

**EXPLORATION SUMMER PROGRAMS  
DAILY LESSON PLANS**

**Instructor: Michelle Romano**

**PCA: Carol Nese Forte**

**Course Number and Title:**

**Course Budget: \$400**

**Day 1**

**Essential Question/s**

How can we get to know the materials we will be working with?

**Objectives**

- Students will learn the rules of the classroom
- Students will begin to get to know one another
- Students will explore the materials intuitively

**Materials, Tools and Resources**

Acrylic paints (various colors)

Tag board

Paper towels

Paper plates (painting palette)

Markers

Cotton swabs

**Today's Prep Work**

Make the safety and rules of the classroom poster

Prepare a name-game to begin the class with

**Activities:**

1. Name game
2. Introduce rules, safety, and cleaning procedures
3. Finger-painting identity activity
4. Share portraits with the class to get to know each other better

**Hook**

I will begin by asking the class why they chose to take this course. They will likely say that they wanted to learn how to paint, express themselves through paint, etc.

I will then tell them that though techniques and knowledge of painting materials is very important, they would be surprised at how much they already know about painting and art. I will tell them that painting has a lot to do with their own view of things and about *expressing* that view. It is about intuition and discovering or exploring an image or scene in the process of painting it.

With that said, I will tell them that today we will not be learning specific techniques, but rather

working with the materials intuitively.

## **Procedure**

### **1. Name game (10 minutes)**

Everyone will gather around in a big, spread-out circle and take their shoes off, putting them right in front of them. I will leave my shoes outside of the circle, so there is always one less pair of shoes than there are people. I will begin in the center of the circle and explain the rules.

Rules: the person in the middle of the circle must say their name and one thing about themselves that other people might have in common. When they say this fact, everyone else in the circle who this fact also applies to will run through the circle to another pair of shoes. The person left without a pair of shoes will be the next person in the middle. This will continue on until everyone has had a turn.

So, for example, I will begin by saying something like: “My name is Michelle and I love Silly Bandz”! Everyone else who loves silly bandz will run around to get to a new pair of shoes until one person is left in the middle.

This game will help us to learn names, get to know a few fun facts about one another, and moving around a bit.

### **2. Introduce rules, safety, and cleaning procedures (5 minutes)**

### **3. Paint a (faceless) self portrait (45 minutes)**

Each student will receive one piece of tag board

There will be a table of supplies with various colors of acrylic paint, from which the students may choose to use whatever they’d like. Students will use only their hands to paint these images.

Students will paint an abstract self-portrait without actually painting their face. Students will be asked to paint their identity by painting some objects that they like or they can abstractly paint their personality, whatever that may be.

(Ex). An energetic person may paint a lot of colorful crazy lines to represent their personality in an abstract way.

Students will be encouraged to create anything, however they want that speaks to who they are as a person.

### **4. Share portraits with the class (15 minutes)**

Each student will briefly share their portraits with the class to get to know each other better.

## **Assessment**

Students will be able to how to use some of the materials by jumping right in.

Students will be able to paint a self-portrait

Students will be able to recall each other’s names

Instructor will be able to assess where the students are with their painting skills

## **Closing**

After having viewed everyone’s self-portraits, we will see that so much was communicated through these works. We learned so much about each other in just one class period – and all we needed was an open canvas and our imaginations to communicate all of this!

## **Filler Activities**

Students may create a name plaque for themselves if they finish early. They may choose to use

markers or tempera paint and cotton swabs to decorate their name plaque. They will fold the designated paper “hot dog style” and then decorate one or both sides. They may then use this to put at their desk each class.

### **Lesson Plan Citations:**

## **Day 2**

### **Essential Question/s**

How can we create and use color in our paintings?

How can we get to know the materials we will be working with?

