



SALMON KITE LESSON PLAN

Grade	4
Kite Type	Salmon Kite with Printed Stencils
Author	Maria Grade
Lesson Description	Students will paint a background and add stenciled complementary colors to build a surface with visual texture.
Photo of finished kite examples	<div style="display: flex; justify-content: space-around;">   </div>

TARGET LEARNINGS AND CRITERIA

	Target	Criteria
#1	Uses watercolor techniques to paint the kite sail.	Paints with a wash and stippling over the entire surface of the kite sail, with the same color and leaving no white showing.
#2	Cuts a scale shape to use as a stencil.	Cuts an open space out of the center of an index card to include some curved edges, to create the shape of a fish scale.
#3	Identifies and selects a color which is the complement of the background color, in which to paint the stencils.	Selects and limits the kite palette to one combination of complements: blues/oranges, yellows/purples or reds/greens as colors to use together.
#4	Prints color scales by dabbing stencil with paint over the background.	Applies paint carefully to the open space of the card, leaving a scale shape of color behind, repeating and overlapping, to fill the majority of the kite sail.

INSTRUCTIONAL STRATEGIES

Teacher	Students
<p>Introduces concepts of printmaking and printing with a stencil. <i>Prompt: "A stencil is made when a part of a flat surface is cut away and then paint is forced through it onto another surface, leaving a painted shape. Artists have been stenciling for hundreds of years"</i> Shows examples of stenciled artwork.</p>	<p>Participate in discussion, observe examples and offer suggestions.</p>
<p>Demonstrates the process of painting a background on the kite sail first, using watercolors and a soft brush to create a wash of color. Introduces 'visual texture' by looking at salmon photographs. Demonstrates achieving these textures on paper with the use of the bristles of a stiff brush on the painted surface. <i>Prompt: "What does the surface of a salmon really feel like? What does it look like? We are using our painting skills to create an illusion of the fish texture on the paper."</i> Models self assessment using the checklist.</p>	<p>Observe demonstration.</p>
<p>Directs students to paint the background of their kite sails with a wash of one color and darker, stippled marks of approximately the same color. <i>Prompt: "We need the first wash to dry before we add the stippling so that it stands out."</i> Directs the class to complete a self assessment using the checklist. Monitors the painting process.</p>	<p>Paint the background of the kite sail with one color and both techniques. Completes self assessment using checklist.</p>
<p>Demonstrates the stencil cutting process, cutting a scale shape from out of the center of a card. Models strategies for cutting cleanly to the edge of the drawn shape with no ragged edges. Adds some curved edges to the scale shape.</p>	<p>Observe demonstration.</p>
<p>Demonstrates selecting a complementary color and painting through the stencil onto the background. <i>Prompt: "I am using a very small amount of dense paint with little water, and a light touch to make sure my kite does not become heavy. I want to fill the entire shape neatly so the scale will appear."</i> Demonstrates repeating and overlapping the scale shape to fill kite sail. Models the self-assessment using the checklist. Demonstrates adding refinements to meet criteria.</p>	<p>Observe demonstration and participate in discussion.</p>
<p>Directs students to apply paint carefully to the open space of the card, leaving a scale shape of color behind, repeating and overlapping, to fill the majority of the kite sail. Directs students to self-assess using the checklist and then add refinements to meet criteria.</p>	<p>Apply paint carefully to the open space of the card, leaving a scale shape of color behind, repeating and overlapping, to fill the majority of the kite sail. Self-assess using checklist and add refinements.</p>
<p>Guides class in a criteria based discussion while viewing a gallery of all the kite sails.</p>	<p>Participate and offer comments which relate to the criteria and/or reflect their own experience.</p>

Art Vocabulary

- Printmaking
- Stencil
- Visual texture
- Complementary colors
- Overlap
- Pattern

Drachen Foundation Resources

- Salmon kite kits
- Historical background materials
- Curriculum integration materials

Other resources:

Photographs of fish
Individual student
self-assessment checklists.

Classroom Art Materials

- White paper kite sails (not cut out)
- Watercolor sets
- Soft watercolor brushes
- Stiff bristle paint brushes
- Index cards/waxed cardboard pieces
- Scissors
- Paper towels
- Water cups
- Spray Matte Sealer (for teachers to use, outside, to seal the art work)

Art Essential Learnings

- AEL 1.1 concepts: visual texture, Color: complementary
- AEL 1.2 skills and techniques: Stencil, printmaking, overlap, subtractive and additive processes
- AEL 1.4 audience skills: respect for the artist
- AEL 2.1 Creative Process: develop, organize, refine.

SALMON KITE LESSON CHECKLIST

Title		Checklist				
Salmon Kite with Printed Stencils		<ol style="list-style-type: none"> ① Paints with a wash and stippling over the entire surface of the kite sail, with the same color and leaving no white showing. 				
Author		<ol style="list-style-type: none"> ② Cuts an open space out of the center of an index card to include some curved edges, to create the shape of a fish scale. 				
Maria Grade		<ol style="list-style-type: none"> ③ Selects and limits the kite palette to one combination of complements: blues/oranges, yellows/purples or reds/greens as colors to use together. 				
		<ol style="list-style-type: none"> ④ Applies paint carefully to the open space of the card, leaving a scale shape of color behind, repeating and overlapping, to fill the majority of the kite sail. 				
Student Name		①	②	③	④	Total Points 4
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						

Please let us know what your experience was like teaching this lesson! We would love to hear your feedback to edit and strengthen this curriculum in the future.

Teacher Comments- BEETLE KITE LESSON

Teacher Name:

School:

Date:

Were any students especially challenged by concepts or techniques in the lesson?

What instructional strategies helped these students?

Were there lesson dynamics that helped or hindered learning?

What would you change?

What classroom management techniques or materials preparation supported student learning?

What would you change?

Other comments:

Please send to: **Drachen Kite Foundation**
400 Roy St. Suite 200, Seattle, WA 98109

