Unit 2: Texture

Content Area: **Art**
Course(s): **Art Gr. 8**
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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

VISUAL ARTS, GRADE 8

TEXTURE

Belleville Board of Education

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Belleville, NJ 07109

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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 8, students will be able to assimilate the art concept, and then apply it to the creation of implied texture. Students will select 3 squares of texture (implied or actual) to be used for a texture study. The texture will be reproduced by hand using lines and color as appropriate. When finished, all samples and drawings will be trimmed to size and mounted on project board for comparison.

Students will discuss the photorealistic elements of Chuck Close's work, an artist who was disabled and still managed to create immense art pieces and find fame in the art community.

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 iclude 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?

Exit Skills

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.

New Jersey Student Learning Standards (NJSLS-S)

VPA.1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
VPA.1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
VPA.1.1.8.D.CS1	Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
VPA.1.1.8.D.CS2	The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.
VPA.1.2.8	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.3.8.D.CS1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
VPA.1.4.8.A	Aesthetic Responses
VPA.1.4.8.B	Critique Methodologies

Interdisciplinary Connections

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

LS1.B	Growth and Development of Organisms
MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused climate change over the past century.
ESS3.D	Global Climate Change
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.

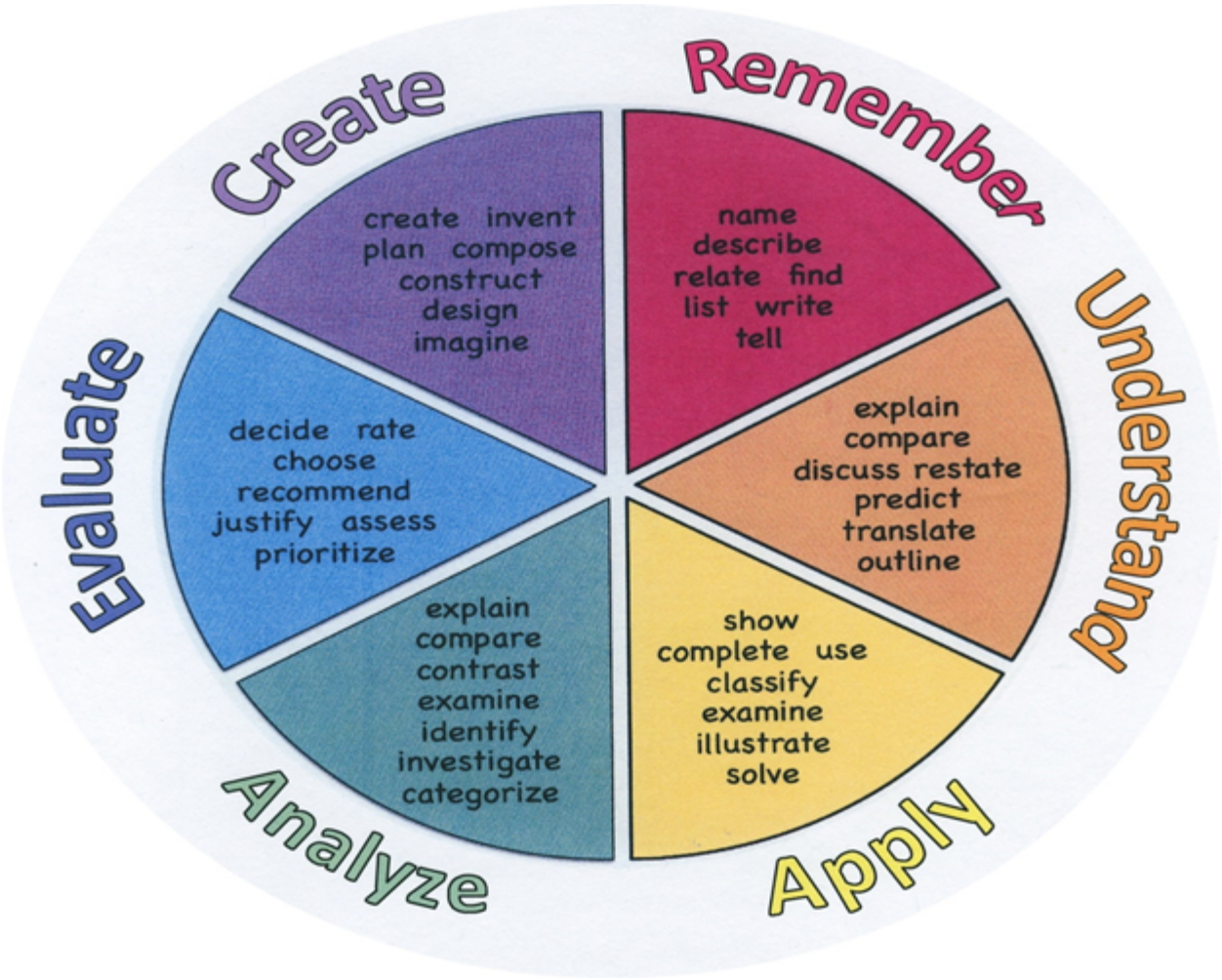
Learning Objectives

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

- **Identify** and **Examine** 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.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

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. (formative assessment)
- **Create** different textures using line types using provided templates. (LLL) (summative assessment)
- **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. (formative assessment)
- **Modify** an existing artwork by altering the textures used to change the realism or emphasis in the work. (LLL) (summative assessment)
- **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. (formative assessment)

- **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. (formative assessment)
- **Invent** new textures and hypothesize how the textures could be used. (HLL) (alternative assessment)
- **Recreate** environmental textures by taking rubbings of the surface. (LLL) (summative assessment)
- **Recreate** environmental textures through the creation, combination and manipulation of lines and shading. (HLL) (summative assessment)

Assessment Evidence - Checking for Understanding (CFU)

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

- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

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

Ancillary Resources

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

Technology Infusion

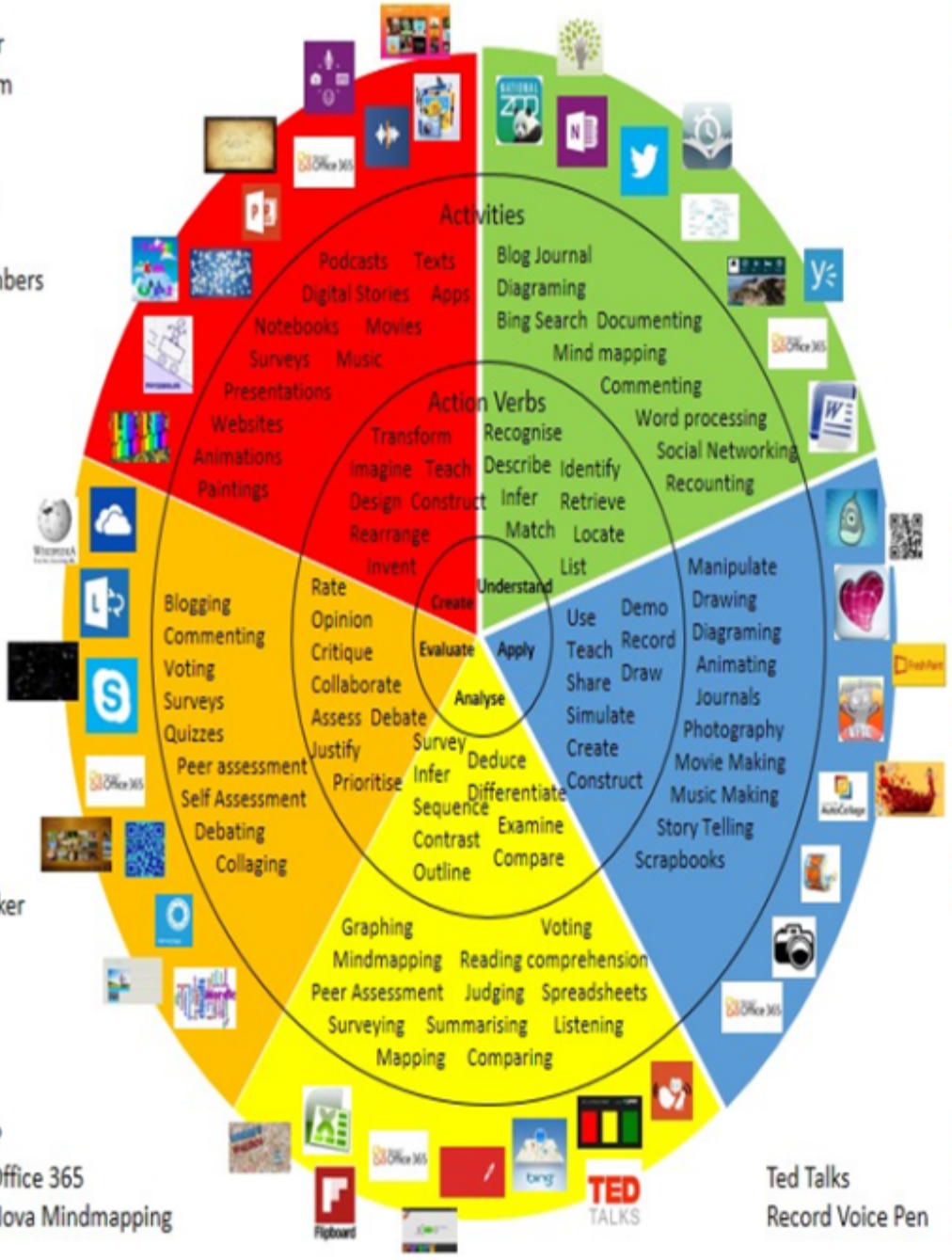
Upon completion of this sections, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

