

Elk Grove Unified School District
Visual and Performing Arts Resources
Art

Grade 4: Lesson 4

Title: Visual Texture

Standards Addressed

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

1.5 Describe and analyze the elements of art (color, shape, line, texture, space, and value) emphasizing form, as they are using in works of art and found in the environment.

Creative Expression

Creating, Performing, and Participating in the Visual Arts

2.7 Use contrast (light and dark) expressively in an original work of art.

Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art.

Time: 60 minutes

Floor Plan: Regular classroom setting.

Materials Needed:

- Watercolors
- Brushes
- Small cups for water
- Paper towels (for cleaning brush if it is too wet)
- Crayons
- White drawing paper (8 ½ x 11 or 9 x 12)
- Natural objects to place under paper (leaves brought from home, coins, paper doilies, popped bubble wrap, corrugated cardboard)
- Overheads:
 - #1 *Three Worlds*, by M.C. Escher
 - #2 *Exotic Landscape*, by Henri Rousseau

Purpose:

The students will learn how artists simulate how something feels if you could touch it.

Background:

The students have been exposed to an artists use of contrast to show texture in literature books and cartoons. They may have used similar techniques themselves in simple drawings without realizing it.

Key Questions:

Why do artists use texture?

How can an artist use contrast (light and dark) to show texture?

Vocabulary:

- * *Texture*—the element of art that refers to how things feel, or look as if they might feel, if touched.
- * *Visual texture*—the way something looks like it might feel if you could touch it.
- * *Contrast*— the difference created when elements are placed next to each other in a work of art.
- * *Monochromatic colors*—one color plus all the tints and shades of that color.

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
1 Set up purpose/goals By searching for items in the room that show visual texture.	How are you making your purpose clear to the students? By defining visual texture and showing examples.
2 Engage students Ask the students to look at items in the room that show texture.	How can I effectively get the students interested in the content of the lesson? By engaging with environment and overheads.
3 Learning Sequence See actual lesson sequence below.	What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? Simulating texture to show how something would feel if you could touch it.
4 Assessment The students will use the rubbing technique to simulate texture.	How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) By deciding, analyzing, interpreting, and making decisions about their art piece with a partner.

Actual Lesson Sequence

1. Begin by asking the students to look at their desktop. Many tables and desks simulate the textures of wood. If students' desks do not, you may have them look at the overhead drawing of the rabbit included in this lesson. Ask what the lines on the table are trying to show us (wood grain). Ask what the lines on the bunny are trying to demonstrate (fur)?
2. Tell the students that these items are not real, however artists use visual texture to communicate how these objects feel if you could touch them. Write the words "visual texture" on the board. Explain that "visual" means something you see and "texture" means how something feels when touched. You may wish to draw an eye above the word visual and a hand above texture.
3. Have the students pair-share an object in the classroom that uses visual texture to show how something might feel if you touch it (e.g., globe, map, wood grain, posters). Partners share their findings with the class. Monitor students' conversations to assess their understanding of visual texture.

4. Show the class the overhead entitled, *Three Worlds*, by M.C. Escher. Ask the students to point out what they see. You may do it in a “popcorn” format in which they all say it without raising their hand. *How was the texture of the water created? What part of the fish shows texture? How did the artist use contrast to show texture?* Point out the light leaves and dark water if necessary as an example of contrast.
5. Show the class the overhead entitled, *Exotic Landscape*, by Henri Rousseau. Tell the students that Rousseau used similar colors or monochromatic colors to show the texture in the grass. Where are the different greens?
6. Ask where they see textures that are fur like? *What textures did Rousseau create in his painting?*
7. Tell the students they will create texture like Rousseau and Escher by using materials found in nature or at home.
8. Begin by having them place a leaf (for example) under white paper. Peel the paper off of a crayon and rub over just the leaves with a crayon. They should remove and move the leaf around in order to create a more interesting pattern and they should use different colors.
9. When rubbings are complete, the student will cover the paper with a contrasting watercolor wash. For example, green watercolor over red, yellow watercolor over violet, orange watercolor over blue.

Closure:

When the students have completed their artwork, have them share the following:

- a. Describe: How did you arrange your leaves and why?
- b. Analyze: What textures and patterns did you use in your painting?
- c. Interpret: Give your artwork a title.
- d. Decide: If you could use another item to show texture (not a leaf), what would you use to place under the paper?