

Paths of Settlement

Replacement text for the Klutz watercolor book

Instructions

The Klutz watercolor book that was used in Paths of Settlement has gone out of print. We have rewritten the text to coincide with the *Watercolor Painting* book included in the *SpiceBox Watercolor for Young Artists* kit. These instructions are for Unit 1. Instructions for Unit 2 and beyond will be posted at this same url: www.geomatters.com/pages/updates

The watercolor tablet provided with the *Watercolor for Young Artists* kit is large. It is often a good idea to cut a sheet of the provided paper in half, third, or quarter size pages. This smaller area is actually easier for students to use and will extend your resources.

One tool recommended in the book that does not come with the kit is a white palette. You can purchase one of these at a craft store or use a plastic disposable plate if needed. There won't be indentations in a plastic plate, so don't try to mix your paints too closely by one another if you use one.

There are instructions in your book for stretching watercolor paper (see page 8). This is not necessary for our purposes, but if you choose to do so you will need to buy the extra materials required listed in the instructions, including a wooden drawing board that is bigger than your paper, paper tape, and a craft knife.

Also, you will want to have newspaper or an old plastic table cloth to cover your work surface, so that the paint doesn't stain your table.

Following are lessons to use with Unit 1 of the *Paths of Settlement* text in place of the Klutz watercolor references.

UNIT I

Lesson 1-Part 1G

Page 5:

Begin by reading the directions in section G of your *Paths of Settlement* text. Then when you get to page 6, substitute paragraphs 1-2 with the following:

Together with your teacher, read the introduction on pages 5-8 in *Watercolor Painting*. Now remove a sheet of blank watercolor paper from the pad provided with your kit and experiment with your brushes and paint. Just relax and have fun with this activity! You do not have to complete it all today. Over the next few days, if you find

you have extra time and your parents agree, play with your paints on other watercolor paper. After every painting session, rinse your brush in clear water and blot it with a paper towel. Be careful to smooth the bristles out straight with the paper towel before you put the brush away.

Ideas for experimenting with your brushes and paint:

- Use each of your brushes to practice making different sizes of lines—long, short, wide, and thin.
- Use each of your brushes to make different types of lines—squiggles, waves, loops, zig-zags, curlyques.
- Use each of your brushes to make different types of shapes—dots and circles, triangles, squares, cones, etc.
- Use each of your brushes in different ways than brush strokes.
- Hold each brush perpendicular to your paper, dip in paint, and gently dab your paper.
- Dip each brush in paint and gently press it down so that it makes a triangle or circle of bristles. “Walk” your brush across paper to make paint brush tracks.
- Dip each brush in paint and vary the amount of pressure you use to brush it across the paper.
- Now try some of your own ideas!

Lesson 2-Part 5

First bullet at the top of page 41:

Substitute the following instructions for this lesson:

In *Watercolor Painting*, read pages 9-10 together with your teacher. When you are done reading the information, remove a sheet of blank watercolor paper and fold it in thirds (like a brochure). Then cut on each folded line so you now have three rectangles of paper. On each of the sheets of paper, practice the ideas found on pages 10 of your *Watercolor Painting* book. On your first sheet of paper, practice glazing with several different colors. On another, try adding one color on top of another. On the last one, try the “wet-on-wet” technique described to the right of the orange picture. Remember, you cannot make a mistake as long as you keep all the paint on the paper (either the watercolor paper or the newspaper that you have put around your book), so you are free to have fun.

Over the next few days, if you find you have extra time and your parents agree, play with your paints on other watercolor paper. Remember to cut it in half, thirds, or quarters to keep your workspace small!

Lesson 3-Part 1G

Page 45:

Substitute the following instructions for this lesson:

Begin by removing a sheet of watercolor paper and folding it in half or in thirds and cut into smaller pieces of paper. Together with your teacher, read page 11 in your *Watercolor Painting* book. Even though you have some of the secondary and complementary colors in your kit, try making some of your own on your palette or plastic plate using the primary colors. Then, look at the example on page 11 of a tonal range of a color. Choose your favorite color and see if you can do the same. After that, spend some time playing with your paints and mixing colors. Try painting a circle on your paper in one color and then overlapping a circle in a different color on top (like a Venn

diagram). Then try painting two different colors close to one another before letting them dry. Have fun! If you have extra time this week, and your parents agree, play with your paints on other watercolor paper

Lesson 4-Part 5

Page 76, 4th bulleted instruction:

Though the SpiceBox watercolor kit includes brown, it is fun to create your own colors.

