

Watercolor Mandala Lesson Plan

Title of unit: Watercolor Mandala
Style and/or Genre: Mandala

Grade level: 5th/6th
Media: Watercolor

Time allowed: 4-5 days

Teacher: Mrs. Snyder

NAEA or Nebraska State Standards and Learning Objectives:

Create:

Standard(s): FA 5.2.1.d Identify and use elements of art and principles of design to brainstorm visual possibilities (e.g., create symmetrical and asymmetrical balance using line and shape).

1. Students will create a radial mandala that demonstrates symmetrical or almost symmetrical balance.
Formal Assessment: see rubric (formal)
2. Students will successfully apply their choice of the following color schemes:
 - monochromatic
 - triadic
 - complementary
 - split-complementary
 - analogous

Informal Assessment: teacher checks for understanding

Formal Assessment: see rubric (formal)

Create:

Standard(s): FA 5.2.1.e Apply various techniques to develop craftsmanship skills.

1. Students will use transfer paper to transfer their designs to watercolor paper without shifting the design or making mistakes.
Assessment: see rubric (formal)
2. Students will use the alcohol marker technique in smooth strokes across the paper.
Assessment: see rubric (formal)
3. Students can use the wet-on-wet technique to create a bleeding effect between colors.
Assessment: see rubric (formal)
4. Students can use the wet-on-dry technique to create clean borders between colors with no bleed.
Assessment: see rubric (formal)
5. Students can use the resist (crayon) technique to create clean, visible designs underneath the watercolor.
Assessment: see rubric (formal)

Create:

Standard(s): FA 5.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials.

1. Students will set up their materials according to the teacher's example
Assessment: teacher checks for understanding (informal)
2. Students will put away their materials correctly and wipe down any water or paint on their tables
Assessment: teacher checks for understanding (informal)
3. Students will practice adequate brush care as shown by the teacher
Assessment: teacher checks for understanding (informal)

Connect:

Standard(s): FA 5.2.4.b Compare and contrast works of art from a variety of contemporary, historical, and cultural contexts.

1. Students will watch a presentation and understand the significance of mandalas in different cultures.

Assessment: teacher checks for understanding (informal)

Respond:

Standard(s): FA 5.2.3.d Compare personal interpretation of a work of art with the interpretations of others.

1. After the project is completed, students will first compare/discuss their own designs with their tablemates, and then the class will walk around and look at everyone's designs.

Assessment: teacher checks for understanding (informal)

Present:

Standard(s): FA 5.2.2.c Examine how the process of collecting and displaying artwork varies depending on the purpose (e.g., cultivate awareness and appreciation of ideas, beliefs, experiences).

1. Students will have a class discussion during/following the presentation about the importance of process over product, especially when used in meditative practice in different cultures.

Assessment: teacher checks for understanding (informal)

Assessment and Evaluation: **Watercolor Mandala Rubric****Theme, Big Idea, or Enduring Ideas and Issues; or Essential Questions:**

- Cultural Differences/Similarities
- We Are All Human (expand)

Teaching Rationale:

Why this unit is being taught?

- Introduction to watercolor and watercolor techniques
- Introduction/possible review and application of color schemes
- Introduction to other cultures and their art forms
- Self-expression and justifying personal choices

How does this unit relate to learning theory?

- Learning the watercolor terms: memorization of terms; Knowledge and Comprehension
- Learning the watercolor techniques: application of techniques and terms; Application
- Designing their own mandala with personal symbols; Synthesis/Creation

How is this unit appropriate for these students?

- Students are practicing fine motor skills such as drawing, cutting tracing, and painting small areas (physical)
- Students are also applying vocabulary to the techniques we use in class (academic)
- Students are learning to enjoy the process over the finished product (emotional)
- Students are realizing the differences between themselves and their classmates, as well as the differences between themselves and other cultures (emotional)

Materials:

- Tracing paper

- Transfer paper
- Pencil
- Sharpie
- Watercolor paper
- Watercolor paint/brushes/cups/trays
- Scissors
- Paper Towel

Studio Procedure for Making Art including Technique and Process:

☐ Watercolor Mandala Lesson-- PPT beta

<https://www.youtube.com/watch?v=WK06MRGLLoQ>

Vocabulary:

