

Unit Plan Overview: Watercolor Silhouette/Stencil Project

General Unit Characteristics

[1] The title of this unit is: Watercolor Silhouette/Stencil Project, which culminates with the creation of an original artwork, presentation, and a reflective writing piece. [2] Before this unit students completed the Elements of Art poster unit, which covers seven elements of art and their illustrative characteristics. After the watercolor unit comes an unit titled: Expressionism Yourself: Animal Abstracts in Acrylic, which covers the element of color in depth as well as painting with acrylic in the style of Franz Marc. [3] For the watercolor silhouette/stencil unit, students will be pre-assessed on their elements of art knowledge (specifically color scheme, line, shape, and space), and prior knowledge of visual art concepts including contour, composition, positive/negative space, and creative process. Students will be given an entrance survey as the unit begins, which will ask students to articulate what they already know about the content they are about to learn. Students will also participate in an in-class activity which will revisit concepts learned from the previous unit, linking them to the central focus of the watercolor unit. [4] The long-term goal for the unit is to have students create a silhouette or stencil on a painted watercolor background that shows their understanding of composition, contour line, shape(s) in space, color scheme and saturation. Students will learn and practice art skills, and utilize the creative process to develop their artwork. [5] This lesson contains 5 major lessons which are spread out over two and a half weeks, and offer instruction and practice activities aligned with each step of the project. [6] Throughout the unit, the teacher will model the art-making process along

with students as they research, draft, practice, create, revise, and reflect. Through a variety of direct instruction, inquiry-based discussions, demonstrations, scaffolded practice activities, and with process and reflective writing assignments, students will learn to apply visual art concepts and skills when producing an original artwork. [7] Students are informally assessed along the way, and formally upon completion of the project, by way of sketchbook reviews and check-offs. Evidence from the sketchbook is assessed for progress in understanding academic language, concepts, skills, and utilizing the creative process. The teacher will formally assess students completed projects by reviewing the artwork for evidence of application of concepts and skills, and by grading a written reflection piece that asks students to rationalize their process and decisions, and to rate their own understanding of the learning targets. Students will be graded using a rubric which aligns to the district standards and proficiency scales, and that clearly states what learning targets are expected.

General Lesson Characteristics

[1] The five lessons for this unit are characterized as follows:

- 1. Watercolor Silhouette/Stencil Painting – Research & Composition**

Learning Targets: Students will explore and gather inspiration and reference images for their silhouette or stencil. Students will learn and apply the “Rule of Thirds” for composition as they sketch rough drafts for their final design.

- 2. Watercolor Silhouette/Stencil Painting – Creating a Silhouette/Stencil**

Learning Targets: Students will define, understand, and apply the concept of contour line and the skill of precision cutting when creating a silhouette and/or

stencil. Students will define and discuss the visual art concept of positive/negative space when considering their design.

3. **Watercolor Silhouette/Stencil Painting – Watercolor Painting Techniques**

Learning Targets: Students will define, understand, and apply watercolor wash and splatter techniques when practicing painting. Students will reflect in writing on the process and application of the watercolor painting techniques.

4. **Watercolor Silhouette/Stencil Painting – Final Planning and Production**

Learning Targets: Students will plan for production of their original artwork, identify the steps, and rationalize their choices for composition, silhouette/stencil design, color scheme, and painting techniques. Students will prepare using the taping technique. Students will apply their understanding of the art elements and design principles to create an original work of art.

5. **Watercolor Silhouette/Stencil Painting – Critique, Revision, & Reflection**

Learning Targets: Students will apply the creative process by participating in a small-group critique. Students will apply the creative process by revising their artwork based on feedback. Students will relate their personal understanding of the visual art concepts and skills in reflective writing.

[2] The lessons described above build on each other in a logical way because they follow the creative process for developing a work of art. Students cannot proceed from one lesson to the next without having completed the learning requirements or practicing the art making skills. Students should be able to relate visual art knowledge to each step of the development process because they correspond. For example, a student would first need to know how they will compose their artwork before actually generating the work,

or they must first practice a painting skill before applying it to a final piece of art. [3] The tasks students do in each lesson offer them practice planning, writing, drawing, painting, thinking, and saying what is being taught, leading to a conclusive production of evidence, specifically designed to align with the standards and objectives of the central focus. Evidence supplied in their sketchbook shows progression, while the final artwork and reflective writing elements show what they learned to do, and what they know about the key concepts and skills they learned to utilize. [4] For example, the central focus intends that students show understanding of composition. The learning targets for *Lesson 1: Research & Composition*, include goals for researching images for inspiration and reference, and the understanding and application of the “rule of thirds” when making rough draft sketches. For this lesson the teacher begins by showing examples of the project from previous year’s students, and other examples that were sourced from the internet. The examples are used as reference to show the compositional rule of thirds. Next students watch a video explaining the “rule of thirds” taking notes in their sketchbook. The teacher will present example artworks and have students analyze them for good composition, drawing on the Active Board the thirds grid-lines to show understanding. Students will then research on their own, looking for inspiration, making notes and sketches of ideas. Students will be required to make 3 rough drafts sketches, applying the rules of composition, and describe how they used the “rule of thirds” in each one. [5] Students will be formatively assessed when the teacher reviews sketchbooks for completion of the rough drafts, and for notes taken defining and explaining the composition concept. Students will need to have followed the research steps for the creative process, and show they are using the “rule of thirds”

with some articulation of why and how it is used. Student will receive points based on whether or not they have completed the required objectives, and if they have correctly applied the concepts to their process. Students who do not achieve the desired goals will be given opportunities to complete the tasks; the teacher may need re-teach or alter the tasks for some students to reach the desired level of understanding before moving on to the next lesson.