Follow the instructions in your text for making brown watercolor.

Lesson 5-Part 1G

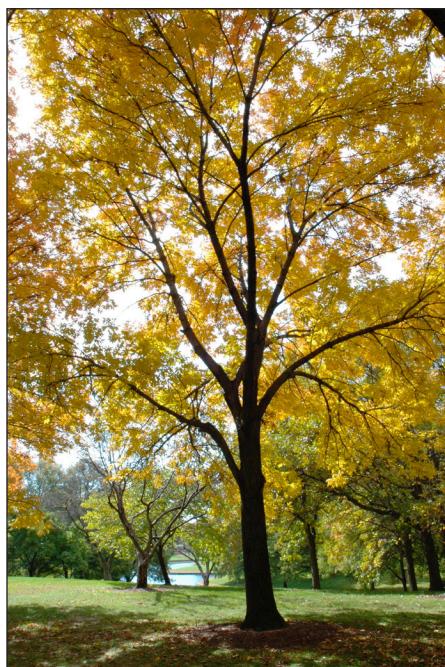
Page 81:

When you get to the reference to *Atlas of the United States* in the first paragraph on page 82, (you are using the *Desk Atlas of the United States* instead) substitute the following instructions:

If you do not live in such an area, or if it is not convenient to go outdoors, you can do one of the following:

- If your parent agrees, search for an image of fall foliage on the Internet. Try to find an image of a tree instead of a scene.
- Choose one of the images below to paint.

Use either the image you found, a picture provided, or the tree outside as a model to complete the activity in Appendix B.



**Lesson 6-Part 1G****Page 99:**

Read the first paragraph in this section. Then substitute the following for the remaining instructions:

There are several pictures provided on this page showing fall foliage. You can use one of these images or, with your parent's permission, find an image on the Internet. You do not need to include any buildings in your painting unless you want to.

However you choose to complete this activity is fine, as long as you have permission. It is not important to make your painting look exactly like the picture. The main points are to practice the things you have learned, and to experiment with new ideas. Above all, remember to relax and enjoy your art!

UNIT 2

Lesson 1-Part 1G

Page 114:

Substitute the following instructions for this lesson:

In *Watercolor Painting*, read pages 16 and 17. Talk with your teacher about hot and cold colors. Then complete the project on page 17 using a half sheet, or smaller if you prefer, of your watercolor paper. You will notice in the instructions on page 17 that it says to “Imagine a scene that has a warm area and a cool area.” You do not have to paint the scene of the planets that is used in the book as an example, but you may if you would like. What other scenes can you think of that might include warm and cool colors?

If you find you have extra time after your regular schoolwork is finished, and your parent agrees, try painting something you can see outside your window. Experiment with different color combinations.

Lesson 2-Part 5

Page 146, 3rd bullet from the top:

Substitute the following instructions for this lesson:

Today, you get to play with your pencil and paints! Often when you paint, you will want to lightly sketch in pencil whatever it is you want to paint. Today you will practice lightly sketching objects on your watercolor paper and then filling them in with your paints. Be sure to keep your pencil marks very light so that you won’t see them after you paint (but don’t worry about it if some lines show through. You are practicing!). And don’t worry about your drawings looking perfect—this lesson is about *playing* with your pencil.

Cut a sheet of your watercolor tablet in half, third, or quarter size pages. Then, talk with your teacher about what objects you might want to try sketching. Here are some ideas to get you started: a heart, a triangle, a piece of bacon, a top hat, a baseball bat, stars and the moon... Try a lot of different objects and fill up one or more of your sheets of paper.

Remember to play with your watercolors whenever you have time and your parent agrees.

Lesson 3-Part 1G

Page 152:

Substitute the following instructions for this lesson:

Review what “washes” are on page 9 in *Watercolor Painting*. Then, along with your teacher, read pages 12 and 13. At the top of page 12, it suggests that you first practice on scrap paper, so begin by taking a sheet of your watercolor paper from your tablet and cut it into third or quarter size pages. Then follow the directions that explain how to practice changing the strength of the color. After you are finished practicing, follow the steps numbered 1-6 on pages 12 and 13 using the corresponding page provided with your tablet found in the Watercolor for Young Artists kit.

A note for the teacher: If you are using this kit with more than one student, you may want to sketch out the “template” provided in the tablet on a blank sheet of watercolor paper for your other students.

Over the next few days, continue experimenting with washes on other sheets of watercolor paper.

UNIT 3

Lesson 1-Part 1G

Note: At the beginning of the “Doing” sections in this unit, there are instructions for using your *Wee Sing America* songbook.

Page 228:

Substitute the following instructions for the watercolor part of this lesson:

In *Watercolor Painting*, read pages 18 and 19. Talk with your teacher about what you have learned about perspective. Then complete the project on these pages using a half sheet, or smaller if you prefer, of your watercolor paper. You do not have to paint the same scene as the one in the book. You can get ideas of what to paint by looking at pictures, going out in your yard (only with your parent’s permission,) or thinking of things in nature you have noticed.

If you find you have extra time after your regular schoolwork is finished, and your parent agrees, try painting something you can see outside your window. Experiment with different color combinations.

Lesson 2-Part 5

Page 228:

Substitute the following instructions for this lesson:

Look back over the information about painting landscapes in *Watercolor Painting* on pages 18 and 19. Look at landscape pictures in books and, with your parents permission and supervision, on the Internet by searching for landscape images. Let these pictures inspire you to create your own landscape, or try to paint one that you have found. Don’t be afraid to play with different colors and techniques! Have fun!

Lesson 3-Part 1G

Page 271:

Substitute the following instructions for the watercolor part of this lesson:

Creative lettering can be a fun activity with watercolor paints. If you have a book on creative lettering at home you might want to look through it or, with your parent’s permission, on a website such as Pinterest. Here are several watercolor activities you can find on the Internet:

<http://melissaesplin.com/2014/05/tutorial-lettering-with-watercolors/>

<http://jonesdesigncompany.com/create/learn-how-to-paint-watercolor-letters/>

<http://www.refine-studio.com/diy-watercolor-table-numbers/>

Learning how to be creative with letters and numbers can be very useful, so relax and let your imagination go. Don't feel like you have to make one style of numbers or letters, but keep trying different things as you go through the alphabet or numbers. You can use the lessons above as inspiration, but remember that there is no "right" way to do this and no way to make a mistake in this activity!

Lesson 4-Part 5

Page 308:

Follow the instructions in your text.

Lesson 5-Part 1G

Page 315:

Substitute the following instructions for the watercolor part of this lesson:

In this unit you spent a lot of time learning about oceans, so today you will practice painting a shoreline. Read pages 28 and 29 in *Watercolor Painting* and talk about it with your teacher. Follow the project instructions on these pages using your watercolor pencils or use the idea of the project and combine the use of both your watercolor paints and pencils. You do not have to paint the shoreline scene in the book exactly, but do try to include water and land in your picture. Consider adding seagrass or other fun elements you might find on a shoreline.

Lesson 6-Part 1G

Pages 333 and 334:

Substitute the following instructions for the watercolor part of this lesson:

Your final watercolor activity for this unit is to look for lake or seashore pictures in books, or with your parent's permission, on the Internet. Use a picture that you find and like as a model for your own painting. Instead of using a picture, you can paint a scene outdoors if you would prefer and your parent agrees. Or, you can use one of the pictures provided below as a model.

However you choose to complete this activity is fine, as long as you have permission. It is not important to make your painting look exactly like someone else's picture. The main point is to practice the things you have learned, and to experiment with new ideas. Above all, remember to relax and enjoy your art!



UNIT 4

Lesson 1-Part 1G

Note: For Lesson 2-Part 5 you will need masking tape.

