Unit 2: Textural Effects

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Week 13**
Length: **8 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn how to show variety in their art. They will show differences between people's facial features and animal body parts. Textural differences will be explored in this unit, which will culminate in a clay sculpture.

Standards

VPA.K-2.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
VPA.K-2.1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
VPA.K-2.1.2.2.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.K-2.1.3.2.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.K-2.1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
VPA.K-2.1.3.2.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.K-2.1.3.2.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.K-2.1.3.2.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.K-2.1.4.2.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.K-2.1.4.2.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.

Essential Questions

1. What makes art "great"?

2. How do artists use visual textures?

3. How is three-dimensional artwork unique?

Application of Knowledge and Skills...

Students will know that...

- 1. A collage is a technique of composing a work of art by pasting on a single surface various materials not normally associated with one another.
- 2. A crayon rubbing is a copy of a shape or pattern made by rubbing a crayon onto a piece of paper laid over a particular surface.
- 3. A sculpture is art you can see from any side.

Students will be able to...

- a. Create a collage, which represents a realistic image, such as a face or an animal.
- b. Create crayon rubbings showing various textural surfaces.
- c. Create a sculpture, which incorporates several different textures.

Assessments

- Facial Collage Diagnostic: Other visual assessments Students will create a collage of a face with facial details. They will use a variety of colored construction paper cut into different shapes for the collage. 1.1.2.D.2 1.3.2.D.3 1.3.2.D.4 Crayon Rubbing
- Mid-Year Benchmark Assessment Summative: Benchmark Assessment Students will complete a drawing as a performance benchmark assessment. 1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5
- Animal Collage Formative: Other visual assessments Using the textural crayon rubbings, students will cut the paper and create a collage of an animal, which will include: arms, legs, wings, tails, ears, eyes, noses, etc. 1.1.2.D.1 1.2.2.A.1 1.3.2.D.1
- Crayon Rubbing Formative: Other visual assessments Students will create a crayon rubbing of several available surfaces that have different textures. 1.1.2.D.2 1.3.2.D.2 1.4.2.B.1
- Snowperson Summative: Visual Arts Project Students will create a snowperson sculpture using model magic clay. They will decorate the sculpture with student-supplied objects and will incorporate a variety of textures. 1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.B.1

Activities

- Review scissor safety with students
- Discuss *Frankie, A Portrait of a Child*
- Discuss *Gypsy Woman with Baby*
- Discuss *Portrait of Dora Maar*
- Compare the three paintings listed above and discuss the differences in facial features among the subjects
- Have students close their eyes and feel the texture of their hair, face, shirt, pants, shoes, etc.
- Show samples of textural rubbings
- Read From Head to Toe by Eric Carle and discuss how he used separate pieces to create his images
- Students share their knowledge of sculptures and their experiences with seeing sculptures
- Discuss snowpeople and whether they should be considered sculptures

Activities to Differentiate Instruction

- For the animal collage, students may show the metamorphosis of a caterpillar to a butterfly
- Using crayons, students may draw a sky and ground background on their animal collage; they may create a sky and sun using extra paper from their texture rubbings
- If students do not supply objects for their snowperson, they may decorate their snowperson using teacher-supplied objects and/or markers
- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions
- Use proximity control
- Incorporate frequent modeling and prompting

Integrated/Cross-Disciplinary Instruction

In science class, the students learn about the water cycle. During these lessons, they learn how snow forms. Students create a picture to accompany their snowperson sculpture. The picture will illustrate the water cycle and show how it contributes to the creation of a snowperson.

Resources

- Adventures in Art by Laura H. Chapman, Davis Publications, 2008
- *Frankie, A Portrait of a Child* by Laura Wheeler Waring
- *Gypsy Woman with Baby* by Amedeo Modigliani

- *Portrait of Dora Maar* by Pablo Picasso
- From Head to Toe by Eric Carle, Harper Festival, 1997
- Art supplies