

**Elk Grove Unified School District**  
**Visual and Performing Arts Resources**  
**Art**

**Grade Kindergarten: Lesson 3**

**Title: Texture**

**Standards Addressed**

**Artistic Perception**

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

1.3 Identify the elements of art (line, color, shape/form, **texture**, value, space) in the environment and in works of art, emphasizing line, color, and shape.

**Creative Expression**

*Creating, Performing, and Participating in the Visual Arts*

2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in the creation of a three-dimensional construction.

2.7 Create a three-dimensional form, such as a real or imaginary animal.

**Aesthetic Valuing**

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

4.1 Talk about their own artwork, using appropriate art vocabulary (e.g., color, shape, texture).

**Time:** 30-45 minutes

**Floor Plan:** Regular classroom setting.

**Materials Needed:**

- A copy of “Where the Wild Things Are,” by Maurice Sendak
- Paper plates
- Many magazines (for the colored pages, which are ripped into pieces to glue onto the mask)
- Elastic/yarn
- Glue
- Overhead transparencies of various masks

**Purpose:**

The purpose of this lesson is to introduce the idea that art does not have to be on a flat piece of paper or canvas. Art can have texture and dimension.

**Background:**

This lesson will be more successful if it is done after the students have practiced with scissors and glue.

**Key Questions:**

All the artwork we have studied before has been on paper with paint. Do you think there are other kinds of art?

## Vocabulary:

- \* *Texture*—the surface quality of materials, either actual-tactile (the way something feels) or implied-visual (how it may look).

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<b>1 Set up purpose/goals</b> Review line, color, and subject. Also discuss that art often will make us think about things or make us feel a certain way. Tell them that today they get to use their artistic ability to be characters from a book.	<b>How are you making your purpose clear to the students?</b> Art can create emotional experiences.
<b>2 Engage students</b> <ul style="list-style-type: none"><li>▪ Read out loud the book, “Where the Wild Things Are.”</li><li>▪ Discuss and explore the lines and color in the book. How do the lines create movement?</li><li>▪ Tell the students that they are going to become “wild things” by making “wild thing” masks.</li></ul>	<b>How can I effectively get the students interested in the content of the lesson?</b> <ul style="list-style-type: none"><li>▪ Reading the book, “Where the Wild Things Are,” with expression.</li><li>▪ Before reading the book, ask the students if they have ever imagined themselves as someone else or somewhere else.</li></ul>
<b>3 Learning Sequence</b> <ul style="list-style-type: none"><li>▪ Show the students overheads of masks.</li><li>▪ Ask the students, “Is this art that you can touch and feel? What would it feel like?”</li><li>▪ Explain that when something has a certain feel, such as rough, smooth, bumpy, or soft, the word for how it feels is <b>texture</b>.</li><li>▪ Give each student a paper plate.</li><li>▪ Glue pieces of colorful, ripped magazine paper onto the paper plate. The students need to fill the plate completely.</li><li>▪ Have the students create the eyes, nose, and mouth with construction paper or with some other contrasting material. (You may wish to tie this in with math and have students use circles, triangles, squares, and ovals for these features.)</li><li>▪ As the students create the project, have them explain how they are making their mask.</li><li>▪ Staple yarn or elastic to the back of the plate.</li></ul>	<b>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</b> Getting across the idea of how texture is used in art.
<b>4 Assessment</b> Once the masks are made, have the students compare a plain paper plate to their masks. Have them feel the difference between the smooth surface of the plain paper plate and the rougher surface of the mask. Point out to them that they are comparing the <b>texture</b> of the two things.	<b>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice)</b> Challenge the students to pay close attention for the rest of the day to the texture of things they encounter. At the end of the day, review texture and ask: <ul style="list-style-type: none"><li>◇ <i>What things did you find that were smooth?</i></li><li>◇ <i>What things did you find that were rough?</i></li></ul>

## Extension of the Lesson:

The students can retell “Where the Wild Things Are” while holding their masks. The students can also create and perform their own story.