Page 5:

Substitute the following instructions for the watercolor part of this lesson:

In *Watercolor Painting*, read pages 22 and 23. Tell your teacher what you can do to create volume when painting objects. Then, complete the project on these pages using a half sheet or smaller of your watercolor paper.

If you find you have extra time after your regular schoolwork is finished, and your parent agrees, try painting objects you find around your house. Remember, your painting don't need to be perfect! Have fun and experiment with the different techniques you have learned!

Lesson 2-Part 5

page 39:

Substitute the following instructions for this lesson:

In *Watercolor Painting*, read pages 24 and 25. Tell your teacher what the word "reserve" means in a painting. Then, follow the instructions on these pages to complete the project. You do not have to make your picture look like the example in the book. You can create an abstract painting with pieces of tape laid out in designs, or you can create a picture of an object with your tape. There is no wrong way to do this assignment, so have fun and be creative!

Lesson 3-Part 1G

page 46:

Substitute the following instructions for this lesson:

In Lesson 1 of this unit you painted objects to look like they had volume, and in Lesson 2 you painted a picture using tape to create a reserve area in your painting. Which did you enjoy the most? Tell your teacher. Then choose one of these techniques to do again by painting an object around your house or creating another reserve painting. You know by now that your paintings don't have to be perfect or look like anyone else's. Just keep practicing! Experiment by using different techniques that you have learned and combine them in a new way!

Lesson 4-Part 5

Page 80:

Follow the instructions in your text.

Lesson 5-Part 1G

Page 87:

Substitute the following instructions for this lesson:

In this unit you have studied parts of the Midwestern and Rocky Mountain regions of the United States, which are quite different from one another. They contain very different, but interesting, land features. Today you can either choose a picture from a book, or with your parent's permission, from the Internet, or you can follow the directions in Appendix D to practice painting mountains.

When looking at paintings of mountains, you will notice the many colors artists use to paint mountains—brown, red, orange, blue, purple and white. You can experiment with colors, too, as you paint your pictures of mountains. Follow the directions in Appendix D and then play with fun color combinations. No need to finish your painting today! Have fun!

Lesson 6-Part 1G

Page 107:

Substitute the following instructions for this lesson:

Continue to work on your painting from Lesson 5, Part 1G. If you have already finished it, create another painting of mountains using a technique you have learned in your watercolor book. Create a painting with monochrome colors (pages 12 and 13), combine hot and cold colors (pages 16 and 17), use tape to create a reserve painting (pages 24 and 25), or experiment with your watercolor pencils (pages 28 and 29)!

However you choose to complete this activity is fine, as long as you have permission. It is not important to make your painting look exactly like someone else's picture. The main point is to practice the things you have learned, and to experiment with new ideas. Above all, remember to relax and enjoy your art!

UNIT 5

Lesson 1-Part 1G

Page 124:

Substitute the following instructions for this lesson:

When the word perspective is used in art, it refers to the way many artists draw or paint distant objects so that the viewer can tell which things are farther away.

In *Watercolor Painting*, read about perspective at the top of page 18. Tell your teacher what perspective is and one of the ways it is achieved according to what you read. Another important thing to know about perspective is that things that are closest to us appear larger than things that are far away. Objects that you paint that are supposed to be in the front should be larger than those in the back. Usually, the larger parts are toward the bottom of your picture.

Look again at the landscape painting in *Watercolor Painting* on pages 18 and 19. See how the road is darker and wider at the bottom of the painting, but it becomes lighter and more narrow as it goes up the page. Notice how large the trees are, too. This is how the painter achieved perspective. If the painter had added a tree alongside the more narrow part of the road, what would you need to change about the tree to continue showing perspective? Tell your teacher what you think you would need to do.

Now, use magazines or the internet to find two or three photographs or paintings that clearly show perspective. Then trace or sketch the pictures you found and add it to your Student Notebook.

(Note: For more information on perspective and how to achieve it, go to <http://www.jims-watercolor-gallery.com/perspective.html>.)