### **Objectives**

- Students will begin learning color theory
- Students will mix colors to create their own color wheel

### **Materials, Tools and Resources**

Acrylic paints (primary colors only)

Acrylic painting paper

Paint brushes

Cups for rinsing brushes in

Paper towels

Color wheel poster/example

Pencils with erasers

Paper plates (mixing pallets)

### **Today's Prep Work**

Create my own creative color wheel to show the class

### **Activities:**

1. Color wheel/mixing demonstration
2. Create your own color wheel activity
3. Clean up and share work

### **Hook**

I will gather various objects from around the room. For example, a paper cup, a paint brush, the chalk board. I will ask the students what the color of each of these objects is. They will likely say that the paper cup is white, the paint brush is light brown, and the chalk board is dark green. I will say that all of this IS correct, but there are a lot more subtleties to things than meets the eye. For example, the paper cup is white, yes, but what about the yellow light reflected off of it from the sun? Or what about the grey/blue shadow on the side facing away from the sun? The paint brush may appear to be light brown, but it is the combination of several colors: red, yellow, black, etc. The chalk board may be dark green, but what colors or pigments create this sensation of dark green?

With that said, I will tell them that today we will be working to create our own colors and what causes these experiences of color.

## **Procedure**

### **1. Color wheel/mixing demonstration (10 minutes)**

Students will learn about the three primary colors (red, yellow, and blue) and see how they can be mixed to create secondary (green, orange, and purple) and then tertiary colors (red-orange, yellow-orange, yellow-green, blue-green, reddish-purple, and blue-purple)

Students will view my example of a creative color wheel

### **2. Create your own creative color wheel activity (50 minutes)**

Students will create a color-wheel including the primary, secondary, and tertiary colors.

Instead of the typical color wheel divided into 12 segments, students will paint shapes of a particular motif in 12 different colors in the circle.

(Ex). Students can use squiggles, stars, hearts, etc. as their color segments

Students will begin by dividing their paper into 12 segments, drawing lightly every 30 degrees with a pencil. They will then draw in their shape in each of the 12 segments and then fill them in with their colors, beginning with the primary colors.

### **3. Clean up and hanging color wheels at the front of the class to view everyone's work (15 minutes)**

## **Assessment**

Students will learn how to mix many different colors using only the primary colors

Students will be able to create the color wheel

Students will be able to paint in particular shapes

## **Closing**

Students will be encouraged to go outside of the classroom and view things in the way that they were taught to today. Go out and look at the subtleties of things and the way in which light affects colors and our experience of them. We will also review some of the terms we learned today such as primary, secondary, and tertiary colors.

## **Filler Activities**

If students finish early, I will encourage them to try making other colors other than the secondary and tertiary colors using black and white paint to affect the tone and value of the color. This will also set us up for the following day's lesson.

## **Lesson Plan Citations:**

HYPERLINK "http://www" <http://www.art-rageous.net/CW.html>

## Day 3

### Essential Question/s

How can we create and use color in our paintings?

### Objectives

- Students will learn how to use color to convey a mood, temperature, or emotion
- Students will learn how to create different values of color

### Materials, Tools and Resources

Acrylic paints of various colors  
Black and white acrylic paints  
Paper plates (mixing pallet)  
Paint brushes  
Paper cups  
Paper towels  
Paint-by-numbers handout

### Today's Prep Work

Create a paint-by-numbers painting and make identical copies for each student  
Create a value-color chart for the paint-by-numbers activity

### Activities:

1. Shade and hue demonstration
2. Monochromatic painting: paint by numbers activity
3. Clean up
4. Discussion on color mood effects

### Hook

Last class, we focused on how to create various hues of colors, but today we are focusing on how to create different values or tones. I will ask the students to look at their hand and imagine that it were all one hue, with no shadows or highlights, even in the crevices of their knuckles. What effect does that create? Imagining this creates a very two-dimensional world! To reinforce this imagined two-dimensional hand I will show them an image of a real hand and a one-colored two-dimensional hand to ensure that they understand what I mean by this flat and two-dimensional look.

