



Island STYLE



Watercolor Painting: An Eco-Art Workshop by Artist Boat



SUBJECT:

Science

GRADE LEVEL:

6th

TIMEFRAME:

45 minutes

MATERIALS:

- Introduction
 - Scrap paper
 - Pencils
- Interpretive Art Activity
 - Watercolor palettes
 - Watercolor paper
 - Water cups
 - Small watercolor boards (4.5x6)
 - Masking tape
 - Paper towels
 - Bucket
 - Reference Images



ACTIVITY SUMMARY:

- Students will learn about local coastal ecosystems and the wildlife that inhabits them by applying new knowledge of watercolor painting techniques and creating a watercolor painting.

LEARNING OBJECTIVES:

- Understand threats to the environment due to pollutants
- Recognize the value of protecting the environment
- Identify coastal wildlife species
- Understand watercolor painting techniques



ALIGNMENT:

TEKS:

Science -

- 6.3.(B) – Use models to represent aspects of the natural world
- 6.3.(C) – Identify advantages and limitations of models such as size, scale, properties, and materials
- 6.3.(D) – Relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content
- 6.7.(A) – Research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources

Art –

- 1(A) – Identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international
- 1(B) – Understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately
- 2(A) – Create original artworks based on direct observations, original sources, personal experiences, and the community
- 2(C) Produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials

Ocean Literacy Principals:

- 1 Earth has one big ocean with many features
- 4 The ocean makes Earth habitable
- 5 The ocean supports a great diversity of life and ecosystems
- 6 The ocean and humans are inextricably interconnected

VOCABULARY:

- **Brackish** – A mixture of salt and fresh water
- **Contour Line** – A line on a map joining points of equal height above or below sea level
- **Erosion** – The wearing away of the Earth's surface by wind, water, or energy
- **Estuary** – A partially enclosed, coastal body of water where freshwater from rivers and streams mixes with salt water from the ocean
- **Non-Point Source Pollution** – Pollution that comes from many different sources, including storm water runoff and agricultural runoff; origins cannot easily be identified or regulated
- **Pelagic** – Relating to the open sea
- **Point Source Pollution** – Pollution that comes from definite sources, such as wastewater treatment plants, industry, or large chemical or oil spills
- **Transparency** – Being able to see through (or partially see through) one or more layers in an artwork
- **Salinity** – Dissolved salt content of a body of water; measured in ppt (parts per thousand)
- **Watercolor Painting** – A work of art executed with watercolor paint
- **Wetland** – The place where water meets land and the land is saturated with water at some point during the year

BACKGROUND INFORMATION:

What are the 5 functions of the wetlands?

1. Flood prevention
2. Water filtration
3. Erosion prevention
4. Nursery habitat
5. Blue carbon sink



The Galveston Bay Watershed

Galveston Bay is an estuary located in between Houston and Galveston along the upper Texas coast. The Galveston Bay connects the Trinity River and the San Jacinto River to the Gulf of Mexico. Due to the combining of these two major rivers and the Gulf of Mexico, the Galveston Bay consists of brackish water.



Watercolor Painting Techniques

1. **Wash** - In a wash, colors are added on top of each other while still wet to create interesting blending effects. Remember to work from light to dark. Use this technique for the larger areas, such as the sky, water, or ground. To do this, wet the brush without paint, spread it over the paper as if there were paint on it, add some color to the paintbrush, and paint over the area with water. This technique allows paints to be spread evenly and lightly for background colors.



2. **Wet brush, dry paper** - this is the most common technique used while watercolor painting; can be used to outline large land masses and outline animals or plants



3. **Dry brush**- A dry brush technique involves not using as much water with the brush in an attempt to create details. Create a small pool of water in the color well that you are wanting to use, then pinch out the excess water left in the paint brush. Gently hold the bristles of the paint brush over the small pool of paint and allow the paint to be absorbed up into the brush.



