**Watercolor explorations**

**Language Arts**

**Birmingham**

**Round 1: Response to selected imagery from *the Book Thief.***

**Vocabulary**

Texture

Gritty

Technique

Render

Variegated

Gradient

Stipple

Fluid (adj.)

Medium (art)

Vibrant

**Materials**: Drying rack, Paper, Watercolors, Brushes.

**Flow (2-3 class periods)**

Brief demo of basic techniques – water on water; dry-brush; salt;

Intention: no “illustration” of people, places, or objects. We are working with abstraction: color, line, texture, shape...

Small practice area (4”x4”) for practicing techniques

Write image/text in pencil on back of final paper

Watercolor in response to the words in the chosen image

Next session: add text over top.

Feedback/thoughts to inform next round:

* Write whole sentence that contains the image, rather than phrase in isolation
* Have students do watercolor that represents their current state of mind/mood. Then, write sentence containing image that relates to or describes what they represented in the painting (working backward through similar process as in round one)
* Include reflection after each round

**Watercolor Explorations Round 2: language is rich in emotion. Use color and texture to represent first your own current emotional state.**

Session 1: Render your own emotion using watercolor. Include color, texture, space, layers, etc. Afterwards, use language to describe the relationship between what you painted and how you were feeling. Choose three words from word bank / list. Basic intro to typesetting/font/spacing.

Session 2: Thursday, May 31. Choose a description from the text that conveys an emotion (in advance). (1) Write full sentence & name on the back in pencil. Friday June 1- Watercolor representation. Give Artist Statement prompt. Monday June 4- Text over watercolor. Artist Statement. Glue.

Tuesday- finalize. Ready by Thursday SLC. June 7.