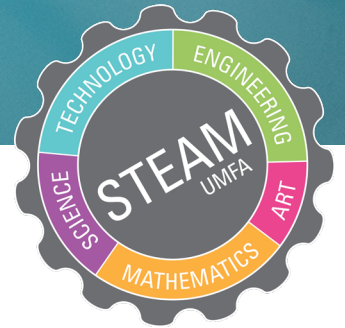


LESSON PLAN: Watercolor Raindrops

by Katie Seastrand



Students will learn about and explore the science of rain through art! After looking at an artwork with rainclouds, the class will do a simple demonstration before creating their own rain style artwork.

Objectives:

Student will...

- analyze an artwork and the different ways that clouds and rain are portrayed.
- carefully observe a demonstration of how clouds get heavy and release rain.
- create their own artwork inspired by scientific concepts of how clouds get heavy and then release water.

Grade level:

Kindergarten

Duration:

40 minutes

Materials:

- Image of Gilmore Scott's *The Monsoons Dazzle Over the Bears Ears*, UMFA2022.10.1 – found on the UMFA Website – Art – Collections
- A clear glass
- Water
- Shaving cream
- Food coloring
- Eye dropper, syringe, ¼ tsp, or straw
- Heavy watercolor paper
- Large cotton balls
- Watercolors
- Paper towels

Vocabulary/Key Terms:

- Rain: the liquid form of water that falls from the sky in drops – Britannica Kids
- Cloud: a large collection of very tiny droplets of water or ice crystals. They are so small and light that they can float in the air. – Weather Wiz Kids

Activity**Part 1 | What is Rain?**

- Share Gilmore Scott's *The Monsoons Dazzle Over the Bears Ears* and talk about how the artist is showing rain.
- What are the differences between these two rain clouds? They are showing two different types of rain! Please include information from the artwork background to support this discussion.
- What do you think it would feel like to be standing under the pink/purple cloud? What about the black and gray cloud?
- When clouds get heavy with water, they release it down as rain.

Part 2 | Demonstration: Shaving Cream Rain Clouds

- Fill a clear glass 2/3rds full of water.
- On top of the water spray on a generous amount of shaving cream to act as a cloud! Add a couple drops of food coloring on top of the "cloud" (see examples below in Additional Resources).
- Using an eye dropper, syringe, ¼ tsp, or straw add drops of water onto the shaving cream.
- Pay close attention! As you add more and more water the cloud gets heavy. The water and the colors will move through the cloud and start to disperse into the glass. Just like how the water in the air saturates into clouds and produces rain.

Activity cont.

Part 3 | Cotton Ball Raindrop Art

- Let's explore this idea in an artwork!
- Each student will need two large cotton balls and a sturdy watercolor paper. For the other materials: cups of water, watercolor palettes and paper towels, students could share depending on quantity and how much you want to get out.
- Carefully dip half of the first cotton ball "cloud" into the water and then put into one of the watercolor palette colors. Hold the cotton ball up to drip the colored water onto your paper. If needed, gently pinch your cotton ball for more water to drip out. Move your hand around to get drips all over your paper.
- Next, do the same thing with your second cotton ball in another color.
- Talk to students about how the cotton ball, like the cloud, got heavy with the water and the water then dripped down like rain.

Methods for Assessment:

- Note student participation in conversation and looking at the artwork by Gilmore Scott.
- As the students create their artwork, see how their understanding expands and ask questions at the end about what happened.

