

Art Project: Texture Drawing

Grades: K-1st

Duration: 45 minutes

National Learning Standards Covered: (see end of lesson for full standards covered)

VA:Cr1.1.Ka, VA:Cr1.1.1a, VA:Cr1.2.Ka, VA:Cr1.2.1a, VA:Cr2.1.Ka, VA:Cr2.1.1a, VA:Cr2.3.Ka, VA:Cr2.3.1a, VA:Cr3.1.Ka, VA:Cr3.1.1a

Objective: Students will create a drawing project as they learn how to use lines to create texture.

Vocabulary:

Line: foundation for drawing; it is the first and most versatile of the visual elements in art.

Texture: using line to convey what an object may feel like; smooth, fuzzy, sharp

Form: using line direction to help create shape.

Movement: using changes in line direction, thickness, or texture to create a feeling of movement.

Art History: the academic study of the history and development of painting, sculpture, and the other visual arts.

Materials Needed: Texture Drawing video, Texture Drawing handout, 9x12 piece of paper, pencil

About Line Art: Examples of different lines in art and how those lines help create texture.

- 1) Rough - Kawase Hasui's "Waves Pounding Against the Rocks"
- 2) Soft - Mary Cassatt's "Young Mother Sewing"
- 3) Bumpy - Grant Wood's "Stone City, Iowa"
- 4) Smooth - M.C. Esher's "Three Spheres II"
- 5) Pointy - Georgia O'Keeffe's "From the Far Away, Nearby"
- 6) Wet - Claude Monet's "La Grenouillère"
- 7) Furry - Albrecht Dürer's "A Young Hare"
- 8) Fluffy - Vincent Van Gogh's "Wheat Field with Cypresses"
- 9) Woven - Anita Magsaysay Ho's "Women with Baskets, Fish and Crab"
- 10) Scaly - Paul Klee's "Around the Fish"

Procedure:

- 1) Students will be ready with their paper and pencil then follow along with the video.
- 2) As the video talks about different textures that can be created with lines. students will recreate those lines onto their art piece.
- 3) Students will have a finished artwork that displays different types of textures created with the use of lines.

This project has minimal cleanup.

Bonus Project for Students and Teachers: Beginning Zentangles

See packet for step by step instructions and examples. Bonus Projects can be utilized at anytime the teacher needs. This is a great way to ensure an understanding of the concept of line and texture, provide an additional artistic experience for the students and the teacher, and can provide a quiet, calming activity for students to pick up and put down during their in-between times.

- 1) On a blank sheet of paper, students will draw 5-7 large shapes that full up the page. Encourage students to overlap the shapes creating new little shapes between them. The shapes can be both geometrical and organic.
- 2) Have students review the "Texture Drawing" examples.
- 3) Have students draw texture patterns in each of the shapes, changing the pattern with each new shape.
- 4) Encourage students to come up with new patterns.
- 5) Option: Have students talk about their artwork, why they chose the shapes and patterns they did, discuss anything new they created, if there was anything they had a hard time with and how they overcame that.
- 6) Option: Display the students artwork!

National Learning Standards Covered (Detailed):

VA:Cr1.1.Ka Engage in exploration and imaginative play with materials.

VA:Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials.

VA:Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem.

VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.

VA:Cr2.1.Ka Through experimentation, build skills in various media and approaches to artmaking.

VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.

VA:Cr2.3.Ka Create art that represents natural and constructed environments.

VA:Cr2.3.1a Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

VA:Cr3.1.Ka Explain the process of making art while creating.

VA:Cr3.1.1a Use art vocabulary to describe choices while creating art.