

SPARKLERS

MEMBERS' CLUB



- FIRST GRADE
- TWO, 40-MINUTE SESSION
- ELEMENTS OF ART (SHAPE/VALUE/ LINE)
- LITERATURE CONNECTION

WATERCOLOR and
OIL PASTEL RESIST



Mister Fish Watercolor

MISTER FISH WATERCOLOR

80
MINUTES

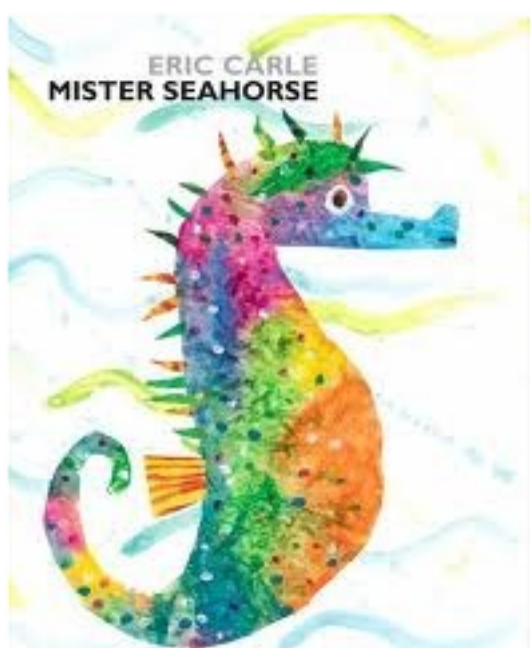


What You'll Need:

- 12" x 18" white sulphite paper
- Colored oil pastels
- Turquoise or blue liquid watercolor paint
- Tissue Paper
- White glue mixed w/ water
- Bruse for glue
- Scissors
- Foam craft sheets (optional)

1. Read *Mister Seahorse* by Eric Carle (about 10 minutes)
2. Talk about the fish shapes and describe the various fish habitats. (5 minutes)
3. Watch video and pause after drawing demo. Give each child a piece of paper and oil pastel and allow them to draw the fish body (10 minutes)
4. Using more oil pastel colors, color the fish and seaweed (30 minutes)
5. Watch remaining video and pause allowing children to finish their painting by using the watercolor as a wash over the oil pastel. (10 minutes)
6. Add tissue paper details (15 minutes)
7. After the bird is painted, the children can pick one color to paint the background.

About THE BOOK



But be
"How
"Tip-to
"Mrs. E
Now I'm baby-sitting.
"You are doing a fine job," said Mr. Seahorse
and swam on his way.

There's more to Mister Seahorse than just the seahorse. Of course, he is the star of the show but the book is brimming with many supporting actors...Mr. Bullhead, Mr. Stickleback, and Mr. Tilapia to name a few.