This will illustrate how tone and value help to add depth and highlights to our world, creating an experience that is more complex than a world where only color exists.

### Procedure

Shade and hue demonstration (10 minutes)

Students will learn how to create different shades and values of colors by adding white or black.

2. Paint-by-numbers activity (50 minutes)

Each student will be given a paint-by-numbers activity sheet with the same image on it.

Each student will also receive a different color to paint with. There will be a value-key on the board, and the students will create values of their particular color, and paint them in the numbers

accordingly.

3. Students will clean their areas quickly and efficiently (5 minutes)
4. Discussion (10 minutes)

Students will share their paintings with one another. Since they have all painted the same image but in different colors, we will discuss the effects that particular colors have on the mood portrayed.

### **Assessment**

Students will be able to mix a particular shade of a color

Students will be able to paint a whole scene

Students will be able to see firsthand how color plays a role in mood of a painting

### **Closing**

Today, not only did we learn the importance of tone and value in our paintings, but also the role that color plays in portraying particular emotions. By comparing their paintings with one another, students will see how large of a role color plays in portraying a mood.

### **Filler Activities**

I will tell students that if they have finished their painting and have cleaned their area, they should get a worksheet at the front of the classroom that will be the following:

Emotions in color:

What feeling does the color blue remind you of? Draw a picture of someone feeling this way.

What feeling does the color red remind you of? Draw a picture of someone feeling this way.

The sheet will also include yellow, green, purple, and orange.

### **Lesson Plan Citations:**

#### **Day 4**

### **Essential Question/s**

What are the basic building blocks of creating and structuring an image?

### **Objectives**

- Students will learn how to build a painting from the ground up by creating group paintings, in which the process more than the outcome is emphasized
- Students will learn about the art of landscape painting, and what elements make up a landscape

### **Materials, Tools and Resources**

Acrylic paints of various colors

Tag board

Paper plates (mixing pallet)

Paint brushes

Paper cups

Paper towels  
Images of landscapes

### **Today's Prep Work**

Gather images of simple landscapes to put at each station  
Set up stations for painting

### **Activities:**

1. Discussion on the basics of landscapes
2. Rotating landscape painting activity
3. Discussion of the process

### **Hook**

Landscapes are something we are surrounded by often. But what makes it an interesting scene? What makes us want to keep looking? Use an example of an open soccer field (if St. Mark's has one of these that the students play on, have them reflect on that one). There is not much of interest in this scene, because it is simply an expansive, flat field with not much for the eye to be drawn to. With that said, think of a beautiful landscape. For example, imagine a sunset, a beach scene, mountainous areas, or a garden. What makes us attracted to these images is that there is often a pretty sky in the far off background, some depth and interesting sights in the middle-ground, and then more objects to draw our eye in the foreground. Though many of these images may be beautiful and serene, they are actually very complex in their composition.

We can use descriptive language here to emphasize what makes a certain scene interesting. For example, in the field scene, we can describe it as a flat, blank space filled with green. As for a beach scene, there is much more of interest: cool breezes, salty air, and the rolling and crashing of the waves.

Today, we will learn the process of painting these types of scenes from the ground up!

### **Procedure**

Discussion on the basics of landscapes (15 minutes)

Students will be shown master landscape examples, and will be asked what is similar in each of them.

Students will identify the elements of a landscape.

The instructor will discuss what foreground, background, and middle ground is in a painting.

Rotating landscape painting activity (50 minutes)

Each student will receive an image of a landscape, and will have a station set up for them to begin painting. They will be given a short amount of time (about 15 minutes) to cover the canvas with the basic elements of the image. This means breaking the landscape image into about two or three colors and shape areas.

Students will then get up and move to the next seat. Here, they will spend another 15 minutes painting the next biggest shapes and color areas.

Students will move to the next seat and paint the details of the image, and put on the finishing touches.

Discussion of the process (10 minutes)

After a thorough clean up, students will view everyone's finished paintings.

