



San Antonio
Museum
of Art

Exploring Line, Shape and Color with Watercolor Pencils

Grade Level: Early Childhood, Elementary

Subject: Visual Arts, Social Studies

Media: Painting

Selected Artworks:



Candelario Medrano (Mexican, 1918-1986)
Toy Train, 1970
Painted and varnished earthenware
The Joe W. Nicholson Collection
85.85.113, .115, .116



Container (Vasija), Tonalá 1925
Jalisco, Mexico
Painted and burnished earthenware
San Antonio Museum of Art
The Nelson A. Rockefeller Mexican Folk Art
Collection
85.98.1854

Objectives:

- Learners will practice creative expression using the art elements of line, shape and color.
- Using watercolor techniques, learners will be encouraged to compare and contrast geometric and organic shapes.

About the Artworks:

The ceramic artisans of Mexico are known for their colorful vessels and toys. Objects such as the Museum's ceramic toy train created by Candelario Medrano can be used to reinforce students' knowledge of basic geometric shapes such as circles, squares and rectangles as well as the idea of transportation.

A protégé of the late Julio Acero, Jalisco's leading ceramic toy artist, Medrano began his career by producing toy whistles, mermaids, roosters and other animals. Later, he placed them on airplanes, boats, towers, merry-go-rounds and trucks, thereby creating delightful



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and colorful scenes of fantasy. Medrano's work has influenced other folk artists, as well as contemporary Mexican artists.

The town of Tonalá has produced pottery since the early seventeenth century and is well-known for its elaborate brush strokes and aromatic clays. The large earthenware container is painted with organic shapes from nature, such as leaves and flowers, using a wide variety of lines. This rare earthenware container epitomizes the bold artistic experimentation of the town and a subtle departure from traditional color and design.

Discussion:

Demonstrate the difference between two-dimensional and three-dimensional art. Show the learners a poster or picture and explain that it is two-dimensional because it is flat. Then ask one or two students to pose like a statue and ask another learner to walk around the "statues." Ask them to answer these questions:

- Can they see the student statues from more than one side?
- Can they move around them in space? If yes, then they are three-dimensional.

Learners may then identify other three dimensional objects in the classroom. Discuss the art objects with the class.

- What art materials do you think the artists used to make these objects?
- Which is your favorite object (compare and contrast)?
- What colors can we find in these objects?

The artists used shapes to make these objects. Discuss shapes with the learners:

- What kind of geometric shapes can we find in these objects (square, circle, rectangle, triangle, arch)?
- What kinds of organic shapes from nature can we find (flowers and leaves)?
- How many kinds of lines did the artists use in decorating these objects (straight lines, zig-zag lines, dotted lines, curved lines)?

Materials:

- 9 x 12" watercolor paper or white cardstock
- Pencils
- Erasers
- Watercolor pencils
- Watercolor brushes
- Water container
- Optional: Ultra-fine line black Sharpies



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Process:

1. Distribute the watercolor paper, pencils and watercolor pencils.
2. Learners will fold their watercolor paper in half. Learners will view the two works of art featured above. On one side of the paper, students will draw the geometric shapes in pencil. Then, on the other side, they will draw the organic shapes in pencil.
3. Optional: Students may trace over some of their lines with black Sharpie markers before adding color.
4. Students will then use watercolor pencils to add color. The watercolor pencils may be used in two ways:
5. Draw with the dry watercolor pencils and then brush over the completed drawing with a wet brush, damp sponge or wet wipe to blend the watercolors. This method allows for the greatest control.
6. Dip the watercolor pencil into a cup of water and draw with the wet pencil for a more concentrated line of color.
7. Both methods can be combined in one painting.

TEKS:

§117.2. Art, Kindergarten

(K.1) Perception. The student develops and organizes ideas from the environment. The student is to: (A) glean information from the environment, using the five senses; and (B) identify colors, textures, forms, and subjects in the environment. (K.2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: (A) create artworks, using a variety of colors, forms, and lines; (B) arrange forms intuitively to create artworks; and (C) develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials.

§113.11. Social Studies, Kindergarten

(a) (1) Students apply geographic concepts of location. (b) Knowledge and skills. (11) Culture. The student understands similarities and differences among people.

§117.8. Art, Grade 2.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. (3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.



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