Additional Resources

Example images:

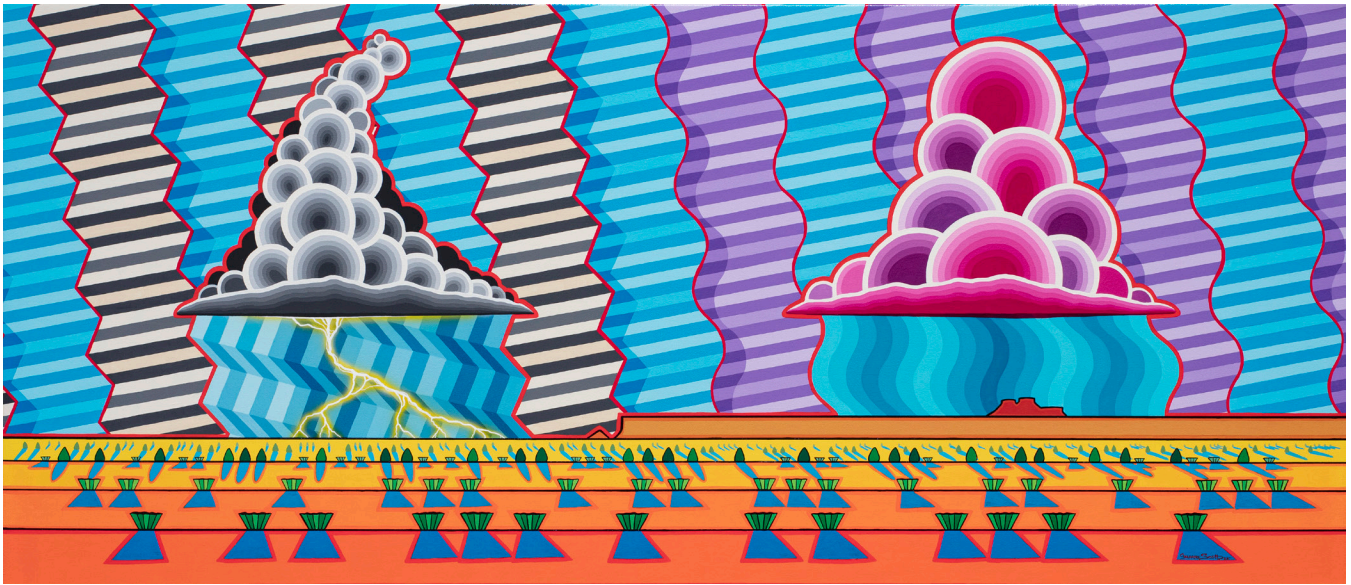


State Core Standards:

- Science Strand K.1: Weather Patterns: Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather to identify patterns over time. Weather scientists forecast severe weather so that communities can prepare for and respond to these events. Sunlight warms Earth's surface.

Online Resources:

- <https://water.usgs.gov/edu/activity-howmuchrain-metric.html>
- <https://www.thenakedscientists.com/articles/questions/why-some-rain-heavier-other-rain>



Artwork Spotlight:

Gilmore Scott, *The Monsoons Dazzle over the Bears Ears*, 2022, acrylic on canvas. Purchased with funds from the Phyllis Cannon Wattis Endowment Fund, UMFA2022.10.1

- Scott's paintings – their bright colors, geometric patterns, and subject matter – draw inspiration from his Diné (Navajo) heritage, particularly traditional stories, their diverse arts, and the landscapes of the Navajo Nation. His works are also informed by his art studies at Utah universities as well as his experience as a firefighter for the U.S. Forest Service.
- The Diné consider a thunderstorm with dark clouds, lightning, and torrential rain to be male. Female rain is a gentle, slow-moving rain that can be accompanied by low clouds and mist. In this painting, which storm do you think is male and which is female?
- The Bears Ears area featured in this painting encompasses more than 1.9 million acres in the southeastern corner of Utah. The Navajo Nation, Hopi, Ute Mountain Ute, Ute Indian Tribe of the Uintah and Ouray Reservation, and the Pueblo of Zuni all have ancestral ties to the region, which is rich with geological, ecological, cultural, spiritual, and archaeological diversity.

Contributer Bio:

Katie Seastrand is the Manager of School and Teacher programs at the Utah Museum of Fine Arts. After receiving a Bachelor's in Art History and a Master's in Museum Education, Katie began working at the UMFA in September 2019. She's passionate about arts integration and the power of art in learning and understanding complex ideas and concepts. In her free time, Katie likes to knit, bake, and read mystery novels.



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