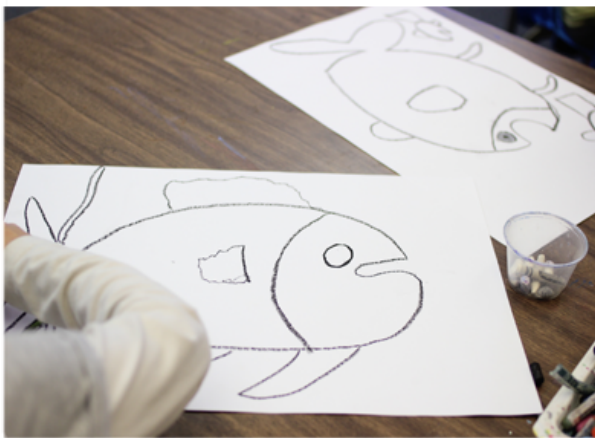
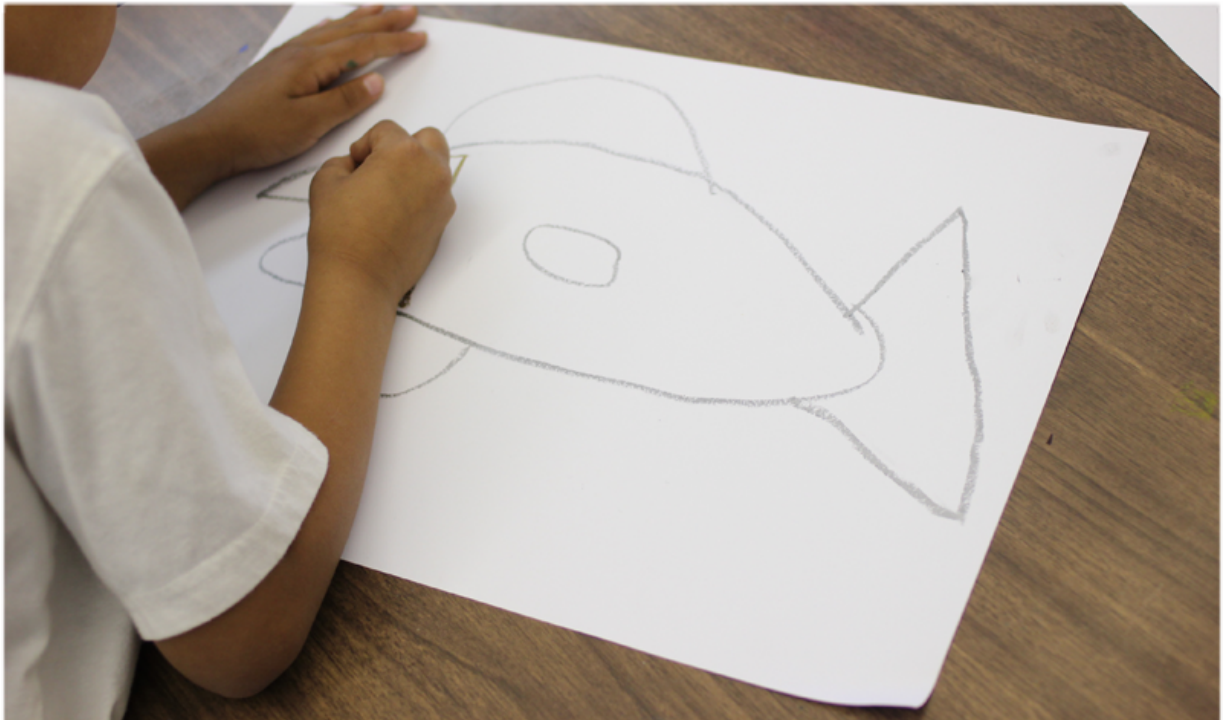
My first graders focused on the supporting roles as they drew their fish making sure that their fish had a head, body, tail and fins.

The book is such a beautiful book that it remains one of my favorites and one that I pull out every year.

This lesson can be done without reading this book, but I look for any reason to read it. I hope you feel the same way!



FISH DRAWING



The children looked at many of the fish featured in *Mister Seahorse* and looked at the different head, body, tail and fin shapes. They can create their own fish to resemble one in the book or you can provide photographs of fish and ask children to observe the different shapes. Then, starting on the left hand side of the paper, draw the top of the body and the bottom of the fish but leave an opening for the mouth. Draw in the mouth, tail, fins and patterns. Add seaweed last and encourage the children to place seaweed in front and behind the fish.

COLORING DETAILS



Coloring with oil pastel takes a bit of stamina. The good thing is that it isn't necessary to color in the back ground. By breaking up the fish into patterns affords the child the opportunity to use many different oil pastel colors. I showed an example of a fish colored with mostly blue oil pastels and then demonstrated painting over the fish with blue watercolor paint. Of course, the fish doesn't stand out or "pop" very much. Then I demonstrated the watercolor wash with a fish that was colored with bright colors. The kids could really see how the second example was much better.

Take note that in order to leave a part of the fish white, the children must use white pastel.

WATERCOLOR WASH



Using liquid watercolor paint on sulphite paper might seem a bit counter-intuitive but using the more expensive watercolor paper seems like a less effective use of the good paper.

The sulphite paper WILL soak up much of the liquid watercolor but it will dry well. The trick is to tell the kids not to paint over the same wet area more than once.

The benefit of using sulphite paper is that it is far easier to color with oil pastels of sulphite than on watercolor paper.

TISSUE PAPER DETAILS

This is the surprise element of this project and it is where the creativity level will go through the roof.

