FREE TEACHING RESOURCE / K–2 / 10

Weather in Color

TEACHER GUIDE • lesson design & facilitation

Grade band: K–2 | 3–4 sessions, 35–45 minutes

Media: washable art media and cut-paper supplies

The artistic problem

Paint a changing sky using two weather moments observed or imagined.

Essential question: How can colors and edges help us notice change in the sky?

Place-based cultural lens: Observe cloud changes, heat haze, rain, and seasonal light in Gulf South skies.

Learning targets

- Investigate the question: How can colors and edges help us notice change in the sky?
- Apply wet-on-wet wash, warm and cool colors, horizon edges in a deliberate original composition.
- Use critique evidence to improve wet-on-wet wash and name one next step.

Student-visible success criteria

- The final artwork solves this problem: Paint a changing sky using two weather moments observed or imagined.
- Artwork includes two distinct color relationships and one softened transition.
- Process evidence shows two different options before selection.
- Visual decisions demonstrate wet-on-wet wash and support the intended audience.
- Feedback results in at least one visible revision that the student can explain.

Standards & studio habits

Louisiana K–4 cluster: VA-CE-E1, VA-CE-E3, VA-CE-E5, VA-AP-E6

Studio Habits of Mind: Observe, Envision, Express, Reflect. These habits are developed interactively, not in a fixed rank or sequence.

Instructional alignment: Louisiana benchmark codes are official broad grade-cluster benchmarks; specific expectations are developed locally. The ten instructional stages come from the supplied Artistic Investigations framework.

Preparation & materials

- Drawing paper or sketchbook for idea studies
- washable art media and cut-paper supplies
- Samples and images from reliable sources, with attribution
- Tools appropriate to local safety rules and grade level
- Choice of visual, oral, or written reflection tools

10-stage teaching sequence

01 / Engage Present the artistic question: How can colors and edges help us notice change in the sky? Give students two contrasting examples that do not dictate a finished product.

02 / Investigate Observe cloud changes, heat haze, rain, and seasonal light in Gulf South skies. Gather visual evidence and note what is observed rather than assumed.

03 / Skill Studio Demonstrate wet-on-wet wash, warm and cool colors, horizon edges. Make thinking visible by testing two alternate solutions and identifying what each communicates.

04 / Generate Develop two possibilities for the challenge: Paint a changing sky using two weather moments observed or imagined. Change the focal point, material, arrangement or viewer perspective between drafts.

05 / Plan Compare sketches to the success check (two distinct color relationships and one softened transition); choose a direction and state why it better communicates the intention.

06 / Produce Produce an original visual response using wet-on-wet wash, warm and cool colors, horizon edges; conference on one technical choice and one contextual question.

07 / Critique Partners identify where the artwork communicates the intended idea and locate evidence of wet-on-wet wash in the work.

08 / Revise Revisit the specific checkpoint: Two distinct color relationships and one softened transition. Make one visible change after critique and preserve the initial view for comparison.

09 / Present Present with a title, medium, one key artistic decision and any needed credit or contextual limitation.

10 / Reflect Reflect: What evidence proves you improved wet-on-wet wash? What will you try or investigate next?

Studio sessions & evidence checkpoints

Session	Teaching move	Capture evidence
Day 1	**Notice + explore** Observe cloud changes, heat haze, rain, and seasonal light in Gulf South skies.	Record one noticing and a quick mark-making sample.
Day 2	**Skill studio + choices** Demonstrate wet-on-wet wash, warm and cool colors, horizon edges. Make thinking visible by testing two alternate solutions and identifying what each communicates. Children develop two possibilities.	Photo or scan of two studies, with a selected idea.
Day 3	**Make + conference** Create the artwork; show one decision at a time.	Teacher notes use of wet-on-wet wash.
Day 4	**Critique + revise + share** Peer observation, visible change and oral/visual reflection.	Save before/after samples and next goal.

Key technique to model

wet-on-wet wash, warm and cool colors, horizon edges

Access without lowering the artistic goal

Students who have experienced storms may select gentle weather or fictional weather. Offer physical samples, captioned images, accessible demonstrations, flexible planning modes, and alternate materials while retaining the common visual learning target.

Teacher coaching questions

- What is the visual problem you are solving?
- Which decision communicates your intended meaning most clearly?
- What does your reference prove, and what are you still imagining?
- What could a viewer misunderstand?
- What visible revision will strengthen your next version?

Cultural care

Do not require personal storm or evacuation memories; focus on art choices, not trauma.

Stretch & explore

Make a diptych with different times of day.

Design provenance: Original Studio Fieldnotes investigation developed for the 50-lesson library; informed by the teacher-supplied ten-stage Artistic Investigations architecture and reflective Studio Habits framework.