We will discuss and acknowledge that they did not get too much time to do these paintings, and that they may not be masterpieces, but we will emphasize the importance of the process and

starting from the ground up.

By painting in a group process, students will not get so precious with their work and jump right to details. Instead, they will practice painting from the ground up to see the differences of that method as opposed to previous painting methods.

### **Assessment**

Students will create landscapes from the ground up

Students will learn the various elements of landscapes and how to paint them

### **Closing**

To close, we will recap some of the terms we learned for the day. For example, foreground, middle-ground, background, and composition.

We will also discuss how today's lesson was mainly about the process of painting from the ground up rather than starting with the details. Because they were working as a group, they were unable to get so precious with the details of their painting and focused creating a larger scene.

### **Filler Activities**

Now that their "faceless self-portraits" from the first day are dried, students may staple another piece of tag board to the back of their self-portraits to create a portfolio to put their finished works in from now on.

### **Lesson Plan Citations:**

## **Day 5**

### **Essential Question/s**

How can we create and use color in our paintings?

How do we represent the images in our world through paint?

### **Objectives**

Students will be able to replicate colors in a given image to create a larger scene

### **Materials, Tools and Resources**

Acrylic paints of various colors

Paper plates (mixing pallet)

Paint brushes

Paper cups

Paper towels

Sections of "A Starry Night" to replicate

A rectangular canvas or tag board

Pencils



Rulers

### **Today's Prep Work**

Divide "A Starry Night" into the correct number of segments

### **Activities:**

1. Instruction on how to site an image for transfer
2. Mural Master Copy: "A Starry Night"
3. Reassemble the segments

### **Hook**

As students walk into class, I will hand them a section of Van Gogh's *A Starry Night* with a number on the back. I will not tell them what we will use these for, but that they must remember the number on the back of their section. Once everyone has received a section, they must work together to reassemble the piece into the larger painting.

This way, they can see the process of the reassembling ahead of time and get excited for when they are reassembling the image out of their own painted segments.

### **Procedure**

Instruction on how to site an image for transfer (10 minutes)

Each student will receive a segment of Van Gogh's "A Starry Night".

The instructor will show the student how to divide their image and their canvas into grids so they can more accurately sketch the image.

Mural Master Copy (55 minutes)

Students will draw their image.

Students will mix their own colors to match the colors in "A Starry Night"

Students will paint the image

Reassemble the segments (10 minutes)

After a thorough clean-up, the students and the instructor will reassemble and hang their paintings on a wall for the rest of the camp to see.

### **Assessment**

Students will be able to use their color wheel to mix colors that are close to the colors in the image they are given

Students will be able to grid off an image and transfer it to copy

### **Closing**

We will reflect on how useful our color wheels were throughout this lesson, and how our previous lessons on mixing to get our desired color has helped us in this project. We will then discuss how Van Gogh was a very influential artist who we will be learning more about the following class day – so they should get excited about learning more about his beautiful works!

### **Filler Activities**

If a student finishes early, it is likely that there will be extra segments of *A Starry Night* that will not have been painted, so if there is enough time, they may begin working on another one of those segments. If there is not sufficient time for that, students may begin hanging their segment

outside in the hallway, as this will be a time-consuming process.

### **Lesson Plan Citations:**

<http://mail.csisd.org/~aherbelin/S03D5731C.0/van-gogh-vincent-starry-night-7900683.jpg>

## **Day 6**

### **Essential Question/s**

How can we create and use color in our paintings?

How can various techniques help to create your own painting style?

### **Objectives**

- Students will learn various techniques of using color through the work of different artists

### **Materials, Tools and Resources**

Acrylic paints of various colors

Paper plates (mixing pallet)

Tag board or Canvas paper

Paint brushes

Paper cups

Paper towels

Palette knives

Sponges

Cotton Swabs

PowerPoint including works from Monet, Van Gogh, and Seurat.

