

Unit: Beyond the Border Koi Fish
Class: Art 1 (Grades 9-12)

Objective: Create a 2-D work of art depicting a Koi fish in graphite pencil and watercolor. This project is a great way to introduce painting with their already acquired knowledge of value and dry media.

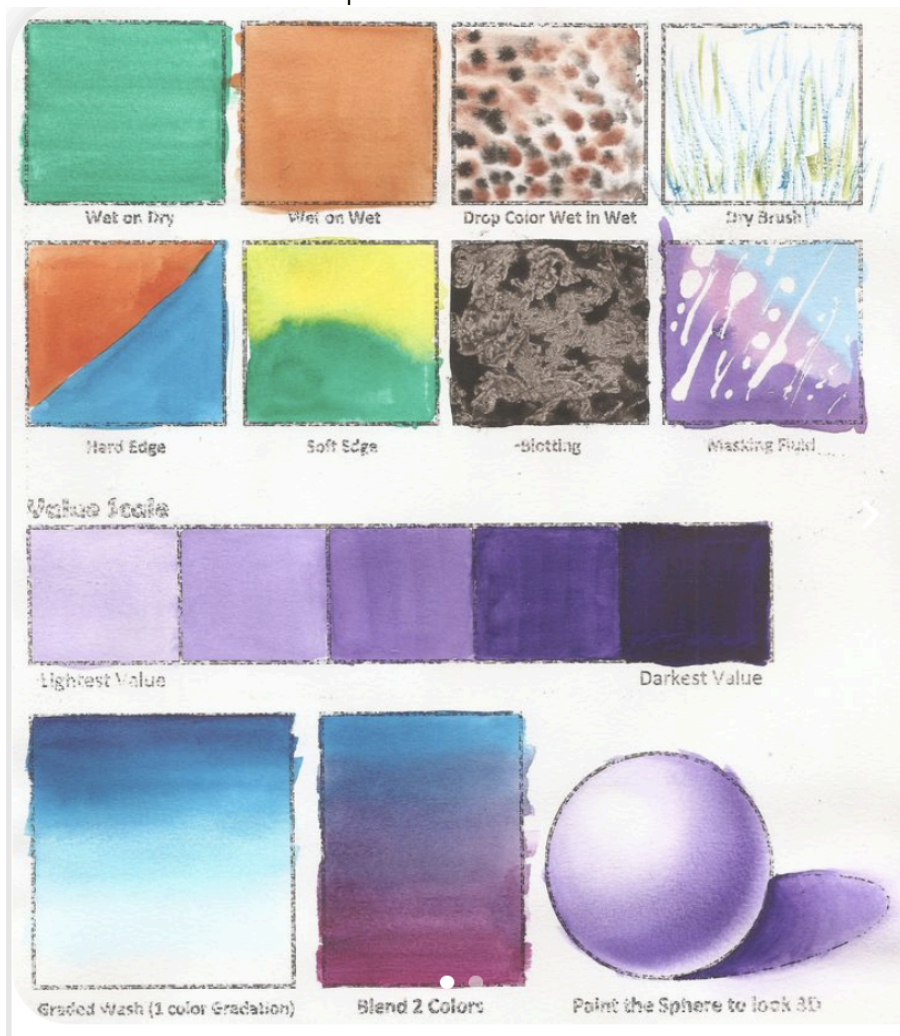
SWBAT:

- Know artistic significance of Koi fish and its symbolism
- Recognize examples of art featuring Koi fish from the past to the present and its place in culture
- Know how they are using the elements of art and principles of design: particularly line, shape, value, color, contrast, emphasis and movement
- know how to use multiple references to create a "composition"
- Know "rule of thirds" and how to make an interesting composition
- Use observation skills to look at photos of real koi fish and lily pads & combine references to create their own unique composition
- Use techniques associated with graphite and watercolors

