

Watercolor w/ Wax Resist.



Objective

Students will be introduced to basic color theory in this lesson. We will learn about primary, secondary, tertiary colors on the color wheel. We will discuss the relationship between warm versus cool colors and how to mix them. We will apply all of our ideas and notes in our sketch pads. Once we have mastered basic color theory, we will go on to create our watercolor painting. Students will create a watercolor painting using a wax resist. Students will begin by drawing out their landscape from photo reference (Will need 2). Once the illustration has been sketch students will use white and yellow crayons to make a wax resist on their painting.

1. Color Theory (primary, secondary, tertiary colors on the color wheel)
2. Watercolor Painting
3. Wax Resist
4. Composition
5. Photo reference/research

NY State Standards

Standard 1. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Students: Standard 1

1. Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.

2. **Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.**
3. **Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas.**

Standard 2. Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Students: Standard 2

1. **Understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images)**
2. **In order to select those that are appropriate for their purposes and intent, develop skills with electronic media as a means of expressing visual ideas.**

Standard 3. Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Students: Standard 3

1. **Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.**

Materials

Materials needed for this lesson will be.

Part 1; Notes:

- Coloring Pencils(12 to 24 pack)
- Sketch Book
- Pencil & Eraser

Part 2: Project

- Watercolor paint
- Brushes
- Pencil & Eraser
- Watercolor Paper
- Crayons (White and Yellow)



Procedures

1. Day One: Go over color relationships... Primary, secondary, and tertiary colors. (Go over color wheel then have students make in their sketch books a color wheel.)
2. Day Two: Go over basic color theory. Warm colors verses cool colors.
3. Day Three: Use computer lab to find two photo references for project.
4. Day Four: Go over composition and layout. (Practice in sketch books, go over value and depth)
5. Day Five : Continue practicing composition in note books.
6. Day Six: Begin working on Good Watercolor paper.

Vocabulary

Here are some terms that you will hear throughout this lesson on color.

Color Theory

Definition: In the visual arts, color theory is a body of practical guidance to color mixing and the visual effects of specific color combination. There are also definitions (or categories) of colors based on the color wheel: primary color, secondary color and tertiary color. Although color theory principles first appeared in the writings of Leone Battista Alberti (c.1435) and the notebooks of Leonardo da Vinci (c.1490), a tradition of "color theory" began in the 18th century, initially within a partisan controversy around Isaac Newton's theory of color (*Optics*, 1704) and the nature of so-called primary colors. From there it developed as an independent artistic tradition with only superficial reference to colorimetry and vision science.

Context: Color theory was originally formulated in terms of three "primary" or "primitive" colors —red, yellow and blue (RYB)—because these colors were believed capable of mixing all other colors.

excavate

Definition: Fermentum pede fringilla urna semper, pede quam scelerisque et enim in commodo, dictum a consequatur arcu.

Context: Adipiscing volutpat, ut adipiscing egestas, urna integer, purus auctor beatae amet luctus, velit justo donec necessitatibus. Et tincidunt nunc, morbi curabitur erat non augue, urna scelerisque quam ac, inventore neque etiam.

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