- Wet-on-wet: watercolor technique where wet paint is applied to wet paper
- Wet-on-dry: watercolor technique where wet paint is applied to dry paper
- Resist: watercolor technique where a wax crayon resists the watercolor
- Alcohol marker: watercolor technique where an alcohol marker is not affected by watercolor
- Salt: watercolor technique where salt is applied to wet paint for a grainy effect
- Mandala: a pattern/art form with radial symmetry
- Process: the act of artmaking
- Product: the finished artwork
- Color scheme(review): a grouping of colors that work well together
- Analogous(review): colors that are next to each other on the color wheel
- Monochromatic(review): different tints/shades of one color throughout the piece
- Complimentary(review): colors that are across from each other on the color wheel
- Split-Complimentary(review): colors that are almost across from each other on the color wheel
- Triadic(review): colors that form a triangle on the color wheel
- Primary colors (review): red yellow blue
- Secondary colors (review): green orange purple

Artistic, Cultural and Historic Connections and Contexts:

- Hindu culture
- Native American culture
- Mexican culture
- Other cultures
- Greek culture(labyrinth)
- Students are viewing mandalas around the world, learning what they are made from and why they are made.

Modifications and Differentiations:

- High-ability learners can be encouraged to work on a bigger paper, incorporate more shapes into their designs, or create more complex color schemes.
- Students with motor skill impairments can be assisted with cutting and situation paper during transfer, and can also be encouraged to create fewer/larger shapes within the mandala.
- When I taught this lesson before, there was a student who was in a wheelchair, so I did my demos where he could see.

Classroom Management Procedures:

- I feel like the set-up and clean-up of watercolor materials will be the most difficult challenge in this unit. Students will be in charge of setting up multiple materials before painting and will need to share watercolor palettes as well as clean- and dirty-water cups.
- Students will also be learning palette and brush care. This will be to ensure that supplies remain of good quality and can be used over again.

DAY 1:

Activator/ Introduction / Motivator / Anticipatory Set / Bell ringer

Introduction of watercolor; on the first day, students will get to explore watercolor techniques as follows: wet-on wet, wet-on-dry, resist, alcohol marker, salt.

Transition / Segway/ Cross-Curricular Connection/ Study/Learning:

Time: 5 minutes

Once students are seated, I show them how I have my area set up—what I have and how it's arranged. After explaining what I have, what I use it for, and why I have it arranged that way, students will be instructed to go get their own supplies to set up their desks. Water cups will be shared with the person seated next to them.

Studio / Guided Practice:

Time: 15 minutes

Students will follow along with my teacher demo as we fill a sheet with watercolor techniques. This includes wet-on-wet, wet-on-dry, resist, and alcohol marker techniques. My demo will be broadcast to the projector/smartboard in real-time if the classroom allows, otherwise, my students will watch a pre-recorded video of me doing the demo while I walk around the classroom to check for understanding.

Individual Practice / Independent Practice:

Time: 5-15 minutes

Students will continue to work on the techniques sheet after my demo.

Checking for Understanding:

I will check for understanding by walking around the classroom as the students work and correct as I see fit.

Clean-up Procedures:

Time: 5 minutes

After labeling them with student and class names, students will put their technique sheets on the drying racks. Then, palettes, brushes, and cups will be washed, in that order. Finally, once all materials are put away in their proper area, students will use a paper towel to wipe down any spilled water.

Closing:

Time:

For tomorrow's class, students will need to be aware that we will have a short presentation for the next project and will NOT be painting.

DAY 2:

Activator/ Introduction / Motivator / Anticipatory Set / Bell ringer

Time: 2 minutes

Yesterday, what did we learn?

“What is a mandala?” Discussion

Teacher Demo / Direct Instruction:

Time: 5 minutes

Short presentation on Mandalas

VTS

Transition / Segway/ connection to a Cross Curricular Study/Learning:

Time: 2 minutes

Setting up for designing: tracing paper, circle tool/stencil, pencils

Teacher Demo / Direct Instruction:

Time: 25-30 minutes

Students will follow along with my video. I will start/stop the video as needed and assist with questions. Students will work until the end of class, with the goal of having the design finished. Students who are ahead will have the design transferred to the watercolor paper.

Checking for Understanding:

I will check for understanding by walking around the classroom as the students work and correct as I see fit.