Instructional Activities

- 1) Students will learn about Koi fish and their significance in art. We will utilize technology by looking at a slideshow and videos as well as photo examples.
- 2) Students will be given a piece of thick 11x14" piece of paper. Following my example, students will use a ruler to create a rectangle in the middle of their paper.
- 3) Students will be given photos of different Koi, they will be taught the significance of the different colors of fish and will be allowed to choose one or two to fish to put into their composition. Once students choose their Koi fish (they can choose to draw one or two Koi). They then draw their Koi so it is "breaking the space" of the rectangle. This is their own design, and they have freedom how they choose to draw their Koi.
- 4) Looking at other photo examples, students then will work on the elements of the lily pads and flowers and water ripples as part of their pond design. They must work these elements into their design with the fish and the rectangle. I will be demonstrating and giving one on one attention each step of the way.
- 5) Next I will give a mini lesson on a separate piece of paper on watercolor techniques. Students will get a chance to explore on their practice papers to prepare for painting on their projects. We will go over watercolor techniques such as wet-on-wet, dry brush and wash. We will talk about how watercolor paint should look "translucent" or see through no matter if the color is light or dark. Students will learn how to follow the traditional practice of not using white paint, but to plan ahead and leave all areas they want white unpainted. They will learn how to make a color a lighter value to use more

water and how to make paint darker less water.



5) Using the watercolor techniques we learned, students will then paint the fish and the inside of the rectangle box only. The fish will be painted in warm colors and the design inside the rectangle with cool colors to create contrast and emphasis.

6) Next students will use their knowledge of value and shading previously learned to shade in the areas outside of the rectangle box with graphite pencil. They may add dark to painted areas by added pencil shading over painted areas if desired. They will be sure to observe photos of ponds with lily pads and get the dark values dark and the light values light with previously learned techniques of differentiated pressure and shading techniques of hatching and cross-hatching.

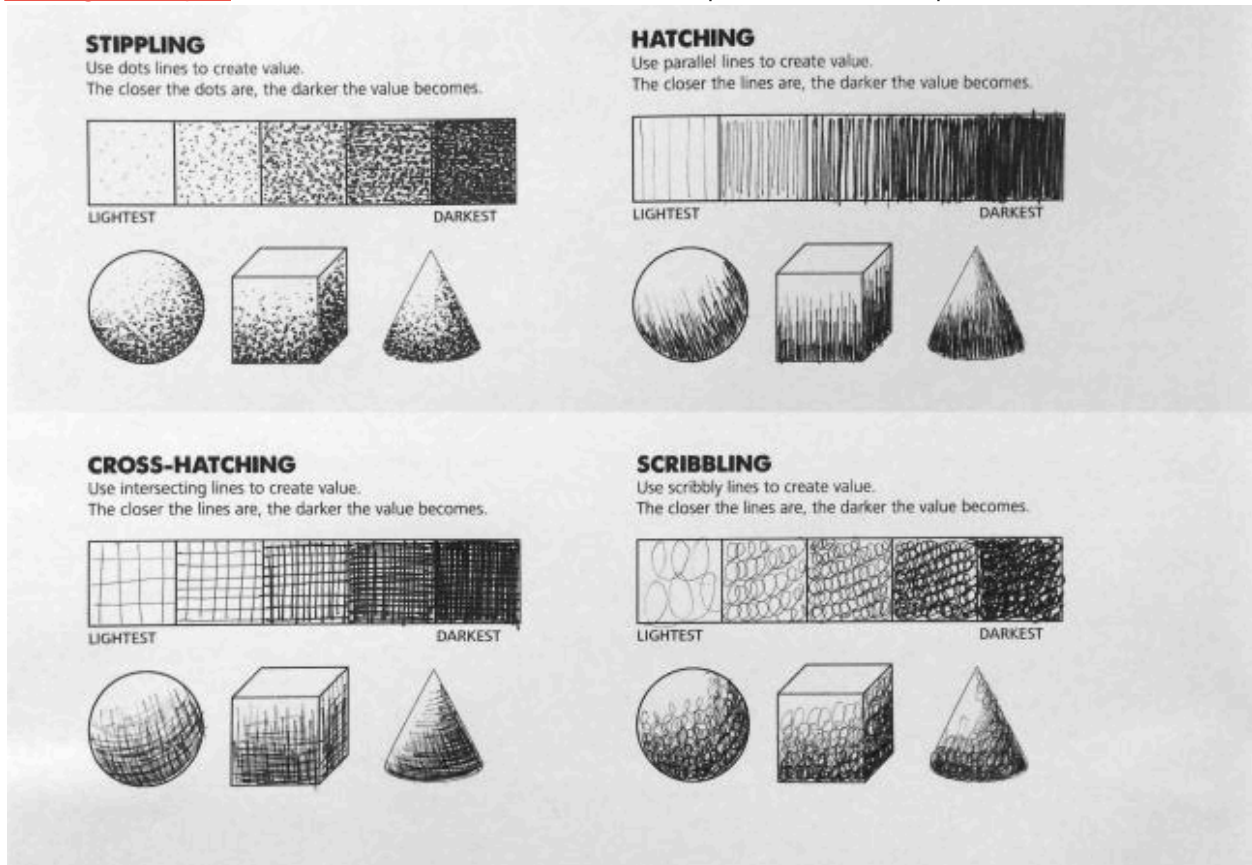
7) If students wish to emphasis certain areas of their artwork with fine tip sharpie, they may do so but it is not necessary.