Projector to show the PowerPoint

### **Today's Prep Work**

Prepare a PowerPoint to show the works of Monet, Van Gogh, and Seurat

Also put examples of river or stream that students may paint from

Prepare sticky notes for artist selection

### **Activities:**

1. Presentation on various artists' techniques
2. Revealing their artist
3. Master technique painting

### **Hook**

As students walk into the classroom, I will tell them to take one of the items on the counter. The items will be a cotton swab, a palette knife, and a sponge. When everyone has arrived, I will ask

them what they think these items are, ensuring them that they do, in fact, have some significance. If no one guesses, I will tell them that these are what they will be painting with today.

We will then view the artist PowerPoint presentation and see if the students can guess which tool goes with which artist.

### **Procedure**

#### **1. Presentation on various artists' techniques (10 minutes)**

Students will be shown a PowerPoint presentation on the work and techniques of Seurat, Van Gogh, and Monet.

Students will speculate about how they believe the artists achieved those effects.

#### **2. Revealing their artist (5 minutes)**

Students will be told what their sticky note means, and which artist it represents. This will be the artist whose techniques they must practice and whose style they must try to imitate

#### **3. Master technique painting (60 minutes)**

Based on the artist they selected, students will receive sponges (Monet), cotton swabs (Seurat), or pallet knives (Van Gogh) to paint with, along with their ordinary paint brushes if they desire.

Students will all paint an image of a stream or a garden. They can either paint from their imagination, or paint from one of the picture examples included on the PowerPoint.

### **Assessment**

Students will learn about artists and techniques to portray movement or harmony, or how to make a scene look peaceful or make a bold statement

Students will be able to use these techniques to paint a whole scene

Students will learn about various artists

### **Closing**

We will recap by discussing each of the new techniques we have learned. We will discuss that not just a paint brush is valuable in the process of painting. Many different objects help to create different textures and portray different feels for an image.

### **Filler Activities**

If students finish early, they may practice the other techniques or begin a new painting in another style of their choice on a smaller piece of canvas paper.

### **Lesson Plan Citations:**

<b>Day 7</b>
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### **Essential Question/s**

How can we create and use color in our paintings?  
How can various techniques help to create your own painting style?

### **Objectives**

- continuation of previous day

### **Materials, Tools and Resources**

Acrylic paints of various colors  
Paper plates (mixing pallet)  
Paint brushes  
Paper cups  
Paper towels  
Palette knives  
Tag board  
Sponges  
Cotton Swabs  
Brief PowerPoint to refresh about the techniques  
Projector

### **Today's Prep Work**

Continuation of previous day

### **Activities:**

Continue working on master technique paintings  
Presentation and discussion of techniques

### **Hook**

The students will view some different art pieces from each of the same artists as the previous day, as well as some of these artists' followers for comparison. This will help to recap the previous day's lesson and get them excited about painting in these styles again.

### **Procedure**

Continue working on master technique painting (60 minutes)  
Presentation and discussion of techniques (15 minutes)  
Students will divide into groups based on which technique they used. They will then present their paintings to the class, explaining their techniques and processes in creating their images.  
After the presentations, students will discuss what each of the techniques does to portray a particular mood or feeling.

### **Assessment**

Students will learn about artists and techniques to portray movement or harmony, or how to make a scene look peaceful or make a bold statement  
Students will be able to use these techniques to paint a whole scene  
Students will be able to recognize the role each technique had in the paintings

## **Closing**

To close, we will review some of the terms we learned in class today. For example, we will review pointillism which is the technique Seurat used, in which small, distinct dots of pure color are applied in patterns to form an image. We may also discuss impasto, which is the technique Van Gogh used, in which the paint is laid on thick in large blobs of color. Finally, we will discuss impressionism, which is the term or style first used by Monet, which is characterized by the concentration on giving a general impression of a scene or object by using bright colors and small strokes to simulate actual reflected light.

