



### Yearlong Objectives

- Express oneself in words and art.
- Work as an ensemble.
- Understand the power and importance of uniqueness.

### Essential Questions

- What is a conflict?
- What are the four types of conflict?
- Where do conflicts take place?
- How can I use watercolor pencils to create a composition?

### Lesson Objectives

- Create a watercolor landscape using watercolor pencils.
- Describe the four types of conflict.
- Understand that conflicts are a necessary part of life, and that conflicts might lead to uncomfortable emotions.

### National Arts Standards

- Formulate an artistic investigation of personally relevant content for creating art. *(VA:Cr1.2.6a)*
- Design or redesign objects, places, or systems that meet the identified needs of diverse users. *(VA:CR2.3.6a)*
- Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work. *(TH:Cr2-6.b)*



### Materials needed

Watercolor paper (one 9 x 12 sheet per student), watercolor pencils (one set per four students), brushes, water cups, water, conflict four-square (attached)



### Time needed

90 minutes



### Vocabulary for this lesson

Social-Emotional: *conflict, comfortable, uncomfortable, unique*

Visual Arts: *landscape, watercolor*

Theatre: *ensemble, body*



### Warm-Up Phase (15 minutes)

Circle: Favorites question: *What is your favorite thing to do when you get home?*

Optional follow-up question: *How are you feeling right now? Use an emotion word.*

Team-building game: Zip Zap Zop, Level 1 (see [Team-Building Games](#))



## I Do/ We Do (20 minutes)

### Explicitly Teach

- Access prior knowledge. Ask students what they know about uncomfortable emotions and how to deal with them. Then introduce this unit by saying, *Conflicts often produce uncomfortable emotions. Conflicts are not necessarily bad things; we all grow from conflicts. But they do make us feel uncomfortable sometimes. Conflicts usually exist between two or more people. After you have taken care of your uncomfortable emotion, it is important to try to resolve whatever conflict caused the emotion.*
- Introduce new vocabulary. A *conflict* is a disagreement in which the parties involved perceive a threat to their needs. Have students turn and talk with a partner about times they have noticed a conflict. Have them identify what each person wanted in the situation.
- Deepen understanding about conflict. *There are four types of conflict: within people, such as a conflict you have with yourself; between people, such as a conflict you might have with one friend; within groups, such as a conflict that everyone on your basketball team has with each other; or between groups, such as a conflict between two rival marching bands.*
- Reiterate: *Conflict is not always a bad thing. It is a natural part of life. What is important is to be able to recognize a conflict and deal with it in a way that is appropriate for everyone involved.*
- Have students help you brainstorm a list of places they know conflict can occur. (Examples might be in the hallway at school, in the cafeteria, at a friend's house, after church, etc. If a student says something broad like, "school," have them try to narrow their focus by asking a question: "Where at school?")
- Introduce art concepts: *watercolor* and *watercolor pencil*. *Watercolor is an inexpensive, water-based way to paint compositions. Watercolor pencils provide a wonderful way to fill space with paint without much mess, clean-up, or setup. A landscape is a work of art that depicts scenery, or places, rather than people or abstract ideas.*
- Model how to use the art supplies. *Add a lot of pencil to the watercolor paper. This special paper is heavy, so the pigment, or color, has space to sink in. When you are happy with the colors applied, use a paintbrush dipped in water to go over the colored pencil. Experiment! See how you can make colors lighter or darker.* Show students how this will not work with ordinary colored pencils by modeling the water over normal colored pencil.

### Keep in Mind

- Go over norms for an art space. *Art space needs to be safe, respectful and calm. What needs to happen to ensure everyone feels that way?*
- Talk about making mistakes. *Because this is the first time you are using these art supplies, you might feel frustrated with your work. What can you do if that happens?*
- Describe the importance of supply care. *It is easy to push too hard with these pencils, or to feel the impulse to get them wet. Why is it important that we use these supplies only the intended way? What happens when you use too much water? What happens if you don't use enough?*



## You Do (55 minutes)

### The project, step-by-step

- Begin with a 9 x 12 sheet of watercolor paper. Sketch with a pencil a landscape of a place where you know conflict takes place. Be sure to fill your landscape with details: close your eyes and think about what exists in that landscape.
- Once you are happy with your sketch, begin adding watercolor pencil to the canvas. You can color your landscape realistically or in colors that make you think of that space.
- Using a cup of water and a paintbrush, brush water over the pencil pigment to create a watercolor effect.
- Continue adding water and moving pigment around until the entire canvas is colored.

**Extensions:** If you finish early, you can create a second landscape. If supplies are limited, feel free to use printer paper rather than watercolor paper.

**Closure:** Put the compositions out on tables and have students silently walk around and look at them. Revisit the class list of places where conflicts take place. Check off the ones that seem to be represented in the artwork.

**Optional Writing Prompt:** Have students write about a time they experienced a conflict in the place they drew.



## **Big Picture**

Next class we'll talk about people who are involved in conflicts, and the ways they might react.

Name: \_\_\_\_\_

## Conflict Four Square

Within People

Between People

Within Groups

Between Groups