
Unit 2-Watercolor Shapes

‘PACE 2 -4 Revised

Ms. Drakes

My personal goal and intention is to successfully have the PACE classes experience painting in a successful way, learn basic art concepts and be able to use their creativity for each of their diverse and highly varied skill levels.



I wanted to see if the criteria for comprehension of art concepts were changed from the former -Verbal students associated as higher and non-verbal students as lower. To modifying the criteria equal whether the student could verbally respond to questioning, non-verbal respond with pictures and 100 % non verbal equal within amount all the students in each classroom. In this lesson, the objectives and outcomes were as follows using equal assumptions regardless of modalities .

Lesson Objectives Students Outcomes

Students will be able to:

Practice using a paintbrush properly.

Learn about the qualities of watercolors through instruction and exploration.

Experiment with watercolor resist.

Be able to identify common shapes such as circle, diamond, triangle, star, square, oval, rectangle, heart and crescent.

Practice drawing a variety of shapes.

Introduced to the idea of concentric shapes
(Concentric describes something, like circles, that have a common center. I explain that you can draw a circle and then repeat circles one inside another.

Instructional Materials/Resources:

12"x18" piece of white tagboard or other thick paper

Watercolor paints, brush, cup of water

Sharpie marker

Crayons

Pacing

2-5 Min - Discuss common shapes. Encourage the students to share as many shapes as they can think of and draw them on the board for reference. Students can practice drawing these shapes at their table on a piece of paper or on chalk on the tables.

Review -Reinforcing concepts is beneficial for art, as well as math.

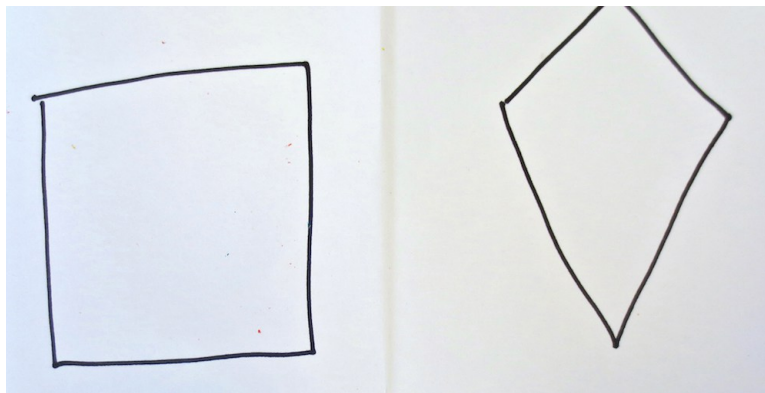
At end if class is calm and focused

Read a book about shapes such as The Snake Shapes Book, by Gene Yates or When a Line Bends, A Shape Begins by Rhonda Gowler Greene.

Preparation/Modifications:

For this art lesson, fold one sheet of 12" x 18" thick white paper in half horizontally and then unfold. Fold in half vertically and then unfold. Finally, fold both of the sides into the center and unfold. When you finish folding, there should be 8 rectangles on your page. Do this for all of the students in the PACE class that cannot, so the papers are pre-folded. (Also: this is a great task for one older students who finishes early.)

Step 1- Demonstration how to draw one shape (circle, triangle, square, oval, etc) in each space. We used Sharpie markers.



Step 2 -Demonstrate watercolor techniques. This may be their first exposure to watercolor paints, so demonstrate how to dip a

brush in the cup of water, get their paints a little wet and brush the paints on the paper.

Step 3 - Show students how to color using concentric shapes inside the first. For example, if you drew a circle first, color around the inside edges with a crayon to form another circle.

Step 4 - Show students how to color using concentric shapes inside the first. For example, if you drew a circle first, color around the inside edges with a crayon to form another circle. Then, choose a different color crayon and color in another ring.

Some of the students loved this and colored everything using concentric shapes. Other students wanted to color in their shapes solidly or with different patterns.

Give them freedom to experiment with how they want to color.

Encourage them to color firmly and solidly, filling in all of the white spaces in their shapes. Leave the background blank for now.

Notes for next time:

To extend this unit on shapes, students can work in pairs to create large collaborative shape watercolor paintings. They can use what they have learned to make freestyle layers of shapes and color with crayons and watercolor paints. Or, they can try the watercolor resist technique again using different types of lines instead.

Student work: PACE 2



Verbal student



Non-verbal



Verbal Students PACE 3



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Verbal



Non Verbal

