Unit V: Texture

Content Area: **Art**
Course(s): **Art Experience, Art**
Time Period: **May**
Length: **7 weeks**
Status: **Published**

Enduring Understandings

Artists develop an understanding that texture is how something feels and implied texture is how something appears to feel.

Artists manipulate texture to create visual complexity and interest.

Artists utilize, line, shape, form, color, pattern, and movement to create texture.

Artists use specific tools and materials to produce artworks for specific purposes.

Artists produce artwork to communicate a variety of needs and ideas.

Artists reflect ideas from different cultures, movements, and artists from the past.

Artists apply the use of discovery by asking questions and seeking answers about artworks, and the artists who made them.

Artists demonstrate comprehension of a common art vocabulary.

Artists exhibit artwork to communicate and/or express their ideas.

Artists apply the use of thinking skills and critical analysis by explaining and critiquing their own works of art.

Artists use descriptive words to communicate ideas and feelings about both their own artworks and art in the world around them.

Essential Questions

Suggested Questions: (Varies Depending on Lesson Content)

What is texture?

What is the difference between real and implied/visual texture?

How do artists use implied texture within illustrations?

Where can we see real texture in nature?

What are tactile qualities?

How is texture used to make an artwork more interesting?

How can we use lines, shapes, and patterns to create texture?

What are some words we use to describe different kinds of texture?

How can life experiences influence the way you relate to art?

Where do we see texture used in the art of other cultures?

Content

Interdisciplinary Connections

Possibilities:

Science (Show how some textures occur naturally and others are implied in drawings.)

Physical Education (Create stations for students to move around the room, feeling various textures.)

Math (Explain how patterns use a series of lines, shapes, and colors, repeating the same number of each variety, to create texture.)

Children's Literature (Read and reflect on the illustrations in a children's book, looking for areas where the artist used implied, or in some cases real, texture.

Related Artist, Culture, Work of Art

Varies Depending on Lesson Content.

Skills

Texture:

Understand that real texture is three dimensional and relates to the sense of touch.

Remember that implied texture is two dimensional and can be seen but cannot be touched.

Experiment with different textures to create shapes and forms.

Utilize line in a series of patterns to create implied texture.

Create textures through the use of different colors and hues.

Utilize texture to balance the space in a composition.

Discover how texture can create atmospheric perspective by adding real textured pieces to the foreground and leaving the background two dimensional with implied texture.

Manipulate different materials and found objects to create texture in a composition.

Judge in other pieces of art the emphasis and use of texture.

Work with a variety of materials and processes.

Comprehend that people have different views about art.

Standards

VPA.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
VPA.1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
VPA.1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
VPA.1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
VPA.1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

VPA.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
VPA.1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.