

Concepts Check - Moons of the Land

Grade 5/6 Arts Education - Moons of the Land

Name: _____ Date: _____

1. Name two watercolour techniques and when you would use each.

2. What is the difference between wet-on-wet and wet-on-dry?

3. Name three elements of design.

4. What does 'value' mean in art?

5. What makes a set of paintings a 'series'?

6. Why do we observe our own seasons and name our own moons instead of copying a nation's calendar?

7. Match each technique to its effect: graded wash, lifting, dry brush. (rough texture; smooth light-to-dark; remove paint for highlights)

8. Grade 6 challenge: name one way to make your panels look unified as a series.

(Grade 6 / challenge)

Concepts Check - ANSWER KEY

Grade 5/6 Arts Education - Moons of the Land

1. Name two watercolour techniques and when you would use each.

Answer: Any two: flat/graded wash for even skies; wet-on-wet for soft blends; layering for depth; lifting for highlights; dry brush for texture.

2. What is the difference between wet-on-wet and wet-on-dry?

Answer: Wet-on-wet: paint on wet paper, soft blended edges. Wet-on-dry: paint on dry paper, crisp defined edges.

3. Name three elements of design.

Answer: Any three of: colour, value, line, shape, space, texture, form.

4. What does 'value' mean in art?

Answer: How light or dark a colour is.

5. What makes a set of paintings a 'series'?

Answer: A shared theme, palette, or style so the panels look like they belong together.

6. Why do we observe our own seasons and name our own moons instead of copying a nation's calendar?

Answer: That knowledge belongs to those nations and some is shared only with permission; we honour it and tell our own story of the land.

7. Match each technique to its effect: graded wash, lifting, dry brush. (rough texture; smooth light-to-dark; remove paint for highlights)

Answer: Graded wash = smooth light-to-dark; Lifting = remove paint for highlights; Dry brush = rough texture.

8. Grade 6 challenge: name one way to make your panels look unified as a series.

(Grade 6 / challenge)

Answer: Any of: shared palette, repeated motif, same size or border, consistent style.

Unit Rubric - Moons of the Land

Grade 5/6 Arts Education - Moons of the Land

Tied to the Arts Education curricular competencies. Circle or highlight the level that best fits.

Criterion (competency)	Emerging (1)	Developing (2)	Proficient (3)	Extending (4)
Idea and Seasons (explore place; symbolism)	Little connection to seasons or place.	A season is shown; the idea is general.	Panels clearly show seasons of the land where I live.	A rich, personal view of the seasons with thoughtful imagery.
Watercolour Technique (select and refine techniques)	Few techniques; muddy or unfinished.	Some washes; limited control of water and colour.	Uses washes, wet-on-wet, and layering with control.	Confident technique; strong value and layering.
The Series as a Set (balance, harmony, contrast)	Panels look unrelated.	Some shared colour or style.	Panels work together as a series.	A unified, well-composed series with clear contrast between seasons.
Artist Statement and Reflection (communicate; respond to art)	Statement missing or very brief.	Statement names a season or a moon.	Statement explains the moons, imagery, and techniques used.	Insightful statement; reflects on choices and others' work.

Grade 6 extension: layer for depth, control value across the series, and reflect on another artist's intent.

Name: _____ Overall (out of 16): _____ Comment: _____

Student 'I Can' Tracker - Moons of the Land

Grade 5/6 Arts Education - Moons of the Land

Name: _____ Colour or check a box for each 'I can' statement.

'I can' statement	Not yet	Getting there	Yes
Period 1 - The Year in Thirteen Moons			
I can explain that many First Peoples observe the year as about thirteen moons.	[]	[]	[]
I can describe what happens on the land in each season where I live.	[]	[]	[]
I can choose the seasons or moons I will paint.	[]	[]	[]
Period 2 - Watercolour Skills Lab			
I can paint a flat wash and a graded wash.	[]	[]	[]
I can use wet-on-wet, layering, and lifting.	[]	[]	[]
I can mix a colour palette for a season.	[]	[]	[]
Period 3 - Designing the Series			
I can plan 3 to 4 panels, one per season or moon.	[]	[]	[]
I can choose imagery and a palette for each panel.	[]	[]	[]
I can name each moon for what happens on the land.	[]	[]	[]
Period 4 - Painting the Series			
I can paint my panels using washes and layering.	[]	[]	[]
I can use colour and value to show each season.	[]	[]	[]
I can work patiently, letting layers dry.	[]	[]	[]
Period 5 - Finishing and the Gallery Walk			
I can finish and mount my series.	[]	[]	[]
I can write an artist statement about my moons and techniques.	[]	[]	[]
I can give and receive respectful feedback.	[]	[]	[]

One thing I am proud of: _____

One thing I want to get better at: _____

Teacher Observation Checklist - Moons of the Land

Grade 5/6 Arts Education - Moons of the Land

Formative, anecdotal evidence across the five periods. Key: + strong, / developing, - needs support.

[illegible]

Practice Activity 1 - Seasonal Observation Sheet

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Name: _____

For each season, note what happens on the land where you live (plants, animals, weather, colours).

Spring	Summer
Autumn	Winter

The moons (seasons) I will paint in my series: _____

Practice Activity 2 - Watercolour Technique Sampler

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Name: _____

Paint each technique in its box. Keep this sampler to plan your series.

