

Painting: Watercolor “Mood”

Students will:

- Develop significant skill and technique using watercolor paints.
- Analyze their own and others’ artwork to determine aspects of the artwork relative in the creation of mood.
 - Use art class time wisely by working on the given project only.
 - Employ knowledge of good craftsmanship with neatness and care of storage.
 - Employ prior knowledge of composition and the role played by the elements and principles of design in the creation of a successful work of art.
 - Students will analyze their own artwork to determine what techniques they used to create mood and how effectively they have represented mood within their painting.

Project Description:

Art is a powerful tool of expression. For this assignment, students will use art to express a certain mood. Mood is defined as a temporary state of mind or feeling. In order to develop ideas and inspirations for their projects, students will explore and analyze the artwork of Frank Webb, Alvaro Castagnet, and Paul Lovering. While analyzing these artworks, students should pay particular attention to the artist’s use of lighting, composition, color, and setting to create mood. For this assignment, students may only use watercolor paints and pencil (charcoal or regular) in the creation of their painting.

Before work on the final project can begin, students must meet with the teacher to describe their plans and thought processes for the project. The teacher will give necessary feedback during this time.

Planning Process:

Mood Chosen:

How do you plan to represent this mood? (Think of the subject; a portrait, a setting/landscape?)

Think of the visual elements pertinent to the mood you have chosen. How will you use watercolor techniques to create these elements?

Inspirations for your project. These can be images, paintings, artists, poems, etc. Use “Creative Commons” friendly sites like Flickr, Pexels, Openclipart, or PhotoEverywhere.co.uk as tools to help inspire you.

It is good practice to sketch various ideas and practice watercolor techniques before starting the final project. Watercolor painting techniques include; wet into wet, wet into dry, drybrush,

dry on wet, flat wash, graduated wash, and variegated wash. How will you use these techniques to strengthen the mood you are representing within your work?

	Exemplary	Proficient	Developing	Beginning
<p><u>Create</u>: Conceive and develop authentic ideas and artwork.</p> <p>(Planning Process)</p>	Demonstrates exceptional use of the steps necessary in the development of a work of art to inspire creativity and innovative thinking.	Effectively demonstrates use of the steps necessary in the development of a work of art to inspire creativity and innovative thinking.	Demonstrates minimal use of the steps necessary in the development of a work of art to inspire creativity and innovative thinking.	Did not use the steps necessary in the development of a work of art to inspire creativity and innovative thinking.
<p><u>Create</u>: Understand, select, and apply artistic media, techniques, and processes.</p> <p>(Watercolor painting techniques practiced and used: wet into wet, wet into dry, drybrush, dry on wet, flat wash, graduated wash, and variegated wash)</p>	Demonstrates a consistently exceptional quality of acquisition of skills/ techniques through experimentation, practice, and persistence.	Demonstrates overall good quality of acquisition of skills/ techniques through experimentation, practice, and persistence.	Demonstrates average quality of acquisition of skills/ techniques through experimentation, practice, and persistence.	Demonstrates poor quality of acquisition of skills/ techniques through experimentation, practice, and persistence.
<p><u>Create</u>: Complete and refine artistic work, employing knowledge of craftsmanship and other art structures.</p>	Additional time, effort, research, and investigations demonstrated in the creation of exceptional quality work.	Expected amount of time, effort, research, and investigations demonstrated in the creation of overall good quality work.	Minimal time, effort, research, and investigations demonstrated in the creation of average quality work.	Little to no time, effort, research, and investigations demonstrated in the creation of poor quality work.
<p><u>Respond</u>: Reflect upon and assess the characteristics and merits of their artwork and the work of others.</p> <p>(Artist critiques and final critique)</p>	Participation in class discussions include at least four insights, questions, opinions, and/or constructive feedback.	Participation in class discussions include three insights, questions, opinions, and/or constructive feedback.	Participation in class discussions include two insights, questions, opinions, and/or constructive feedback.	Participation in class discussions include one to zero insights, questions, opinions, and/or constructive feedback.
<p><u>Connect</u>: Determine connections between the visual arts, personal experiences, and other disciplines and contexts (societal, cultural, historical, etc.)</p> <p>(Mood depicted AND explained)</p>	Coherent connections between societal, cultural, historical, and/or personal life with art-making approaches made to create meaningful works of art/design.	Connections between societal, cultural, historical, and/or personal life with art-making approaches made to create meaningful works of art/design.	Unclear connections between societal, cultural, historical, and/or personal life with art-making approaches made to create meaningful works of art/design.	No connections between societal, cultural, historical, and/or personal life with art-making approaches made to create meaningful works of art/design.
<p><u>Present/Produce</u>: Analyze, interpret, and select artistic work for presentation.</p> <p>(Everyone's favorite! Artist statement!)</p>	Artist statement is written in paragraph form in full sentences. Includes description of work, process of creating work, explains/interprets concept behind work, identify personal goals, and personally critiques their work.	Artist statement is not written in paragraph form or uses full sentences, but does include a description of work, process of creating work, explains/interprets concept behind work, identify personal goals, and personally critiques their work.	Artist statement is not written in paragraph form or uses full sentences, and does not include one of the following: description of work, process of creating work, explains/interprets concept behind work, identify personal goals, and personally critiques their work.	Artist statement is not written in paragraph form or uses full sentences, and does not include two or more of the following: description of work, process of creating work, explains/interprets concept behind work, identify personal goals, and personally critiques their work.