There is just something about tissue paper than encourages fun play.

Encourage the children to layer a few squares of tissue paper and cut out some type of FLOWER, REED or FISH SHAPE.

Use watered-down glue with a brush and brush glue on background first and then place tissue detail on top.





Sometimes a child just can't help themselves. This little sweetie wanted big fluffy flowers and boy, did she get 'em.

If this is one of your children's ideas, make sure to use a lot of white school glue to secure the flowers down.

Another option for embellishments is to purchase FOAM CRAFT SHEETS with the sticky background. This is a great way to infuse the art with color and it removes the need for messy glue.

What to watch for...



The group of first grade students who created these samples are on the higher end of fine-motor skills but there are plenty of children in my other first grade classes who aren't. What I notice most about these children is the desire to draw outlines but not fill the fish completely in with oil pastel.

For many children, this is the best they can do. I like to walk around the room and see who is coloring well and who is having trouble. Often times the children are having trouble because they simply don't have the fine-motor skills. And since they are only six or seven years old, this is perfectly fine.

But, for the child who does have the ability but is just rushing through, you may want to sit next to her and demonstrate how to hold the oil pastel and how to color in little sections at a time. You can tell her to make up stories as she is coloring as to why the fish has polka dots or why her fish is yellow. This will take her mind off the effort and emphasize the fun. In the end, they will be very proud of their efforts.



First Grade Gallery

NATIONAL CORE ARTS STANDARDS-FIRST GRADE

CREATING

- ☒ **Generate and conceptualize artistic ideas and work** — Collaboratively use imaginative play with materials—use observations to prepare for artwork
- ☒ **Organize and develop artistic ideas and work** — Explore materials to create artwork—demonstrate safe & proper procedures—identify and classify through drawing
- ☒ **Refine and complete artistic work**—use art vocabulary to describe choices in art-making

PRESENTING/PRODUCING

- ☐ **Analyze, interpret and select artistic work for presentation**— explain why some objects, artifacts and artwork are valued over others
- ☐ **Develop and refine artistic work for presentation** — ask and answer questions of where, when, why and how artwork should be prepared for presentation/preservation.
- ☐ **Convey meaning through the presentation of artistic work** — identify the roles and responsibilities of people who work in museums and art settings

RESPONDING

- ☒ **Perceive and analyze artistic work-** select art that illustrates daily life experiences to others —compare images that represent the same object.
- ☐ **Interpret intent and meaning in artistic work** — interpret art by categorizing subject matter and identifying the characteristics of form
- ☒ **Apply criteria to evaluate artistic work**— classify artwork based on different reasons for preferences

CONNECTING

- ☒ **Synthesize and relate knowledge and personal experiences to make art-** identify times, places and reasons by which students make art outside school
- ☒ **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding** —identify times, places and reasons by which students make art outside school

I CAN STATEMENTS FOR MISTER FISH

- Today I will learn about LINE and COLOR, so that I CAN draw a FISH. I'll know I have it when I have my fish has a mouth, gills, fins and a tail.
- Today I will learn about WATERCOLOR RESIST so I CAN color with oil pastels and know that where I don't color, the paint will stick.
- Today I will learn about TEXTURE, so that I CAN use TISSUE PAPER to glue down details to my painting to create a rough feel or ACTUAL texture.

COMMON CORE STANDARDS FOR MISTER FISH

CCSS.ELA-Literacy.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

As you read *Mister Seahorse* with the students, you can have students describe the different characteristics of the animals based on the illustrations. Ask them to refer specifically to the images when explaining their descriptions.

CCSS.ELA-Literacy.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

After reading the story, you can ask students questions verbally to assess their understanding of the characters, main ideas, setting, etc.

CCSS.ELA-Literacy.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Students address this standard when completing the artist statement worksheet (located in Resources). They are writing their opinion about the artwork they made based on how it was created and how they were inspired.

ASSESSMENT CHECKLIST

MAIN IDEAS FROM:

MISTER FISH WATERCOLOR

STUDENT NAME: _____

☐

Can the student tell me the main idea of the story?

☐

Did the student use watercolor resist effectively?

☐

Did the student create texture?