

Unit 6/2 TEXTURE (SGallo)

Content Area: **Art**
Course(s): **Sample Course, Art Gr. 6**
Time Period: **October**
Length: **3 Weeks**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Visual Arts

Grade 6

Belleville Board of Education

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Unit Overview

In this unit, students will study texture and how it relates to the realistic attributes of a work of art. They will search the environment for textures to draw, and then classify them as either implied or actual textures. They will view examples of the use of texture in 2D and 3D art, as actual and implied textures. They will understand how lines, line variety, and intensity are essential for the successful creation of realistic texture when drawing. Students will learn two methods of shading: cross-hatching and stippling. Students will discuss the role of texture in helping to establish mood and realism.

In grade 6, students will be able to assimilate the art concept, and then apply it to the creation of actual texture. Students will select 6 squares of paper to be altered for a texture study. The students can use tools to transform the smooth surface of the paper to produce a textured result on the surface. Beneath each texture, students will provide a name and description for the variety in the box. When finished, all samples and drawings will be trimmed to size and mounted on project board for comparison.

Exit Skills

By the end of Unit 2, 6th grade Visual Art Students Should be able to:

- Relate line to texture, and texture to pattern
- Identify examples of a variety of simulated and actual textures and be able to describe the look and implied feel
- Utilize texture to create emphasis and interest in a work of art
- Design art that features texture as the subject

Enduring Understanding

The everyday environment is comprised of an endless variety of textures, making texture an essential aspect of artistic creation as seen in textiles, fashion, and home furnishing; as well as an element used by artists to create a sense of emphasis and realism in their work.

Essential Questions

- Overarching: The “Big Idea”:

How can texture be utilized to create emphasis and interest in an artistic piece?

- Topical: Unit or lesson specific but promoting inquiry:

How does texture influence your environment and the choices you make about the environment you create for yourself?

How does texture drive the industrial world and design choices about textiles, fashion, and home furnishings?

Does texture always have purpose? What types of textures are utilitarian and which would be non-utilitarian?

How has the representation of texture in art/digital art/animation/CGI transformed from early work to contemporary examples?

How do artists who create in the style of photorealism trick their audience?

Can the appropriate use of textures make a piece of art come "alive"?

How can different line types be used to recreate textures?

How does changing the expected texture of an object in an art work change the interpretation of the art?

What is the difference between actual and simulated textures?

Why would an artist feel that it is important to include texture as part of their work?

What other industries are affected by textural choices?

How are textures created using different media? Which media is best for creating which textures?

Learning Objectives

After completing VISUAL ARTS UNIT 2 TEXTURE, students will be able to:

- **Identify** simulated and actual textures used in a composition.
- **Create** different textures using line types.
- **Determine** how texture is used to establish a sense of realism or emphasis, and then **design** an original composition using texture to establish realism &/or emphasis.
- **Critique** the work of other artists and **hypothesize** how they used texture in their compositions, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions.

Interdisciplinary Connections

- English and Language Arts
- Science
- Sociology/Psychology
- History
- Mathematics

Alignment to 21st Century Skills & Technology

- English and Language Arts
- Visual and Performing Arts
- History
- Mathematics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Global Awareness

