

WATERCOLOR

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:

Watercolor is designed to present watercolor methods and techniques to students at various levels. Students receive an overview of the history of watercolor.

Units of Study:

- Color theory
- History overview
- Techniques
- Materials and tools
- Compositional theory
- Sketchbooks and field journals

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can execute a wash and apply both dry brush and sponge techniques. (S)
- 2) I can create areas of reserve on my painting. (S)
- 3) I can translate what I see into strokes of paint. (S)
- 4) I can understand the color mixing in the palette and on the painting. (K,S)
- 5) I can identify and use the elements and principles of design. (K,R,S)

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can see how the use of a wash can create a sky quickly. (S,P)
- 2) I can adapt brush strokes to mimic images of objects like trees and bushes. (S,P)
- 3) I can mix and match brush strokes to create complex paintings from a set of fundamental techniques. (S,P)
- 4) I can see how developing a picture from the background forward reduces work later in the process. (S,P)
- 5) I can create a watercolor painting. (P)

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

- 1) I can analyze the techniques used to create a piece of work. *(K,R)*
- 2) I can defend my work. *(R)*
- 3) I can explain the purpose, which started my work. *(R,S)*
- 4) I can use the elements and principles of art to create a work of art. *(S,P)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can judge whether the patterns and process I used to create my work made a positive difference. *(R)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

- 1) I can apply the elements of art to effect the development of my artwork. *(S,P)*
- 2) I can apply the principles of design to effect the development of my artwork. *(S,P)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

- 1) I can talk about the visual difference between my work, contemporary examples, and historical masterworks. *(K,R)*
- 2) I can evaluate how time and function have affected ideas about an artwork. *(K,R)*
- 3) I can trace some of the markers of culture through the style of an artwork. *(K,R)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

- 1) I can incorporate symbols in my work to expand on the ideas, which began the artistic process. *(K,R)*
- 2) I can combine subject matter to achieve new insights. *(R,S,P)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

- 1) I can tell the difference between artworks from different cultures. *(K,R)*
- 2) I can tell the difference between artworks from different time periods. *(K)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

- 1) I can describe the function of specific art objects based on the time, culture, and place for which they were created. *(K,R)*
- 2) I can ascribe a meaning to a work of art based on both the symbols and environment in which it was developed. *(K,R)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian works of art, to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Learning Targets (Type):

- 1) I can explain the relationship between works based on time, culture, and place. *(K,R)*
- 2) I can trace the aesthetic development of works and motifs over time through the culture of the origin. *(K,R)*
- 3) I can use the analysis of art works to enhance my own work. *(K,R)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

- 1) I can identify the intentions of an artist. *(R)*
- 2) I can explore the implications of an artist's purpose on the work and society. *(RR)*
- 3) I can justify the purpose of a work of art. *(R)*

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can use the historical and cultural environment as well as how an object was created to divine a meaning for the work. *(K,R)*

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can identify multiple possible meanings for an artwork. *(R)*
- 2) I can evaluate the possible meanings for one that I think is most plausible. *(R)*
- 3) I can support my interpretation of meaning with specific reasons. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

- 1) I can compare visual art to music, dance, video, and theater. *(K,R)*

- 2) I can adjust my analysis of similarities and differences of other kinds of art to suit my work. *(K,R)*

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

- 1) I can notice the patterns of visual arts over time and compare them to ideas in other subjects. *(K,R)*
- 2) I can trace the effects of historical ideas on art. *(K,R,S)*
- 3) I can trace the effects of art on the history of ideas. *(K,R)*
- 4) I can see the application of sculpture in future career opportunities. *(K,R)*