## **Filler Activities**

If students finish early, they may practice another technique or style of their choice on a smaller piece of canvas paper.

## **Lesson Plan Citations:**

<b>Day 8</b>
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## **Essential Question/s**

How can we create and use color in our paintings?

How can various techniques help to create your own painting style?

## **Objectives**

- Students will learn how color is used to express emotion
- Students will learn how different brushstrokes can portray emotion and movement

## **Materials, Tools and Resources**

Acrylic paints of various colors

Paper plates (mixing pallet)

Paint brushes

Canvas paper

Paper cups

Paper towels

Palette knives

## **Today's Prep Work**

Create handout of various emotions for students to match the corresponding colors.

## **Activities:**

1. Emotion demonstrations
2. Abstract emotion painting

### **Hook**

Students will be told that they finally get to do some abstract painting! While they do get to stray from the sometimes stressful realism, they will also learn techniques and ways to use color which will really also help them when returning to painting in non-abstract ways as well.

### **Procedure**

1. Emotion demonstrations (15 minutes)

The instructor will ask for a volunteer to come and demonstrate an emotion. The student will stand in front of the class and the instructor will whisper an emotion in their ear. On the count of three, the student will act out the emotion (surprise, sad, happy, angry, calm, etc.). The class will then have to identify the emotion they are portraying. We will then take a step back and identify how we feel when we are surprised, sad, happy, angry, etc. We will identify particular aspects of the emotion that correspond with colors. For example, when we are angry we sometimes feel hot, like fire, which is red and orange. We will do this for each of the emotions that we plan to paint

2. Abstract emotion painting (60 minutes)

Students will then pick an emotion out of a hat, and begin by painting that emotion using the techniques we just learned. Each student will have their own paints, mixing palette, and painting station. If they finish their painting, they can paint as many emotions as they would like.

### **Assessment**

Students will connect the idea that color represents emotion

Students will utilize these techniques to portray emotion

### **Closing**

We will discuss the importance of an image having a particular feel or emotion, which is not simply portrayed through a facial expression, but by other factors such as color, brushstrokes, etc. The style in which students paint helps to portray particular emotions and ideas.

### **Filler Activities**

I will prepare very small pieces of canvas paper (about 3x4 inches). If the students finish early, they may choose another emotion and paint a very small, quick, portrait of themselves in this new emotion.

### **Lesson Plan Citations:**

**Essential Question/s**

How do we represent the images in our world through paint?

How can we get to know the materials we will be working with?

What are the basic building blocks of creating and structuring an image?

**Objectives**

- Students will begin learning about watercolor paints and techniques
- Students will apply these techniques to painting objects from real life.

**Materials, Tools and Resources**

Watercolor paper

Watercolor paints (in tubes)

Watercolor paint brushes

Paper towels

Paper cups

Palettes

Painter's tape

Heavy paper (poster board)

Scissors

Salt

White crayons

PowerPoint of watercolor examples

Projector

**Today's Prep Work**

Create a PowerPoint presentation showing examples of what watercolor paintings look like.

The images will show the range that watercolor has. For example, it can be very dreamy and soft or it can be very precise.

Cut strips of heavy paper to create view-finders

Gather objects for the quick-study paintings

Apple, flower, cup, etc.

**Activities:**

1. Introduction to watercolors: PowerPoint presentation
2. Demonstration and experimentation with techniques
3. Quick-study paintings
4. Create viewfinders

**Hook**

To illustrate how watercolor creates an entirely different feel and type of image in comparison to acrylic paintings, I will show students examples of completed watercolors. This will also help them to get an idea of the techniques used.

**Procedure**

1. Introduction to watercolors: PowerPoint presentation (10 minutes)

Students will see examples of watercolor paintings of all types. From soft, dreamy images to more precise images. From complex paintings to quick-study works. They will see the range that watercolor has.

