

Lesson Plan Title: Exploring Textures

Length: 45 min.

Grade Level: First Grade

Teacher: Ana Scott

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed artwork, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

Approximately two weeks ago, students were asked what they knew about texture regarding a painting demonstration. When I asked the simple question, "What is texture?" students replied, "It's how something feels...it can be smooth, soft, rough, or hard." After hearing this, I developed a lesson plan/presentation that challenges students to discern physical textures from visual ones in contemporary art.

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative, the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

Through this lesson, students will take on the roles of both critics and practitioners as they develop conversations with their teachers and one another about the use of texture in contemporary works. The format of this lesson is observation and interpretive dialogue. Students will discuss artists' use of the texture of their work, and determine whether or not it is visual or physical texture. They will also consider how the texture impacts the audience's emotions toward the work.

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless, and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content-specific curriculum, etc.**

- TEXTURE
- TECHNIQUE
- EXPRESSIONS/EMOTIONS
- OBSERVATION

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable, and universal.

Student artists will learn how contemporary artists use physical and visual texture in their work by **OBSERVING** contemporary art and having a conversation about how these artists use **TECHNIQUES** that create **TEXTURE**.

Student artists will consider how **TEXTURE** affects your **EMOTIONS/EXPRESSIONS** when you **OBSERVE** it in an artwork.

Student artists will have the opportunity to create both physical and visual textures by experimenting with **TEXTURE** tools and **TECHNIQUES**.

Student artists will obtain knowledge as to how they can create visual and physical **TEXTURES** that provoke **EMOTIONS** in their current and future work.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy, and Technology. **It should be written as Objective.** (-Co Visual Art Standard: _____ - GLE: _____ -SHoM:[1] _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

- Using the presentation slides and dialogue prompted by their teacher, student artists will observe how contemporary artists use physical and visual texture, (i.e thick paint vs. flat detailed stone) in their work to express emotions.
 - Standard: Reflect
 - GLE: Question and respond to the stories told and the feelings expressed in works of visual art and design.
 - SHoM: Observe and Reflect
 - Art Learning: Expressive features and characteristics of art, specifically texture
 - Literacy: Students will have conversations about the techniques of contemporary artists and how these techniques affect the overall work. Students will also practice identifying physical and visual textures when they observe contemporary works.
- Using texture materials and techniques, such as rubbings and collages, student artists will have the opportunity to create both physical and visual textures with a variety of materials, such as oil pastels, texture plates, assorted collage materials, and tacky glue.
 - Standard: Create
 - GLE: Investigate the properties of materials to support the planning and making of works of art to communicate.

- SHoM: Develop Craft / Stretch and Explore
- Art Learnings: Materials (Texture Plates, Oil Pastels, Collage Materials) / Techniques (Rubbing / Collage)
- Student-artists will reflect on how they created visual and physical TEXTURES that provoke EMOTIONS in their artwork during the provided share-time at the end of class.
 - Standards: Reflect and Transfer
 - GLE: Question and respond to the stories told and the feelings expressed in works of visual art and design.
 - GLE: Identify how artists and designers make connections through personal stories between self, family, and friends.
 - SHoM: Reflect
 - Art Learning: Critical reflection
 - Literacy: Students will have a group conversation to discuss how themselves or their peers developed either a physical or visual texture in their artwork and how that effect makes them feel.
- Student artists will respond to inquiry questions developed by their teacher to further their comprehension of the use of texture in both contemporary works and their own. Inquiry questions will be discussed throughout the presentation before work time, during the demonstration, and during share-time at the end of class.
 - Standard: Comprehend
 - GLE: Question and respond to the stories told and the feelings expressed in works of visual art and design.
 - SHoM: Understand Art Worlds
 - Art Learning: Elements/Principles of Art
 - Literacy: Students will respond to the inquiry questions utilizing their own experiences, knowledge, and learned vocabulary.

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both ends of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>If students have a hard time listening and engaging with the presentation for extended periods of time, then they have the opportunity to take brain breaks in the art zone, located outside of the classroom.</p> <p>If students have trouble using the texture plates, and oil pastels, then the teacher will give them a more individualized demonstration.</p>	<p>Students practice the rubbing and collage techniques alongside their teacher.</p> <p>Students will still be able to practice using that technique/material.</p>

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	If students excel at creating texture, with texture plates, then they will be challenged to create texture with materials found around the room.	Students will create texture rubbings with alternative materials, such as recycled materials and objects found around the classroom.

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

- TEXTURE
 - VISUAL: the perceived surface quality of a work of art
 - Example: Can you feel the stripes on your shirt if you close your eyes? If not, then it is a visual texture.
 - PHYSICAL: the patterns of dimensional variations in a physical surface. Physical texture can be felt by touching the surface of the object or material.
- OBSERVE
- EMOTIONS
- TEXTURE PLATE
- COLLAGE

Literacy is integrated into this lesson through active, complex conversations about techniques and strategies used in contemporary art. In this sense, the artists are considering art as a text that they are comprehending in order to further understand how artists use texture in their work to convey emotion.

Materials:

Must be grade-level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- [Exploring Textures Presentation](#)
- Texture Plates
- Drawing Paper
- Oil Pastels
- Collage Materials (buttons, chipboard pieces, marker caps, found objects, etc.)
- Tacky Glue
- Chipboard plates

Resources:

- [Jackson Pollock Painting / Guggenheim Museum](#)
- [Katharina Grosse Installation](#)
- [Kerstin Brätsch Painting / ARTSY](#)
- [Elias Sime Works](#)

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Prepare/ become familiar with artist presentation
- Make sure all materials are stocked and ready for students
- Prepare questions to ask students

Safety:

Be specific about the safety procedures that must be addressed with students. **List all safety issues in a bulleted format.**

Students may need to be reminded that none of the materials in the art room are consumable.

If talking about emotions is triggering for some students, they can take a break in the art zone and a teacher will meet with them privately to discuss what they are feeling.

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate students' interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligence of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

Before I introduce the PowerPoint presentation, I will show students the word that they have already created with paint and texture. Then, I will invite them to further explore ways they can develop texture in their artwork.

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete, or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

Inquiry questions for this lesson:

Discussing texture:

- What is texture?
- What is the difference between physical and visual texture?
- What do physical and visual mean?

Discussing contemporary art:

- What do you think this artwork FEELS like and WHY?
- How does the texture that you're seeing make you FEEL?
- What does this artwork make you think of?
- Does this artwork give you any ideas for your own art?
- Why do you think this artist used texture?
- If you could ask this artist a question, what would you ask them?

Reflection questions (ASK section):

- Did you use texture in your artwork today? Why or why not?
- What kind of texture (physical or visual) did you use in your artwork today?
- How does the texture that this artist used make you feel?

Instruction:

Give a detailed account (in **bulleted form**) of **what** you will teach. **Be sure to include the approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what students will understand as a result of the art experience

Instruction - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.)

Identify instructional methodology. KNOW (Content) and DO (Skill)

1. The teacher will walk students through the Exploring Textures presentation by asking questions and facilitating a discussion about the artwork.

Discussing texture:

- What is texture?

Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesizing possibilities for each painting technique; etc. (Be **specific** about what will be the **intended result** of the instruction as it relates to learning.) **UNDERSTAND**

1. Students will engage in conversation about the artworks and answer questions about texture and technique.

Ng Time

5-10 min.

<ul style="list-style-type: none"> • What is the difference between physical and visual texture? • What do physical and visual mean? <p>Discussing contemporary art:</p> <ul style="list-style-type: none"> • What do you think this artwork FEELS like and WHY? • How does the texture that you're seeing make you FEEL? • What does this artwork make you think of? • Does this artwork give you any ideas for your own art? • Why do you think this artist used texture? • If you could ask this artist a question, what would you ask them? <ol style="list-style-type: none"> 2. The teacher will explain that students have two different studio choices for creating textures: texture plates and collages. Then the teacher will demonstrate to students how to use a texture plate and how to layer objects in a collage. 3. The teacher will dismiss students for work time. 4. The teacher will instruct students to clean up and get ready for share-time. 5. The teacher will choose a student to spin the wheel for share-time and then they will ask the student the reflective questions. 	<ol style="list-style-type: none"> 2. Students will listen to instructions and watch the demonstration. Then, they will ask questions if they have any. 3. The students will engage in different studios and materials during work time. 4. Students will clean up and bring their projects to the carpet for share-time 5. The students will engage in share-time, whether they get to share or interview the artist by asking reflective questions. 	<p>3-5 min.</p> <p>15-25 min.</p> <p>Remaining time</p> <p>Remaining time</p>
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Student reflective/inquiry activity:

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection, and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques, and reflecting on their experience as it relates to objectives, standards, and grade level expectations of the lesson.)

During share-time, a wheel is spun and a student artist is selected to share their artwork. First students are asked what they notice about the students' work. Then they ask questions about what they are seeing. Finally, the students give the artist compliments for their work. The teacher will also give the artist a final opportunity to share important information about their artwork with the class.

Post-Assessment (teacher-centered/objectives as questions):

Have students achieved the objectives and grade level expectations specified in your lesson plan?

Post-Assessment Instrument:

How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.

- Can students describe what type of texture they have created or observed? (I will ask students during presentation and studio time).
- Can students describe how the texture in an artwork might make them feel? (I will ask students during presentation and reflection time).
- Can students create textures with multiple mediums and materials? (I will ask students during demonstration time).

Throughout the lesson, I plan to ask a few students (at random) these questions and document their responses.

Throughout the discussion/worktime/reflective share-time, I will mark on my seating chart students' level of understanding of the objectives:

- ★ = students can clearly identify the connections between their emotions and the chosen texture AND/OR can discern the difference between physical and visual texture
- ⊕ = students can only identify one of the concepts stated above
- = students are unable to communicate that they understand those concepts and require more individualized instruction

These determinations of a student's understanding are determined by their ability to talk about the contemporary work during the discussion, talk about their own processes while they are creating, and talk about student's artwork during share-time.

Self-Reflection:

After the lesson is concluded write a brief reflection on what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteaching content, etc.)

I think that all of the lesson objectives were somewhat achieved, to a certain extent. I think that most (over half of the students) were able to talk about how texture in an artwork relates to/impacts their emotional state. However, I would say that only a quarter of the class could discern physical and visual textures. But, I think this is a concept that is starting to make sense for them. Therefore, I will revisit it in the weeks to come. I think all of the students did a good job observing, comprehending, creating, and transferring/reflecting throughout the entire class period.

Therefore, if I were to evaluate them on the standards, I would give the class a proficient score. If I were to teach this again, I would bring in physical objects for students to explore physical and visual texture. I think it was difficult for students to understand the texture of an object just by looking at a flat image on a screen. This coming week, I'm thinking that K-2 will explore physical and visual textures in the painting studio.