Unit 6: Texture

Content Area: **Arts**
Course(s): **Peer Outreach**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

1.3.1	Apply elements and media common to the arts to produce a work of art.
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

Enduring Understandings

1. Texture is the way something feels or appears to feel.
2. Texture can be created through drawing or sculpting with different materials.
3. Artists use texture to add interest and realism to their work, enhancing the viewer's sensory experience.

Essential Questions

1. What are different types of texture?
2. How do you create texture in art?
3. How does texture enhance the sensory experience of an artwork?

Knowledge & Skills

Students will be able to identify different types of texture in art.

Demonstrate an understanding of how to create texture in their own artwork.

Differentiate between pieces of art that use actual and visual(implied)texture.

Resources & Materials

Visual aids/examples

Adaptive Tools- Larger brushes, pencils, modified scissors, sensory-friendly materials

Google Suite - https://gsuite.google.com/

Youtube- https://www.youtube.com/

Transfer Goals

1. Students will be able to identify and create various types of texture in their artwork, using different materials and techniques.
2. Students will be able to analyze and apply texture to enhance the sensory experience and realism in their artwork.

Assessments

Student work in small groups to create a texture project

Students write a reflection on their favorite texture project and why it was meaningful to them.

Texture Rubric

Assessments

Modifications

Modifications:

Repeat, reword, clarify directions

Preferential seating

Modify tests

Extended time on due dates

Visual Aids

Adapted Materials

ARTS IEP Modification

Visual Aids: Create visual aids to provide friendly reminders. These can include step-by-step instructions, visual cues, and prompts to support students during art activities.

Adapted Materials: Provide alternative materials when necessary. Consider using adaptive tools such as larger brushes, modified scissors, or sensory-friendly materials.

Flexible Seating and Workspace: Arrange the art room to accommodate different mobility needs. Ensure that students can access materials comfortably.

Individualized Goals: Set individualized art goals for each student. Tailor projects to their abilities and interests.

Sensory Considerations: Be aware of sensory sensitivities. Adjust lighting, noise levels, and other environmental factors as needed.