**2. Demonstration and experimentation (15 minutes)**

Students will try various techniques such as wet on wet, dry brush, etc. as I demonstrate. (these terms are explained in my resource citations)

I will demonstrate how to dilute the paint to get the proper amount of pigment on the brush, and then show the techniques.

**3. Quick-study paintings (40 minutes)**

Students will paint single, simple objects. (apple, flower, paper cup, etc.)

These will be quick study paintings, meant to be done in a sketchbook style rather than as a long finished painting.

Students will be given 7 minutes to finish painting each of the objects presented to them.

Students will discuss the differences between watercolor and acrylic based on their experiences.

**Create viewfinders (10 minutes)**

Using heavy-paper, students will create “viewfinders”. These viewfinders are simply paper taped together to create a rectangular shape.

Students will use these viewfinders the following day to help them frame an image from nature.

**Assessment**

Students will be able to paint simple images to get to know the medium of watercolor

**Closing**

Students will be informed that these viewfinders they created will be put to use the very next day! They will be taking them outside of the classroom to help them frame an image and create a painting “en plén air”.

**Filler Activities**

If there is time, students will be able to experiment with other materials with watercolors. For example, they may use salt to see the effect it has on watercolors. They may also experiment with white crayons and see the repelling effect it has. Students will have a number of materials out to explore watercolors further.

**Lesson Plan Citations:**

Usborne book of art ideas – demonstrates all the techniques for painting with watercolors (wet on wet, dry brush, etc.)

**Day 10**

**Essential Question/s**

How do we represent the images in our world through paint?

How can we get to know the materials we will be working with?

What are the basic building blocks of creating and structuring an image?



## **Objectives**

- Students will apply their experiments and lessons from the previous day by painting outside, painting nature scenes from life.
- Students will learn to frame their own image on their adventures outside

## **Materials, Tools and Resources**

Watercolor paper  
Watercolor paints (in tubes)  
Watercolor paint brushes  
Paper towels  
Paper cups  
Palettes

## **Today's Prep Work**

Tape watercolor paper to boards for each student

## **Activities:**

1. Adventures and outdoor paintings – “En plen aire”
2. Discussion on works produced

## **Hook**

Students will be asked what they are inspired or excited by. After everyone has responded, we will take note that it is likely our direct experiences or something new and extraordinary to us that is exciting. With that said, I will tell them that we will take this day to go out on personal adventures, seeking inspiration in the world around us. Students will be encouraged to find something that *they* find beautiful or interesting rather than being given an object to paint.

## **Procedure**

1. Adventures and outdoor paintings (65 minutes)

Students will be encouraged to explore the given area and find a scene that interests them. Using their viewfinders, students will frame their own image and paint it using their new knowledge of watercolors.

They may choose to either focus on a smaller item or paint a larger scene.

Students are free to explore, but they must return to the classroom after 65 minutes to discuss each other's works

The instructor will be walking around to each student to offer any help or advice when needed.

2. Discussion on works created (10 minutes)

When everyone has returned, we will look at the works produced and discuss it briefly.

**Assessment**

Students will apply their experiments with watercolor by taking it outside and painting a full scene.

Students will be able to select, frame, and paint an image based on their own discretion.

**Closing**

We will discuss the difference between acrylics and watercolor. We will also discuss the differences between each other's paintings, as it is likely that some will be more precise while others are more diluted and dreamy. This will emphasize the versatility of watercolors.

**Filler Activities**

Students may create quick watercolor sketches of things they find on their adventure outdoors if they finish their large scene early. Again, they may use their viewfinders to zoom in close to particular objects of interest.

**Lesson Plan Citations:****Day 11****Essential Question/s**

How do we create and use color in our paintings?

How do we represent the images in our world through paint?

How can various techniques help to create your own painting style?

**Objectives**

- Students will get the chance to catch up on any un-finished assignments or make a painting of their choice

**Materials, Tools and Resources**

All materials from previous lessons

**Today's Prep Work**

None.

