



MORSE
MUSEUM

WATERCOLOR TECHNIQUES PART 2
“MY PICNIC BASKET”



GRADES/LEVEL:

Kindergarten–5th grade/Elementary School

TIME REQUIRED:

1-2 class periods

LESSON OBJECTIVES:

Students will:

- use the watercolor techniques learned in Watercolor Techniques Part 1.
- create a unified artwork using the elements of art and principles of design.
- use tools, media, techniques, and processes in a safe and responsible manner.

MATERIALS:

- Watercolor paint sets
- Water-based markers
- Watercolor paper (any size)—2 sheets per student
- Cups of water
- Paper towels
- Graphite drawing pencils
- Scissors
- White glue
- Salt
- Plastic wrap
- Additional mixed-media elements (optional)

VOCABULARY:

Color: the reflection or absorption of light from a given surface.

Form: the three-dimensional aspects of an object that take up space.

Shape: a two-dimensional area or plane.

Texture: how the surface of something looks or feels.

Unity: the feeling of harmony between all parts of a work of art; a sense of completeness.

ACTIVITY DESCRIPTION:

Building on the knowledge obtained in Watercolor Techniques Part 1, this activity uses students' creativity and gives them an opportunity to work with learned watercolor techniques to create a cohesive final work.

INSTRUCTIONS:

- 1) Review the watercolor techniques covered in Watercolor Techniques Part 1. Share examples of student work and/or look at digital images of each technique.
- 2) Give each student two full sheets of watercolor paper, a set of watercolor paints, a paintbrush, white glue, scissors, a cup of water, and some paper towels. Have them set one sheet of the watercolor paper aside (outside their work area) to be used later.
- 3) As a class, brainstorm the types of foods, utensils, and accessories that would be brought on a picnic. Have students identify each item's shape, color, and texture. Make a list of the items and their corresponding shapes, colors, and textures for reference. Post the list where it can be viewed by everyone in class.
- 4) Have students choose items to recreate from the list using the watercolor techniques they have learned. Have students draw and paint each item on one of the sheets of watercolor paper, and then use scissors to cut out each individual item. Set aside.
- 5) Have students retrieve the second sheet of watercolor paper. Explain to students that this will be the background for their picnic items. This background can be decorated in any manner with any available materials. Have students keep in mind that their picnic items will be glued down on top of their background (in an arrangement of their choice) once the background is finished.
- 6) Arrange and glue the individual picnic items to the background. Allow to dry.

ASSESSMENT:

Students should:

- be able to use various media and techniques to discover how different choices change the effect or meaning of an artwork.
- be able to organize the structural elements of art to achieve visual unity.
- be able to describe their finished artwork using learned art vocabulary.