet on Wet - The process of first applying only water to paper and then applying wet watercolor in layers over the wet surface.

Capillary Effect - When one color flows into another. This happens when applying wet watercolor in layers without waiting for each layer to dry. This is also known as "bleeding."

Dry brush - The act of applying pigment to a brush and then running it across a dry paper surface. A small amount of water can be added to the brush or palette but not the paper surface.

Splatter - The act of applying watercolor and water to a brush and then hitting the paper with force. When splatter painting, the artist needs to keep in mind of the direction of the splatters because they can easily splash their surroundings.

Overlapping Washes - Applying watercolor in layers. Washes can either be applied and have a capillary effect outcome or each wash can be applied by waiting for each layer to dry before adding another wash.

Flick splatter - The act of applying watercolor and water to a brush and then running your thumb over the brush and fraying the brush bristles towards the paper.

Drip - Start by laying down a wash of color. Gravity is key in creating drip effects. Move the paper from a flat surface to an upward position. By adding water to the wash, the paint will start to flow downward. Add more pigment to the drip to darken the color. Add more water to the drip to lighten the color.

All visuals of these techniques are attached in the appendices. (Watercolor_Techniques_Examples)

Attachments:

1. **Ms_Borges_Watercolor_Artwork.docx**
2. **Summative_questions_watercolor.docx**
3. **Watercolor_Techniques_Examples.docx**