

Pre Visit Activities

- students should be aware of the program choice for the day and be aware that creating art is a risk-taking endeavour, which may produce anxiety for some and comfort for others
- review the elements of art and design
- review the colour wheel, primary, secondary, and tertiary colours
- explore and investigate the principle of emphasis using various art mediums
- Use Google Images to search for examples of Canadian watercolour art (i.e. search “Canadian watercolour painting”) and ask “What do you notice? What do you wonder?”
- sort watercolour paintings (digitally or physically) into portrait/landscape, close up/long shot
- Have students choose a watercolour to analyse (e.g. How did the artist create foreground and background? Is there a message or theme? How did the artist create emphasis?)
- record student responses on a Know, Wonder, Learn (KWL) chart about watercolour painting to bring with you to Forest Valley
- consider purchasing watercolour brushes, paper, and palettes from the TDSB catalogue

Post Visit Activities

- analyse orally and then in writing how students used emphasis and the elements of design to paint their watercolour
- use Google Images to search for examples of Canadian watercolour art (i.e. search “Canadian watercolour painting”) and ask “What do you notice? What do you wonder?”
- consider purchasing watercolour brushes, paper, and palettes from the TDSB catalogue
- building from their work at Forest Valley, students may create a final work that gives full expression to the creative process
- continue to use the watercolour technique to represent other subjects
- students may enjoy continued exploration and analysis of notable watercolour artwork
- investigate and research the cultures and contexts where watercolour painting is used

- create a collaborative watercolour mural with the class of a Forest Valley habitat or a Southern Ontario habitat complete with animals and plants learned about in Science (i.e. each student can paint a square or all students contribute to large mural paper)
- use watercolour to represent your point of view on an environmental issue relevant to your school
- connect with EcoSchools to bring awareness to these issues in the school community
- have students translate a watercolour into another artistic medium (pencil, charcoal, pastel etc.) to show emphasis and to further explore natural realism and landscape artwork
- share your art with another class or parents digitally or by co-creating a bulletin board with your students