PREPARATIONS:

1. Tape a 4.5 x 6 in. piece of watercolor paper to a wooden board (enough for the first class period at minimum)
2. Half-way fill a cup with water for each student
3. Gather reference images of local coastal wildlife

INTRODUCTION:

Provide students with reference images of local coastal wildlife (i.e. marine mammals, fish, coastal prairie mammals, birds, invertebrates). Have each student choose 3 unique images that they would consider for their watercolor painting. Allow students to quickly sketch each of these images and discuss the importance of contour lines in a painting. Ask students to partner up and discuss why they chose the images they did and determine what could be pros and cons of painting each of the images.

GUIDED PRACTICE:

Watercolor Painting Demonstration

1. Quickly choose a subject from provided resources.
2. Decide if it is going to be a portrait or a landscape.
3. Perform a quick contour line drawing of the subject, and other major parts to the painting. It is easier to look at the drawing while doing this instead of focusing on your hand, similar to playing a video game. A horizon line should be established, and the ground or water should meet the horizon line. Discourage the use of happy-faced suns, fake fluffy clouds, m-shaped birds, and other elementary symbols.
4. Sketch white areas to avoid painting over them. There is no white paint.
5. Show class that there are only 12 colors in watercolor set; encourage them to mix colors in wells.
6. Show examples of how to paint using the 3 main watercolor painting techniques: wash, wet paint – dry paper, and dry brush.
7. Allow students to ask any questions that they have regarding the painting techniques or upcoming independent practice.

INDEPENDENT/GROUP PRACTICE:

Equipment Rules

1. Do not touch supplies until asked to do so.
2. Pour out dirty water and get fresh water for the next group.
3. Paint wells should be cleaned with paper towel after each use.
4. Paint brush must be washed out and placed in paint palette with pencil.
5. Replace reference images.
6. Remove painting and stack board.
7. Throw used paper towels and tape in the trash.

Watercolor Tips

1. Portrait vs. Landscape- first decide which fits your drawing.
2. Subject must take up 2/3 of page.
3. Background must be present behind animal- gives depth
4. Foreground must be present in front of animal- gives depth.
5. Light to dark- work light to dark with watercolors.
6. Contour line drawing- the outer edge of any shape. Make a simple contour line drawing of subject. Leave detail for painting. Students should only spend 5 minutes on contour line drawing.

Watercolor Painting

1. Have students choose which of the 3 sketched images (completed during the introduction activity) they would like to use as reference for their watercolor painting.
2. Transfer the sketch to their 4.5 x 6 in. watercolor paper or create a new sketch that reflects information learned throughout this watercolor painting Eco-Art Workshop.
3. Allow students to begin watercolor painting.
4. Walk around the room while students are water coloring to assist.
5. Provide frequent updates on time remaining.
6. Have students clean up their work area, leaving it as clean as when they started. Pour out dirty water and refill with clean water for the next class. Clean dirty paint wells with paper towels. Wash out paint brushes and place back in paint palette alongside pencil. Return reference materials. Remove painting from boards when fairly dry. Throw paper towels and tape into trash.
7. Ask students to write their first and last name, as well as the date on their art piece.

ASSESSMENT OF LEARNING:

Informal viewing of artwork will show that students have gained the ability to contour line draw and watercolor paint used the three main techniques.

CLOSING:

As you teach lessons linked to Watercolor Painting: An Eco-Art Workshop by Artist Boat, you can use the “I Wonder” board as a closing assignment.

You might ask what else the students want to learn about different ecosystems within the Galveston Bay watershed, watercolor painting, or specific species in their own backyards. Students may ask about artists who are known for their watercolor paintings or coastal food chains. All of their questions (even the ones asked multiple times) would go to the “I Wonder” board. If a question was answered in the lesson, it still goes on the board.

Students may even have questions days later that could be added. The goal is to have a place for all questions about the Galveston Bay watershed, the Gulf of Mexico, and local wildlife to be housed.

NOTES:

