

# LESSON PLAN



## STORYTELLING RESIST

### DESCRIPTION

This watercolor resist lesson will take inspiration from the simple shapes and bold use of color in the illustrations of picture book author/illustrator Ezra Jack Keats.

### STUDENT AGE/GRADE LEVEL

Grades K-5

### OBJECTIVE

Upon completing the lesson, students will be able to identify shapes, colors, and themes in artworks, explain how color, shape and line can impact the overall composition and cohesiveness of an artwork, and create their own watercolor resist painting using crayons as a resist material.

### RELATED EXHIBITION/TOUR/ARTIST

The Snowy Day and the Art of Ezra Jack Keats



Ezra Jack Keats, *After breakfast he put on his snowsuit and ran outside.* 1962

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**Ezra Jack Keats, *The next day, they told everybody about their adventures.* 1981**

Final illustration for *Regards to the Man in the Moon*, Paint, collage, and watercolor on board

NOTES: Ezra Jack Keats is acknowledged as one of the first picture book author/illustrators to feature realistic, multi-cultural characters and environments. This began with the inclusion of a young African-American boy as the hero of his book, *The Snowy Day* in 1962. This decision opened the door for other authors and illustrators to include more diversity in picture books and continues to inspire and influence authors to this day.

- 11x17 inch Watercolor paper
- Assorted crayons
- Large and small paint brushes
- Water cups and paper towels
- Assorted solid or liquid watercolor paints
- Palette for mixing paints

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### PROCEDURE

**DISCUSSION:** Present students with images from Keat's books *The Snowy Day* and *Regards to the Man in the Moon* (either through reproductions or in the gallery at the museum) and lead a discussion about what the students observe. Use [Visual Thinking Strategies](#) technique if desired. Allow students enough time to take in and process the images before beginning discussion. Explain to students that although the paintings were eventually used to illustrate a book, they begin as artworks just like the other paintings, photographs, prints and sculptures that can be found in art museums. Use the [Whole Book Approach](#) method to reinforce this idea.

As you discuss each piece, take note of the shapes and colors. Ask students to identify the shapes that make up different images in the painting, such as buildings or streets. Discuss the use of color and how the whole page is covered with paint of varying opacity. Ask the students how the artist may have applied the paint to achieve the finished product. Discuss the narrative taking place in the images by noting the characters, setting, and action. Point out that the characters in the books are children just like them, who go on everyday adventures in their homes, their neighborhoods and their dreams. End the discussion by asking students to think about an imaginary adventure they'd like to go on. Have the students write down their thoughts and descriptions of their imaginary (or realistic) worlds before moving onto the studio.

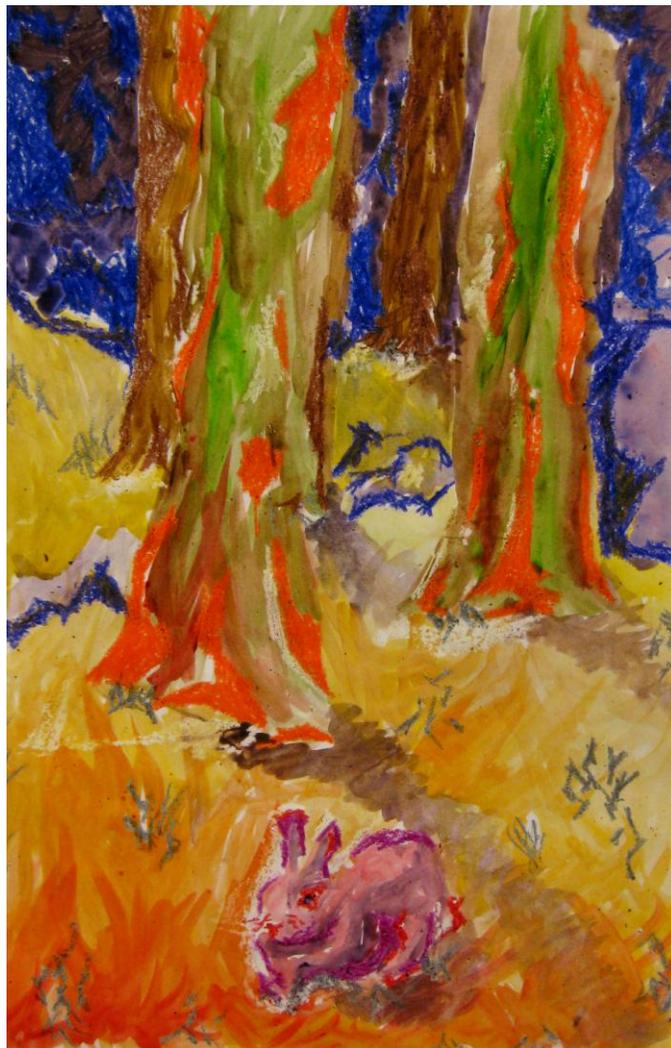
**STUDIO:** Explain to the students that they are going to take their descriptions of imaginary places and illustrate them as if they were creating an image for their own picture book. Demonstrate the technique of watercolor resist using crayons. Draw on the paper using crayon, leaving some negative space. Then, use watercolor paint to fill in large areas with color washes. Explain that the paint will be absorbed by the paper, but cannot be absorbed in the areas where the waxy crayon was applied. Encourage students to use the crayon for emphasis and outlining and to block in the large areas of the page with the paint. Remind students that color plays an important role in the overall mood and cohesiveness of the piece. Encourage students to mix their own colors instead of using paint directly from the pad/tube. When the work is finished, students could create a caption for the illustration and/or create a title for the book it would be a part of.

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### EXAMPLE



Education Dept, *The Forest is not always as it seems*. 2013

Crayon and water color resist on watercolor paper.

The scene depicts a forest with a single rabbit in exaggerated color. The place can be as wild or tame as the students choose.

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### STANDARDS

#### OHIO DEPARTMENT OF EDUCATION VISUAL ARTS STANDARDS

	Perceiving/Knowing	Producing/Performing	Responding/Reflecting
Kindergarten	7PE	2PR	4RE
Grade 1	1PE	1PR	7RE
Grade 2	7PE	2PR	5RE
Grade 3	5PE	1PR	1RE
Grade 4	2PE	1PR	1RE
Grade 5	1PE	4PR	1RE

Building on the idea of picture books as art objects, supplement this lesson with another project based around an every-day object such as clothing, package design or advertising. This would help to further emphasize that artwork is not only designed to hang in a museum or gallery but is common in all aspects of life.

Visual Thinking Strategies: <http://vtshome.org>

Whole Book Approach:

<http://www.schoollibraryjournal.com/article/CA6716593.html#Whole%20Book%20Approach%20Guide>

Paper Marbling Example: <http://www.wikihow.com/Paint-Marbled-Paper-Using-Shaving-Cream>

Ezra Jack Keats: <http://www.ezra-jack-keats.org/>

[http://www.lib.usm.edu/legacy/degrum/public\\_html/keats/hoto.html](http://www.lib.usm.edu/legacy/degrum/public_html/keats/hoto.html)