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving

- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

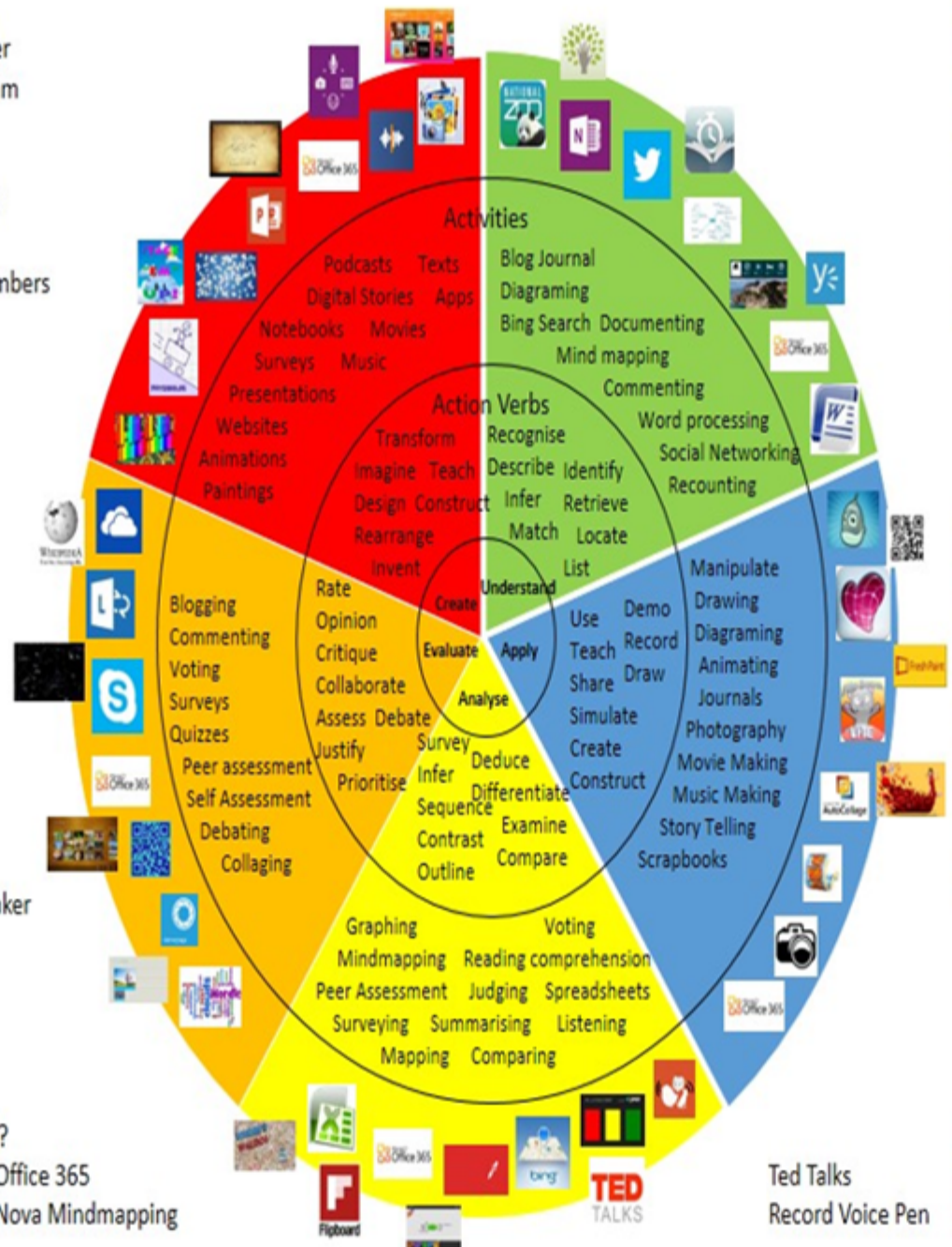
- eBooks pertaining to topics
- Interactive Vocabulary using SmartBoard
- Virtual Field Trips
- Online research assignments using multiple online texts to facilitate learning

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping



Differentiation

Lower Level Learners (LLL) Higher Level Learners (HLL)

The process will be differentiated through supplying three tiers of questioning for LLL, intermediate and HLL

students. Students will be given choice of project direction based on their interests, abilities and learning styles in order to promote confidence and success.

After completing VISUAL ARTS UNIT 2 TEXTURE, students will be able to:

- **Identify** simulated and actual textures used in a composition.
- **Create** different textures using line types using provided templates. (LLL)
- **Classify** textures as simulated or actual and **describe** how the textures could be used in a composition **citing** examples of objects that could be given texture in a piece.
- **Modify** an existing artwork by altering the textures used to change the realism or emphasis in the work. (LLL)
- **Determine** how texture is used to establish a sense of realism or emphasis, and then **design** an original composition using texture to establish realism &/or emphasis.
- **Critique** the work of other artists and **hypothesize** how they used texture in their compositions, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions.
- **Invent** new textures and hypothesize how the textures could be used. (HLL)
- **Recreate** environmental textures by taking rubbings of the surface. (LLL)
- **Recreate** environmental textures through the creation, combination and manipulation of lines and shading. (HLL)

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner

- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- tutoring by peers

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

- Admit Tickets
- Anticipation Guide

- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Red Light, Green Light
- Self- assessments
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List

Primary Resources

No resources are currently available that are located either within the district or that can be obtained by district resources.

Ancillary Resources

- youtube.com videos such as Texture in the Visual Arts by Vaughn Stephenson
- Visual Aids Reproductions of textural works by VanGogh, Oppenheim, Baeder and Chuck Close

Sample Lesson

One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: