



Teacher:

Class: 1-2 Class Periods

Course Unit:

Lesson Title: Texture Collagraph Prints

LESSON OVERVIEW: Summary of the task, challenge, investigation, career-related scenario, problem, or community link.

Texture is an element of art that shows or simulates the surface quality or “feel” of an object. In this lesson students will explore various textures by making a collagraph print from found and recycled objects. Students will have the opportunity to feel each object before creating a print of each object. Students will compare and contrast the actual texture with the implied texture created by their print.

STANDARDS: Identify what you want to teach. Reference State, Common Core, ACT Readiness Standards and/or State Competencies.

Tennessee State Standards

- 1.1 Demonstrate developmentally-appropriate use of tools.
- 1.2 Demonstrate developmentally-appropriate use of media.
- 2.6 Create works of art with an intended purpose or combination of purposes.
- 3.1 Choose subject matter, symbols, and/or ideas with teacher guidance.
- 5.1 Analyze and discuss the characteristics and merits of one’s own artwork.
- 6.2 Understand and discuss connections between visual arts and disciplines outside the arts.

Common Core Connections for Integrated Subject-Science/Language Arts

- GLE 0307.7.3 Distinguish between natural and man-made objects.
- GLE 0307.7.4 Design a simple investigation to demonstrate how earth materials can be conserved or recycled.
- CCSS. ELA-Literacy W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details.

OBJECTIVE: Clear, Specific, and Measurable-NOT ACTIVITIES. Student-friendly.

1. Students will be able to define texture.
2. Students will be able to compare and contrast the actual texture of an object versus the implied texture created by a print of the object.
3. Students will be able to describe the process of making a collagraph print by creating two prints from one 6"x6" cardboard base containing found or recycled materials.

ASSESSMENT/EVALUATION: Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective.

1. Students will participate in a class critique in which they compare and contrast the actual texture with the implied texture created in their print.
2. Students will complete a written response in which they define texture and discuss the basic steps of creating a collagraph print.

MATERIALS: Aligned with the Lesson Objective. Rigorous and Relevant.

- (1) 6" x 6" Piece of cardboard per student
- (2) 8" x 8" Pieces of white paper per student
- (1) Container of class-collected found and recycled materials per table such as leaves, bubble wrap, sandpaper, paper clips, bottle caps, buttons, etc.
- (1) Glue bottle per student
- (1) Paintbrush per student
- (3) Cups of water per table
- (3) Pre-poured paint palettes per table
- (3) Brayers per table
- (1) Pencil per student
- (1) Paper towel per student

ACTIVATING STRATEGY: Motivator/Hook. An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.

1. Before this lesson students will bring in recycled materials and found objects from home to add to the designated class collection bin.
2. The teacher will present the class collection, specifically pulling a few objects for the class to investigate together.
3. The teacher will define texture in art explaining the difference between actual texture and visual texture.
4. The teacher will show each object to the class and ask students to describe how each object *appears* to feel.
5. The teacher will then allow students to pass each object around to feel the actual texture.
6. Is the actual texture of the object different from the visual texture of the object? How does an artist use this knowledge to imply texture in an artwork?

INSTRUCTION: Step-By-Step Procedures-Sequence. Discover/Explain-Direct Instruction.

1. The teacher will introduce the project with a pre-made example and state the objectives.
2. The teacher will inform students that they will use glue to attach found and recycled objects from their class collection to one 6" x 6" piece of cardboard.
3. The teacher will explain that adding various materials to their printing surface is similar to creating a collage which is why this process is known as collagraph printing.
4. The teacher should encourage students to arrange their objects in an interesting way before securely attaching their objects to the cardboard base.
5. As the glue begins to dry, students will cover the objects with tempera paint.
6. Once the objects are painted students will lay one 8"x 8" piece of paper on top of the 6"x6" cardboard piece.
7. Students will smooth the paper over the piece of cardboard and will gently press the paper onto the collagraph using a brayer.
8. After pressing the entire surface area students will carefully remove their piece of paper to reveal a collagraph print.
9. Students will place their second piece of 8"x8" paper on top of the 6"x6" cardboard piece, gently pressing with a brayer to create a second print.
10. Cleanup will occur during the last 10 minutes of class. Students will place work on the drying rack and return materials to the appropriate bin.

ALTERNATE/EXTRA ACTIVITIES:

1. Students may go on an outdoor walk around the school or playground to collect items to use for their prints.
2. Students could use printing ink or acrylic paint instead of tempera paint.
3. For students with special needs 6"x6" cardboard pieces could be pre-made with materials adhered to the surface before class.
4. After creating two of their own prints students could choose to switch their 6"x6" cardboard base with a classmate. Students could create a print from their classmate's cardboard base to explore other kinds of texture.

CLOSURE: Reflection/Wrap-Up. Summarizing, Reminding, Reflecting, Restating, Connecting.

1. Once each student has completed two prints the class will hold a critique or divide into small group critiques to discuss the collagraph prints they created.
2. As each student shows their prints the class will guess what objects were used to create the print. The class will discuss which objects created the most interesting prints and why certain textures might have worked better than others.
3. In a written response students will define texture and discuss the basic steps they took to make their collagraph print including the materials they used and how the textures of the materials were represented in the print.

CROSS-CURRICULAR CONNECTIONS

1. Science
2. Language Arts

EXTENDED LEARNING

Books:

1. *Is It Rough? Is It Smooth? Is It Shiny?* by Tana Hoban
2. *Leaf Man* by Lois Elhert
3. *The Very Hungry Caterpillar* by Eric Carle
4. *Look! Look! Look!* by Nancy Elizabeth Wallace and Linda K. Friedlaender
5. *Look! Look! Look!* by Nancy Elizabeth Wallace and Linda K. Friedlaender
6. *Joseph Had a Little Overcoat* by Simms Taback
7. *Art is Fundamental: Teaching the Elements and Principles of Art in Elementary School* by Eileen S. Prince

Online Enrichment:

1. The Artists Toolkit: Texture
http://www.artsconnected.org/toolkit/encyc_texturetypes.html
2. Eric Carle: How I Create My Pictures
<http://www.eric-carle.com/photogallery.html>
3. The Carle Museum: Light Table Texture Project
<http://www.carlemuseum.org/blogs/making-art/exploring-complementary-colors-and-textures-light-table-0>

Videos:

1. Making Art: Texture
<http://vimeo.com/channels/makingart/26558589>

Additional Activities:

1. Kids Art: Exploring Texture
<http://nurturestore.co.uk/kids-art-exploring-texture>

Cross-Curricular Lessons:

1. Make a Field Journal
<http://www.edutopia.org/naturemapping-lesson-field-journal>

For additional lesson plans and activities, visit us online at www.fristkids.org.
This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.

The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at www.fristcenter.org.

