Title/Description of Lesson
Kandinsky Line and Watercolor project

Grade Level:
7th – 12th

Lesson Links
Objectives/Outcomes
Materials and Resources
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Criteria for Assessing Student Learning
California Standards in Visual & Performing Arts
California Standards in Integrated Subject
Other Resources

Objectives/Outcomes (Return to Links)
• The students will be introduced to different types of lines.
• The students will be introduced to watercolor painting techniques.
• Students will become familiar with Kandinsky’s art style.
• Students will create an artwork in Kandinsky’s style using line and watercolor techniques.
• Students will reflect upon and critique their own artwork.

Materials and Resources (Return to Links)
Student Supplies: white paper, watercolor paper, pencil, eraser, Crayola watercolor paint, paintbrushes, water container, Crayola glue mixed with black printing ink, Reflection sheet

Teacher Materials: Biography on Kandinsky

Visual Materials: Examples of Kandinsky’s artworks, student project examples
**Vocabulary**  
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Watercolor Painting Techniques:
- **Wash**: a thin layer of transparent paint that usually covers a large area of the painting.
- **Flat Wash**: an evenly laid wash that exhibits no variation in tone
- **Graded Wash**: a wash that gradually changes in intensity from dark to light or vice versa
- **Variegated Wash**: a wash that changes from one paint color to another
- **Wet into Wet**: a technique of applying paint on to wet paper or onto an earlier wash that is still damp
- **Wet on Dry**: the technique of applying paint to dry paper or on top of an earlier wash that has dried completely
- **Sponging**: a technique of applying color to the paper with a sponge, rather than with a brush, in order to create a textured appearance
- **Lifting**: the technique of lifting areas of wet paint from a wash, using materials such as absorbent paper, sponge, plastic wrap, or foil, to create a textured appearance

**Procedures**  
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**Lesson Content:**

How to Begin the Lesson:
Pass out examples of Kandinsky’s artwork. Students will look at the pieces while the teacher asks key questions about the art.

**Key Questions:**
- What kind of lines do you see in the examples?
- Tell me some things about these pieces of art.
- Would you think that these two pieces of art were made by the same artist? Why or why not?
- What are some things that stand out in these pieces?

**Introduce the Artist:**
The teacher will read a biography about the life and works of Kandinsky to the class. The teacher will interject questions about key concepts and vocabulary found in the text.

**Activity #1** (Creating line while listening to music):
Students will listen to different types of music and draw lines that represent the mood of the music. The teacher should play slow, mellow music, upbeat music, etc. The students will then analyze the types of lines they drew for each song and reflect upon how the music influenced their mood and the type of line they drew.

**Introduce Line:**
Introduce students to different types of line: horizontal, vertical, diagonal, zig-zag, curved, etc. Have the students draw examples of the types of line introduced. Then look
at Kandinsky’s artwork again. Have the students find examples of each type of line introduced. Have a group discussion about this.

1. **Vertical**: Line is straight up and down.
2. **Horizontal**: Line is parallel to the ground.
3. **Diagonal**: Line is somewhere in between a vertical and horizontal line.
4. **Curved**: Line changes direction little by little.
5. **Zig-Zag**: Line is composed of different directions of diagonals.

**Activity #2** (Skill Building Activity)
The students will come up with ideas for their studio project. The students must create five thumbnail sketches. These sketches should be composed of only line. The sketches must include all five types of line that were introduced in class.

**Activity #3** (Studio Project)
The students should choose their favorite thumbnail sketch and transfer it to a piece of watercolor paper. Using black glue (Elmer’s Glue mixed with black printing ink), the students will trace over the lines they drew on their watercolor paper. The glue design must dry overnight.

**Introduce Watercolor Painting Techniques:**
Have the new watercolor vocabulary words and definitions written on the board. The students should write them down in their sketchbooks.

**Finish Studio Project:**
Directions for Watercolor Project:
1. Make sure you have an example each of the five types of line.
2. Use at least three different watercolor techniques.

Following the directions, the students will finish their project by using the watercolor techniques to paint over their dried black glue lines.

**Reflection:**
The students will fill out a reflection Sheet that asks five key questions.
1. What art elements or principles have been used in making your artwork? Give specific examples.
2. What materials were used to make this piece? How were they used?
3. How did you use the materials to express your ideas?
4. Can you describe any cultural or historical influence in your artwork? Did you study a specific culture or artist?
5. Describe what this artwork means to you on a personal level.
Criteria for Assessing Student Learning  (Return to Links)

The project grade will be based on the student’s effort and how well they follow the directions for the assignment. The studio project is worth 50 points. The Reflection Sheet is worth 20 points.

California Standards in Visual & Performing Arts  (Return to Links)

7-12 Visual Arts Standards (San Juan Unified School District)

1. **Artistic Perception:** Identify visual elements and principles of design using the language of the arts.

2. **Creative Expression:** Develop knowledge of and artistic skills in a variety of visual arts media and technical processes. Apply knowledge and skill in creating original artworks based on personal experiences and by demonstrating the process.

3. **Historical and Cultural Context:** Explore the role of the visual arts in human history and culture.

4. **Aesthetic Valuing:** Analyze, interpret, and derive meaning from works of visual art.

CA Visual Arts Standards (9-12 proficient)

**Artistic Perception**

1.1: Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art.

1.3: Research and analyze the work of an artist and write about the artist’s distinctive style and its contribution to the meaning of the work.

**Creative Expression**

2.1: Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

**Aesthetic Valuing**

4.5: Employ the conventions of art criticism in writing and speaking about works of art.

California Standards in Integrated Subject  (Return to Links)