**Activities:**

1. Free-painting time

**Hook**

Students will be told that most masterpieces are not made overnight. They may feel they are done

with their works, but if they look back on them all, they may be able to look at things with a fresh new outlook, and add things that they might not have thought to earlier.

To demonstrate, I will show them this video. **HYPERLINK**

"[http://www.metacafe.com/watch/251450/magic\\_in\\_a\\_can/](http://www.metacafe.com/watch/251450/magic_in_a_can/)"

[http://www.metacafe.com/watch/251450/magic\\_in\\_a\\_can/](http://www.metacafe.com/watch/251450/magic_in_a_can/)

In this video, even when we think the artist is done, he continues adding small details that make the painting even more beautiful and interesting. With that said, students may either go finish unfinished paintings or they may add details to ones they believed were finished before.

### **Procedure**

#### **1. Free-painting time (75 minutes)**

Students will catch up on previous projects if any remain unfinished.

If a student feels they are done with everything, they may do a painting in any subject matter/style they would like.

This is a good chance to further expand upon anything that was touched on during the class but not explored fully

If students would like to create a new painting but do not know what they would like to paint, I will suggest that they might want to paint their self-portrait in the opposite emotion from the one that they painted the week before. Students may also paint their favorite moment from Explo.

### **Assessment**

By having a day to catch up, slower students will be equal with the faster students in the class, and more advanced students will get the chance to work independently on any subject that interests them.

### **Closing**

I will point out to the class that in our fast-paced culture where everything has to be “now”, we often miss out on the process when the process is just as important as the product.

### **Filler Activities**

If students feel they have finished all of their paintings and have finished a new one before class is through, I will give the student a challenge: They must go back into each of their “finished” paintings and add one more small detail. This detail can be something as small as a white spot on the apple to emphasize the illusion of reflected light or it can be something bigger such as another tree in one of their landscapes.

Also, if they haven’t done so already, students will staple their portfolio together using their face-less self-portrait so they may take their paintings home in this portfolio.

### **Lesson Plan Citations:**

**Essential Question/s**

How do we view the achievements we have made in painting over the time of the course

**Objectives**

- Students will look at all the paintings they created during the session
- Students will share what they learned

**Materials, Tools and Resources**

All paintings created during the session

Clipboards

Pencils

Tape

Blank paper

Grapes

Cheese

Sparkling Cider

Crackers

Camera

**Today's Prep Work**

Set up the sparkling cider, grapes, and cheese for the class to see when they first walk in so they can get excited for the day ahead.

**Activities:**

1. Art gallery showing
2. Comment clipboards
3. Mingle

**Hook**

Students will be told that not only have they become artists themselves, but they have become art connoisseurs. Not only do they know how to create beautiful work, but they know the lingo to talk about it and give feedback on it as well. That being said, they will be told that they will be having a real art gallery showing with a group of real art enthusiasts and connoisseurs, each other!

Also, students will see the food set up as they walk in and will be immediately drawn in.

**Procedure**

1. Art gallery showing (20 minutes)

Students will hang all of their work in one place using tape

Students will view each other's work

2. Comment clipboards (40 minutes)

At each student's space, there will be clipboards set up. Each student must stop and write one nice thing about their work.

### 3. Mingle (15 minutes)

Students will eat grapes, cheese, crackers and sparkling cider to set the tone

Students will discuss art and each other's work

The instructor will take photos to document

#### **Assessment**

Students should be able to write a meaningful comment on all of the artwork that was created by their classmates

#### **Closing**

Students will gather their work to take home, and will have their clip-board comment sheet to take along with them.

#### **Filler Activities**

If there is time, we will sit in a circle as a group and go around the circle saying what everyone's favorite project was and why.

#### **Lesson Plan Citations:**

**Daily Lesson Plans (Junior/Intermediate Program - Full Course)**

**Daily Lesson Plans (Junior Program - Full Course)**

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