



# ARTS LESSONS IN THE CLASSROOM

## A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards and Common Core in English Language Arts and Math



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**The Harvest Foundation**



WASHINGTON STATE  
ARTS COMMISSION





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## ART LESSONS IN THE CLASSROOM

# ACKNOWLEDGMENTS

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WASHINGTON STATE  
ARTS COMMISSION



CULTURE



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## THANK YOU!



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## ART LESSONS IN THE CLASSROOM

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**ARTS EDUCATION FOR ALL**

# KINDERGARTEN LESSON SIX

## TEXTURES ALL AROUND YOU

### Description Of Project:

Students touch a variety of textures and use words to describe what they feel.

### Problem To Solve:

What words can be associated with textures felt and seen?

### Student Understanding:

Descriptive words can communicate what is felt and seen to others.

## LEARNING TARGETS AND ASSESMENT CRITERIA

### The Student:

LT: Associates words with textures.

AC: Uses descriptive words that match textures seen and felt.

## EVIDENCE OF LEARNING

### Communication: Descriptive Language

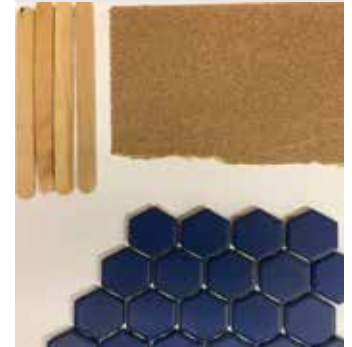
Uses descriptive words that match textures in mystery boxes

Uses descriptive words that match textures in the human-made and natural environment

Uses descriptive words that match textures in a painting

Reflects on categories shared by textures

### EXAMPLE



### VOCABULARY

- **Descriptive Words**
- **Texture**
- **Classify**

### RESOURCES

**Mary Hinkson, Plums, Frye;**  
**Alexander Max Koester,**  
**Moulting Ducks, Frye;**  
**Abraham van Beyeren, Still**  
**Life, Lobster and Jug**

### ART MATERIALS

- **Texture mystery boxes**
- **Natural and human-made objects or surfaces such as:**
  - **Fuzzy (fur)**
  - **Rough (sandpaper)**
  - **Smooth (plexiglass)**
  - **Bumpy (building bricks)**
  - **Crinkly (crinkle fabric)**

## KINDERGARTEN LESSON SIX // TEXTURES ALL AROUND YOU

## INSTRUCTIONAL STRATEGIES

## TEACHER

Demonstrate reaching into a texture 'mystery box/bag', touching one side or one object at a time, and saying what is felt.

**Prompts:**

Make sure that you feel each surface/object inside of the box/bag...the sides, the top, and the bottom. Each time you touch a texture find a word to say what you feel.

Lead students on a walk to find and name a variety of textures.

**Prompts:**

Use your eyes to find a texture. Now feel it. Say a texture word.

Introduce **Moulting Ducks** by Alexander Max Koester, **Plums** by Mary Hinkson, **Still Life, Lobster and Jug** by Van Beyeren.

**Prompts:**

Find an object in the painting and tell us what you think it would feel like if you touched it. Describe the texture.

Lead reflection about categories of textures.

**Prompts:**

Think about the texture box/bag, the textures we felt on our walk and textures we saw in art. Name smooth textures we discovered. Rough? Fuzzy?

## STUDENT

Reaches inside box/bag, touches each side/object one at a time, and says a texture word to match the texture they are feeling.

Feels textures in the school environment and matches each texture with a descriptive word.

Associates and describes textures seen in different objects from the painting.

## KINDERGARTEN LESSON SIX // TEXTURES ALL AROUND YOU

## SKILLS AND TECHNIQUES



Various texture fabrics for mystery box.



Fluffy roller, wood, and silicone for mystery box.

## ART STUDIO TIP

Multiple mystery boxes should have five textures each: sandpaper, ribbon, cellophane, carpet sample, blue jean, fun fur, etc. with one texture glued on each interior side of the box.

Shoebboxes with lids taped down and a hole cut large enough to fit a child's arm work best.

## LESSON EXPANSION

Students bring textured objects to school to add to a large texture collection.

Students can create rubbings of textures using unwrapped crayons.

## EVERYDAY CONNECTIONS

**Home/Community References:**  
textures in the home

## LEARNING STANDARDS

**Visual Art**

11a Engage in exploration and imaginative play with materials.

7.1a Identify uses of art within one's personal environment.

8a Interpret art by identifying subject matter and describing relevant details.

**Common Core ELA**

K.SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

K.L.5.a. Sort common objects into categories to gain a sense of the concepts the categories represent.

KINDERGARTEN LESSON SIX // TEXTURES ALL AROUND YOU

ASSESSMENT CHECKLIST

LEARNING TARGET	ASSESSMENT CRITERIA
The student associates words with textures.	<b>AC 1</b> The student uses descriptive words that match textures seen and felt.

STUDENT	USES WORDS THAT MATCH TEXTURES IN BOX	USES WORDS THAT MATCH TEXTURES IN NATURE & HOME	USE WORDS THAT MATCH TEXTURES IN PAINTINGS	TOTAL