



## Watercolour: Awash in Colourful Exploration

November 8, 2019

*What is it about an art media that draws a child to express thoughts, desires, ideas and inner feelings?*

*What makes one person want to share their inner expressions in drawing over paint or clay over drawing?*

For five weeks, the before and after school children at Viola Desmond explored and learned about watercolour paints, how they work and how to use them to communicate ideas and express inner dialogue. Children examined the paint in palette form, tube form in all of its sticky qualities, in crayon and pencil form; riding the line between drawing and painting. The children



explored the role of water and how crucial it is in adding or reducing it for being able to use the paint as a form of expression. Watercolours, thirsty papers and soft feathery brushes that pair with it were used by children including one child who spoke her journey with watercolours as she passionately painted things she loved, ideas she had and tested the paints vocally, sharing successes and challenges.

*“It’s running. Ugh, I don’t want it this way,”* spoke to her challenge to master the amount of water needed to create success in painting detail which she clarified was important to her journey.

She spoke courageously on a Friday morning while painting. She sat back in her chair, brush loaded with colour, poised in her confident fingers ready to be placed on a new piece of water colour paper.

*“Remember when you said to tell you when I think I have learned something new? I think I learned that I need to practice a lot. This takes a lot of practice.”*

This showed a self-awareness of her own level of skill, her desire to improve and her ability to reflect on her experience. She continued to share these thoughtful moments of reflection as she continued to grow in skill through practice and setting personal goals.

In her practice and experimentation, I was audience to slowing down, seeing growth at a pace where a child's mind can absorb each nuance of an experience. She spoke to moving faster to reach her goal of a large piece but when presented with questions that spoke to her challenges. She nodded in agreement and seemingly satisfied with the process of learning, she slowed down and experienced each moment on the path to the larger piece.

*When will she decide that enough growth has been internalized and the commitment to the large piece is something she is brave enough to consider? Will she stay with her goal to practice the same painting over and over and still see value in committing these ideas to a larger piece?*