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 Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

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

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

21st Century Skills/Interdisciplinary Themes

Creativity and Innovation

Critical thinking and Problem Solving

- 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

21st Century Skills

- Environmental Literacy
- Global Awareness

Differentiation

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Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions

- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Projects will be driven by choice and modified using any adaptations below to meet criteria of specific IEP and 504 accommodations:

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- 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
- allowing the use of note cards or open-book during testing
- 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 workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving

- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

The below lesson can be used as an opening exercise for the unit.

Unit Name: TEXTURE ACROSS THE GLOBE

NJSLS (see standards listed below)

Interdisciplinary Connection: Language Arts/Science

Statement of Objective: SWDAT examining and study the actual textures of the everyday global environments such as animal skins, furs, habitats, botanical elements, insects, etc, and determine which methods would be used to create implied textures to duplicate/mimic real-life.

Anticipatory Set/Do Now: Using descriptive and detailed words, describe how the texture of the following might feel or appear: snake skin, tree bark, rabbit fur, peacock feathers, dried mud, beehive, seashell, cactus,

birds nest, sea kelp, tall grasses.

Learning Activity: Students will view works of art that demonstrate the style of photorealism and focus on textural elements. Discussion will be had about how the implied texture lends to the overall story of the piece of art. Students will then generate four original drawings of various texture types, for example: one that appears smooth, one scaly, one rough, and one soft. Students will work from photos or actual objects aiming to achieve a realistic texture match to the actual item being studied.

Examples to be used:

https://youtu.be/J3HHJieDNHU How to Draw Realistic Skin Textures and Pores

https://youtu.be/5bmHszv9fhY How to draw Realistic Fur in Graphite

https://www.widewalls.ch/magazine/photorealism-art-style "Photorealism in Art - A Debated Style" (article)

www.marycatherinestarr.com/blog/love-this-photorealism-at-its-best Mary Catherine Starr Gallery

http://chuckclose.com/ The Art of Chuck Close (a disabled artist who was wheelchair bound)

Student Assessment/CFU's: By the end of class, students will have completed a worksheet about developing lines and shades to create the illusion of implied texture.

Oral questioning throughout demonstration

Thumbs up/Thumbs down after each new step is modeled

5,4,3,2,1 Fingers to demonstrate level of understanding as they work (5 fingers=Understands entire concept, 3=Some concept ideas still fuzzy, 1=Needs assistance)

Materials: Pencil/Paper/Photographs/Still Life Objects

21st Century Themes and Skills: Media Literacy/Creativity & Innovation

Differentiation: Higher Level Learners (HLL)/Lower Level Learners (LLL)

HLL: Locate other works of art that use lines and values to create texture and share examples with peers.

LLL: Work with a partner to identify textures in art or photos determining how lines and values were used to create texture. Be provided with starters to complete to create simple texture/rubbings.

Integration of Technology: Document camera/SmartBoard to broadcast above mentioned images. Chromebooks to be used to research texture further.