Foundation of Color and Composition

5) Use visual or actual texture in a composition-one class

Oral Assessment: What do you think visual texture means compared to actual texture? Example: a painting made to look like tree bark (faux finish) which is visual and thick paint made to look like tree bark, actual. Marble another good example to share. Paint samples from a store to pass around so students can hold and study. Brainstorm ways students can use paper to make texture. [*use paint and try to paint marble] [**use paper and fold or leave texture and then glue to page]

Vocabulary: **Touch on past vocabularies. Add visual, make something look textured and actual texture, folded paper**

History: MN artist: Adam Turman uses vibrant color, and texture his mural for Northfield The mural is like giant wallpaper to add color and texture. **Sayed Hosain** also uses thick paint and puts texture right into his work,

Outside MN: Lee KrasnerLee Krasner retrospective: the forgotten genius of Abstract Expressionism , Theater Sets Technical Theater Curriculum: Scenic Painting Techniques

Materials:
- ☐ Poster board or other heavy card stock
- ☐ Assorted tools to make texture: sponges, plastic forks, knives, combs, qtips, whatever else. Palette knives…Bubble wrap is fun too, paint and then print on paper
- ☐ Washable markers if paint is too difficult for your students or for your budget. Just use cups for clear water, wet a brush and paint over marker lines
- ☐ Colored construction paper is going to fold other paper to add for texture

Production: Start with 9x 12 poster board sheets, paint and a variety of tools to make textures. Forks, combs, sponges,; encourage the students to play and try different techniques. If the class is not as advanced with painting, use washable markers and then use a brush and some water to paint over the markers to make them blend and look like a texture. Youngr grades or students that cannot paint, have them fold different shapes and textures into colored paper. Have the students save the work because it will be used later for a new piece.

How to adapt this lesson plan to other grades:

K: Focus on play and experimentation with ways to make texture

1: Introduce palette knives, and other tools to make art. Make sure the students know how to use the tools safely

2: Again, focus on using tools properly and safely

3: Focus on making new textures and combinations of brushes to achieve texture. Have a quick critique break and have students look at other;'s work and then go back to their own work to revise/add.

4: Discuss how textures can look smooth or rough and different from one another. Have students focus on two types of textures that do not look similar and are focused on a different color palette.

5: Have the critique talk about the foundations of the techniques used to make art. The pieces should be more about techniques and experimentation than a finished piece. But critique how well the students made choices on the techniques.

Critique: Ask the class to move around and take a peek at other student's work, or ask one or two students to talk about their work and what they were thinking about when they made it. Make sure to take care to call on different students.

Aesthetics: Where would visual texture be important? What does actual texture do to the aesthetics of a piece?

Minnesota State Art Standards:

		K	Strand	Anchor Standard	Benchmark
5.0.2.2.2	5. Visual Arts	0	2. Create	**2. Generate and develop original artistic ideas.**	2. Explore artistic ideas through *intentional play*.

		1			
5.1.2.3.2	5. Visual Arts	1	2. Create	**3. Create original artistic work.**	2. Practice safe use of art *materials* and tools while making *art*.

		2			
5.2.2.3.2	5. Visual Arts	2	2. Create	**3. Create original artistic work.**	2. Demonstrate safe procedures for using *materials* and tools while making *art*.

		3			
5.3.2.4.1	5. Visual Arts	3	2. Create	**4. Revise and complete original artistic work.**	1. Discuss feedback about choices made in creating *artwork*.

4

5.4.2.2.1	5. Visual Arts	4	2. Create	2. Generate and develop original artistic ideas.	1. Generate new ideas by combining dissimilar ideas together.

5

5.5.4.8.2	5. Visual Arts	5	4. Respond	8. Evaluate artistic work by applying criteria.	2. Compare and contrast *criteria* used to evaluate works of *art*.