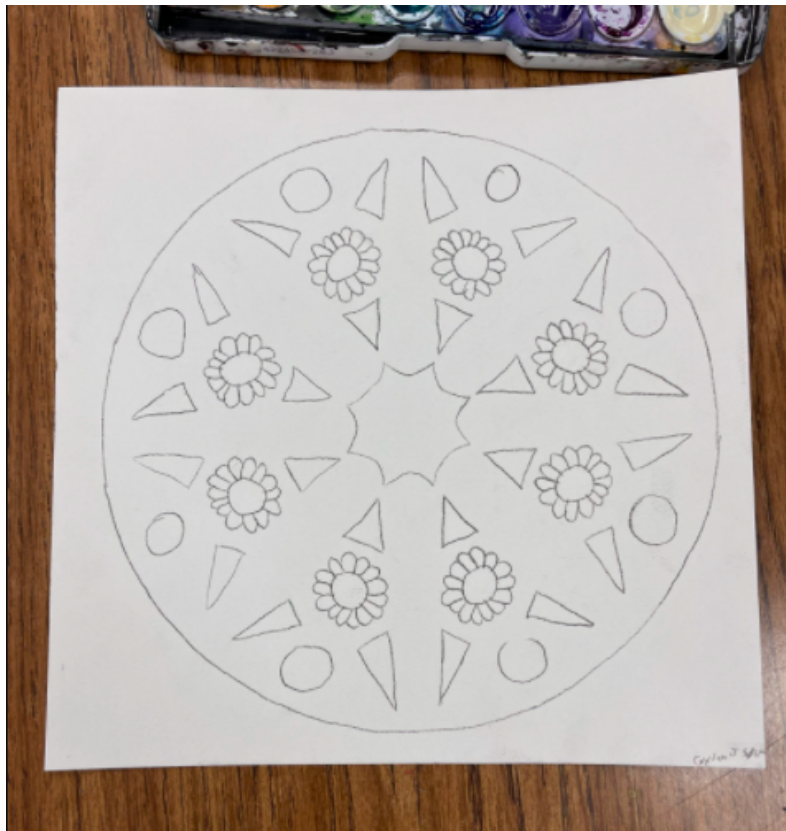
Clean-up Procedures:

Time: 2 minutes

Students will file away papers and put away tools.

Closing:

For tomorrow's class, students will need to be aware that we will begin painting.



DAY 3:

Transition / Segway/ Cross-Curricular Connection/ Study/Learning:

Time: 5 minutes

Review of what we did last time,

Setting up: students will grab their transferred designs on watercolor paper and an alcohol marker (Sharpie). From here on, students will trace their designs with the marker one final time. Students who are behind will finish transferring the design. Students who are ahead will set up their watercolor supplies like they did the other day. They will ALSO get out their watercolor worksheet from the first day to use as a reference.

Individual Practice / Independent Practice:

Time: 25-30 minutes

Students will continue to work according to the video, depending on where they are in the project.

Checking for Understanding:

I will check for understanding by walking around the classroom as the students work and correct as I see fit.

Clean-up Procedures:

Time: 2 minutes

Students will file away papers and put away tools. Watercolor students will put wet work on a drying rack, put away tools accordingly, and wipe tables.

Closing:

For tomorrow's class, students will need to be aware that we are nearing the end of the project. For some, it will be their first day painting.



DAY 4:

Transition / Segway/ Cross-Curricular Connection/ Study/Learning:

Time: 5 minutes

Students will set up their watercolor supplies like they did the first day. They will ALSO get out their watercolor worksheet from the first day to use as a reference.

Individual Practice / Independent Practice:

Time: 25-30 minutes

Students will continue to work according to the video, depending on where they are in the project.

Checking for Understanding:

I will check for understanding by walking around the classroom as the students work and correct as I see fit.

Clean-up Procedures:

Time: 2 minutes

Students will file away papers and put away tools. Watercolor students will put wet work on a drying rack, put away tools accordingly, and wipe tables.

Closing:

For tomorrow's class, students will need to be aware that we are FINISHING the project. For some, they will already be finished and can begin working in their sketchbooks.

DAY 5:

Activator/ Introduction / Motivator / Anticipatory Set / Bell ringer

FINISHING our mandala watercolor project.

Transition / Segway/ Cross-Curricular Connection/ Study/Learning:

Time: 5 minutes

Students will set up their watercolor supplies like they did the first day. They will ALSO get out their watercolor worksheet from the first day to use as a reference.

Individual Practice / Independent Practice:

Time: 25-30 minutes

Students will continue to work according to the video, depending on where they are in the project. Students who are finished painting and cutting can work in their sketchbooks.

Checking for Understanding:

I will check for understanding by walking around the classroom as the students work and correct as I see fit.

Clean-up Procedures:

Time: 2 minutes

Students will file away papers and put away tools. Watercolor students will put wet work on a drying rack, put away tools accordingly, and wipe tables.

Closing:

Students will reflect on their color and shape choices and share them with their tablemates. Upon finishing the project, students will fill out the rubric handed out to them and return them to me.