Lesson 2-Part 5

page 160:

Substitute the following instructions for this lesson:

Together with your teacher, go outside and look down your street. Take time to think about what you see. For instance, is the car at the end of the street as large as the one parked in your driveway? What about other things, like trees or streetlights? How do faraway objects actually look to you? See how many things you notice that show perspective.

Then, along with your teacher, explore the lessons on perspective at <http://www.kidsfuncorner.com/perspective-1.htm>. Choose a project to draw and paint from the ones on the website. Or, if you would rather, try painting some of the things around you. Practice perspective in your pictures, so that people can tell that some things are farther away than others.

Lesson 3-Part 1G

page 166:

Substitute the following instructions for this lesson:

Have you ever looked down at things from high up in a building, or from a mountain or airplane? If you haven't, see if you can arrange a time with your teacher to try one of those things. When you are high up, everything on the ground looks much smaller than it actually is—another very good example of perspective.

Today you will use your imagination! Pretend you are very tall or very tiny and think about how the things around your house would appear to you. Place an object on the floor and look down on it. Then, get on your belly, pretend you are tiny, and look at it from the side. Get out some of your watercolor paper and enjoy trying to achieve these different perspectives. Remember that your paintings don't need to be perfect! Just practice and have fun with trying different perspectives.

Lesson 4-Part 5

Page 201:

Follow the instructions in your text.

Lesson 5-Part 1G

Page 209:

Substitute the following instructions for this lesson:

One of the regions you've studied in this unit is the Southwest, which has several deserts. Today you can either choose a picture from a book, or with your parent's permission, from the Internet, or you can follow the directions in Appendix D (pages 460-461) to practice painting a desert scene.

If the picture in the appendix doesn't interest you, find another picture that shows a landscape from the Southwestern or Pacific Coast regions, and work with it. Whichever you decide to do, relax and enjoy the process of creating your artwork!

Lesson 6-Part 1G

Page 227:

Substitute the following instructions for this lesson:

Continue to work on your painting from Lesson 5, Part 1G. If you have already finished it, create another painting of an area you have studied this year using a technique you have learned in your watercolor book. Create a painting with monochrome colors (pages 12 and 13), combine hot and cold colors (pages 16 and 17), use tape to create a reserve painting (pages 24 and 25), or experiment with your watercolor pencils (pages 28 and 29)!

However you choose to complete this activity is fine, as long as you have permission. It is not important to make your painting look exactly like someone else's picture. The main point is to practice the things you have learned, and to experiment with new ideas. Above all, remember to relax and enjoy your art!

UNIT 6

Note: Students will need the following materials for this unit:

- Lesson 2-Part 5: a sponge
- Lesson 3-Part 1G: dish soap, coarse salt, rubbing alcohol, cotton balls, wax candle, sugar (see top of page 30 in *Watercolor Painting*.)

Lesson 1-Part 1G

Page 241:

Substitute the following instructions for this lesson:

In *Watercolor Painting*, read and talk with your teacher about the glazes project on pages 20 and 21. Then, follow the instructions and create your own abstract composition. Remember, your picture doesn't have to look exactly like the one in the book. Have fun and experiment with different shapes and colors!

Lesson 2-Part 5

page 271:

Substitute the following instructions for this lesson:

Read about using a sponge on page 26 in *Watercolor Painting* with your teacher. Try the different techniques on a half sheet of your watercolor paper before doing the project on page 27.

Next, read the instructions for the project on page 27 and complete it. If you would like, just draw the picture of the tree instead of adding the boy, ladder, and cat. The important thing is to try the sponge technique, so feel free to create a different picture if you want.

Lesson 3-Part 1G

page 275:

Substitute the following instructions for this lesson:

Read about creating different textures on pages 30 and 31 in *Watercolor Painting*. Experiment with trying to achieve the different textures by using the techniques described on these pages, or play around with creating your own. Be sure to ask your parent's permission before trying something new!

If you would like, you can create a picture like the one at the bottom of page 31 using the different techniques you practiced, or you can create your own scene. It doesn't need to be perfect! Just have fun and try some new techniques with your watercolors.

Lesson 4-Part 5

Page 304:

Follow the instructions in your text.

Lesson 5-Part 1G

Page 309:

Follow the instructions in your text.