**Title:** Invent!

**Sequence Theme/Big Idea:** Watercolor inventions

**Grade Level:** 3

**Time Frame:** 4 40 minute classes

[Link to presentation](https://docs.google.com/presentation/d/1PeSkQ-72S-GLS7N3tS1qmVFim7AqogQpZoV2KhkdLgo/edit#slide=id.p)

**Lesson Narrative:** This lesson encourages students to design their own invention after creating Leonardo da Vinci’s. Students will brainstorm ideas and sketch them, as well as practice watercolor techniques prior to create a final watercolor invention painting.

**Standards:**

6PE Recognize and identify choices that give meaning to a personal work of art.

1PR Demonstrate skill and expression in the use of art techniques and processes.

5RE Use feedback and self-assessment to improve the quality of personal artworks.

**Objectives:**

Students will…

* Brainstorm personal significant realistic and imaginary objects they desire to inspire a work of art
* Practice watercolor techniques
* Create a final, well crafted design and painting

**Materials:**

* 9”x9” watercolor paper
* brushes
* watercolor
* water cups
* thin colored markers
* 3”x9” water color paper
* plain white paper
* pencils

**Vocabulary:**

Wet into wet- wet paint on wet paper

Wet on dry- wet paint on dry paper

Drybrush- using a dry paintbrush

Dry on wet- dry paintbrush on wet paper

Flat wash- even color

Variegated wash- multiple colors

**Procedure:**

Day 1:

* Have students fold their plain white paper in half and open it up. On the left side write “I wish I had” and number 1 through 5. On the right side write “picture.” Students will brainstorm items they wish they owned and choose one to draw a picture. On the back left side students will write “I will get rich when I invent,” and on the back right side students will write “picture” and repeat the process. Students will use their invention drawing as their final project design.

Day 2:

* Hand out 3”x9” watercolor paper strips and have students divide the paper into 3 or 4 squares. Show the watercolor example techniques on the slide and talk through the process of each one: wet into wet, wet on dry, drybrush, dry on wet, flat wash, gradated wash, and variegated washes. Allow students to experiment with these techniques using any colors. At the end of class, have students talk about their processes and new understandings while showing their products.

Day 3:

* Students will sketch their invention drawing on a 9”x9” sheet with pencil. Then, go over all pencil lines with thin colored marker and erase pencil lines. Encourage backgrounds to be added to the invention pictures. Give feedback during process.

Day 4:

* Paint inventions using watercolor taking into consideration the watercolor experimentation. Give feedback during process.

**Assessment:**

**O**- Student has a large, detailed drawing and erased pencils lines before painting. Student varied colors within their designs of their invention, and did not use too much water or paint. All appropriate white spaces are filled.

**S**- Student followed directions but has poor craft. Student did 1-2 of the following: did not erase pencil, did not stay in design lines, or did not create a detailed, large image.

**N**- Student did not complete all parts of the assignment.

**U**- Student did not create a watercolor invention