The following sketchbook assignments correspond to this assignment:

1. [See the Shapes](#). This teaches us how to draw complex animals by first breaking them down into simple shapes.



2. [Shading Techniques](#). This teaches us how to create value with pencil and black ink pen.



This lesson aligns with Unit III of the template established for the Foundations of Art I curriculum by the Fine Art instructional team found on the Rumson Fair Haven Regional High School website:

Unit III: Painting-Acrylics & Watercolor	
Unit Summary	
<p>The purpose of this unit is to introduce painting as a skill, and both watercolor and acrylic as media. Students will build upon their prior knowledge and show appropriate choices and decision making in their project planning. Students will explore the purpose of painting, why/how it is an appropriate method for creative expression, and how it differs both as finished product and in reception by viewers (in critique and when displayed). Exercises using painting techniques will help students to develop understanding and apply that to composition. Students will understand opaque media such as acrylic paint, as well as transparent media such as watercolor. Students will have the opportunity to explore compositions and explore layering, texture, movement and balance.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Foundations of Art I</i>:</p> <ul style="list-style-type: none"> • <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12</i> Anchor Standards 1, 3, 4, 6, 7, 9 1 ■ 1.5.12acc.Cr1a, 1.5.12prof.Cr1b, 1.5.12acc.Cr3a, 1.5.12adv.Cr3a, 1.5.12acc.Pr4a, 1.5.12acc.Pr6a, 1.5.12acc.Re7b, 1.5.12acc.Re8a, 1.5.12acc.Re9a • <i>2020 New Jersey Student Learning Standards: English Language Arts</i> ○ RL.9-10.7, RI.9-10.7 • <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1 • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1 	
Unit Essential Questions	Unit Enduring Understandings
<p>What skills are necessary to paint? How do I choose the best paint media for my project and what inherent characteristics of paint media influence those decisions? How can I use my previous knowledge in color and apply it to paint as a media? How do I create and/or manipulate dimension, space, and value in paintings?</p>	<ul style="list-style-type: none"> • Watercolor and acrylic paints behave differently and can be used judiciously for specific outcomes. • Brush skills and techniques influence perceptions of the artwork. • Color theories influence artistic and paint media decisions. • Aesthetics are influenced by student selection and application of appropriate painting techniques. • Assimilating new media (paint) knowledge into an expanding toolbox and vocabulary is critical to decision making during the creative process. • Painting is a contemporary practice with a long history, and work is created as a result of and/or in connection with that history.
Evidence of Learning	

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Classwork: regular informal evaluation of progress in implementing elements and principles of art • Sketchbook Skill Sets: paint technique boards; value scales, mark-making in various (wet) color media • Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Class critique • Self-evaluations • Project Work 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • Watercolor paint • Acrylic paint • Brushes • Watercolor paper • Canvas or Masonite boards
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