



Watercolor Examples

Student Artist’s Mission – Create a watercolor installation of panels that “work together.”

- Must contain three panels of various sizes. (You will cut a piece of watercolor paper to get these panels)
- The layers of paint must remain transparent. (You can see through each layer)
- Must avoid “muddy” color schemes. (Colors should not all blend to a brown or gray)

Guiding Question – What makes watercolor an important resource for painters in terms of “sketching?”

You Will Learn:

- Student will experiment with multiple watercolor techniques.
- Student will practice patience in color blending through a long watercolor process.
- Student will study value and repetition through various watercolor blending styles.

Develop (Things You Will Be Graded On):

Final Grade _____ /40 Points

	A (9-10 Points)	B (7-8 Points)	C (5-6 Points)	D (3-4 Points)	F (0-2 Points)
Craftsmanship 10 Points	The paper is completely covered. Blending is highly successful. Colors are well researched, experimented, and successful.	The paper is almost completely covered. Blending is good. Colors are simple, but work.	The paper is almost completely covered. Colors need work. Blending could be better executed.	The paper is not completely covered. Colors are poor. Blending is poorly done and a bit random (not planned).	The paper is not covered. Colors serve no purpose. Blending is poorly executed and the piece is “random” and rushed.
Planning and Research 10 Points	Student went above and beyond to research materials, images, and ideas, along with sketching multiple ideas.	Student researched materials and images, along with documentation of ideas.	Student could have done more material research, along with stronger idea generation and more sketching.	Student did not research materials or ideas. Sketching is evident, but could be more detailed and organized.	Student did not research materials or ideas. The planning section on the back of the project plan was not used.
Experimentation and Creativity 10 Points	Student exceeded expectations by working past minimum project requirements. Made the project their own.	Student stuck to the minimum requirements, but used their own style to make the project in their own way.	Student did no more than the minimum requirements and could have experimented further with materials and style.	Student met just below the minimum requirements. Little experimentation exists and work holds no personal value or style.	Student did not meet the minimum requirements of the project. No experimentation or personal style exists.
Writing 10 Points	Statements on project plan are thoughtful and specific. Artist statement is reflective, uses vocabulary, and shows growth.	Statements on project plan are thoughtful. Artist statement is reflective and uses vocabulary.	Statements on project plan could be more specific. Artist statement could use more reflection and better vocabulary.	Statements on project plan are not specific. Artist statement uses no vocabulary and needs better personal reflection.	Statements on project plan serve no purpose. Artist statement does not reflect the student’s work or learning process.

WEBSITE LINK _____

Please write the link to your portfolio website on the line above.

Please provide the following under your “Painting” website tab:

1. A title heading that displays the name of this project.
2. A cropped image of your finished work.
3. An Artist Statement for this project.
 - See the *Writing About Art* sheet attached to your syllabus for information on writing your Artist Statement.
 - Visit www.devinthanson.weebly.com/portfolio-example for an online portfolio example.

***** DEADLINE:** Finished painting, online portfolio edit, and this project plan are due _____ *******

Planning Area

You must show your planning in this space! A small practice sketch will help you in your final!

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for students to show their planning and create a practice sketch.