Flat wash	Graded wash	Wet-on-wet	Wet-on-dry
Dry brush	Lifting	Texture (salt/splatter)	Blending two colours

My season palette: mix and paint a swatch of each colour you will use.

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Practice Activity 3 - Series Planning Sheet

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Name: _____

Plan each panel. Give each moon a name for what happens on the land.

Moon / season name	Imagery (what I will paint)	Palette (colours)	Technique goal

Thumbnail each panel (small quick sketch):

Panel 1	Panel 2	Panel 3	Panel 4

Practice Activity 4 - Painting a Season

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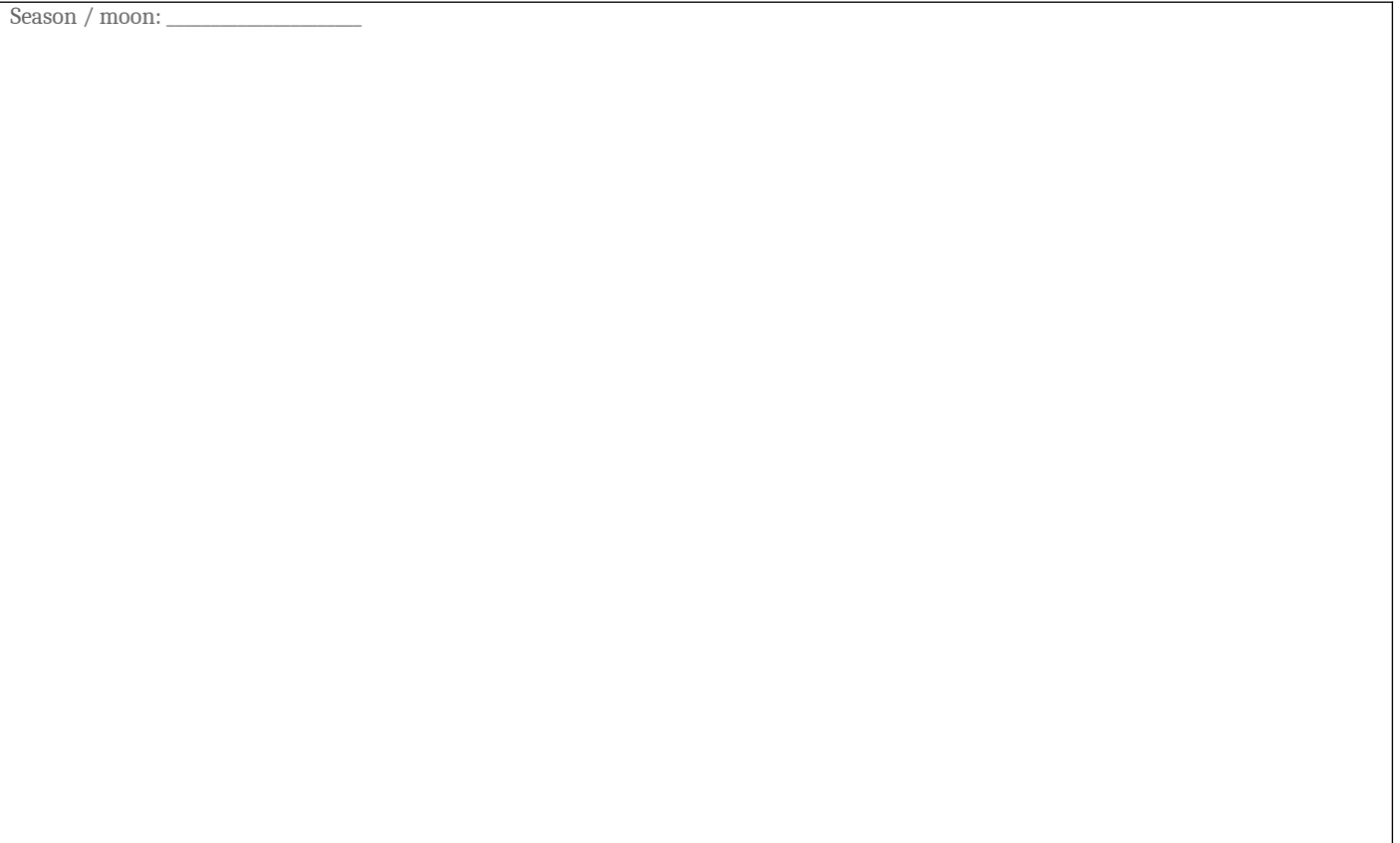
Name: _____

Practise one panel before your final. Follow the steps, then paint in the big box.

1. Sketch lightly in pencil.
2. Paint the sky or background with a wash (try graded or wet-on-wet).
3. Let it dry, then layer the middle shapes.
4. Add details and texture (dry brush, lifting) last.

My practice panel:

Season / moon: _____



Practice Activity 5 - Artist Statement Builder

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Name: _____

Finish each sentence. Then copy your best sentences into a neat artist statement.

My series shows the seasons of _____.

The moons I painted are _____.

In one panel I used _____ to show _____.

Watercolour techniques I used: _____.

The colours I chose help show _____.

I want people who look at my series to notice _____.

My artist statement (neat copy):
