**Literary Watercolor Reflections**

(Round 1: Imagery)

How many sessions to complete? 4

How long per session? 1 hour

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| **Big Idea** |  |
| * Literary images that evoke emotions can be represented without words, through colors & textures.
* Expressing word based imagery and figurative language via color and texture
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| **Essential Questions** |  |
| * How can I express a feeling without words?
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| * How can I use color & texture to express a feeling?
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| * How do authors use descriptive language to express human emotions?
* How do I relate imagery without words or drawing?
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| **Studio Habits of Mind** |  |
| * Express
 | * Understand Art Worlds
 |
| * Reflect
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| * Stretch & Explore
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| **CCSS**  |  |
| * ELA Literature 4:
	+ Determine the meaning of words and phrases as they are used in a text, **including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone,** including analogies or allusions to other texts.
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| **National Arts Standards**  |  |
| * VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.
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| **Sessions 1-3** |
| **Learning Goal** (Student will be able to…) | Assessment |
| * ...process imagery and figurative language, and connect it to emotion and color in the abstract
* SWBAT use various watercolor techniques to express meaning and convey ideas and emotion
 | * Final product painted and submitted.
* Typed reflection on process
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| **Materials** | **Preparation** |
| * Watercolors and brushes
 | * create and label small exemplar of common watercolor techniques
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| * watercolor paper
 | * paper on tables, materials gathered
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| * exemplar of techniques, labeled
 | * class discussion / activity prior day to select figurative language from text
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| * water cups, rags, newspaper for desks
 | * class examples on large poster paper (optional)
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| * Text selections
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| * Drying rack
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| **Vocabulary** |  |
| * medium (material used in art)
 | * gritty (textured with small bits)
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| * gradient (softly / smoothly changing)
* texture (feeling of surface)
* variegated (no uniform, changing)
* vibrant (richly colored)
 | * render (create, draw)
* stipple (small dots)
* technique (method of doing)
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| **Procedures** |  |
| * Prior to lesson: assign vocab to be completed by day of activity.
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| * Have students select and write down examples of figurative language or imagery from the text. Collect class lists on large paper to display.
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| * Have basic supplies set out (no brushes until done with demo). When students come in, give them small ‘practice’ papers and demonstrate various techniques, then hand out brushes and have students practice. Explain that idea is for them to convey the feeling of an image from the list WITHOUT words or drawing - they should use color, texture and technique to create an expression of feeling without words.
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| * When done practicing, students are given larger paper. They write the image and their name on the back, then create final draft on front. Collect on drying rack.
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| * When fully dried, have students nicely pen the words of the image onto the watercolor. [Note: students used the phrase containing the image, in isolation. In retrospect, we recommend having students write the whole sentence that contains the image, for context.]
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| * VARIATION to revisit a few weeks later: have students choose the image / fig. language from the book on their own - without relying on the class lists. Do a second watercolor piece about the second image. Again, write the sentence that contains the image over the watercolor, when the paint is dry.
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| * **Final Assessment**. Students respond to the following prompts:
1. How is imagery used in *The Book Thief*?
2. Why did you choose these two images?
3. What watercolor techniques did you use to portray the feeling of the imagery?
4. How has this activity made you see/read the story differently?
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| * Finalizing the project includes typed student reflection and mounting both pieces with reflection on display board.
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| **EXTENSIONS** [See Watercolor Explorations\_2]: * Revisit this sequence with a different text later in the year. For more depth of social/emotional learning, students create one watercolor piece focused on their own personal feelings, paired with a second piece focused on the feelings of a character (as opposed to images and figurative language directly from a text).
* Insert lesson on text design, lettering & layout, to prepare for writing the words.
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