

Lesson Plan: 2(Sequence) Main Teacher's Name: Hannah Dunlap Title: Texture: Implied & Invented Length: 3 class periods (1 hr. 15 min. each)
Video Link: <https://youtu.be/xVGaJImPzQQ?si=DBIROjRrpK6Fo6xQ>

Enduring Understanding - Big Ideas

What are the big ideas you would like students to explore during this lesson? What are lasting values you would like students to learn beyond the classroom?

Big Ideas:

- Students can understand how the seven elements of art connect to one another, with a focus on texture as the midpoint, while applying what we learned in the line unit as well as the shape, form, and value unit.
- Students can explore ways to express themselves through the creative freedom presented to them while using differentiated methods of artmaking.

Lasting Impact:

- Students can use what they learned in the texture unit and apply it to other subjects (i.e. science) and in future concepts in art.

Art Concepts

Mediums, Forms, Art Genres/Styles/Movements/Disciplines, Techniques/Methods/Practices, Terms

- pencil
- blending stump
- texture
- implied vs. invented

Art Education Approach(es):

e.g. Choice Based (TAB), Arts Integration/STEAM, Media/Skill Based, Studio Habits of Mind, Visual Culture, Environmentalism, Social Justice, Community Based, Contemporary Art Practice, Socially Engaged Art, Museum Education, Historical, Technology/Media Arts/Maker Space, Design, DBAE, Art History

Contemporary Art Practice

Skills: applying prior knowledge from the line unit, as well as shape, form, and value unit to apply to texture drawings, which in turn, will enhance their overall quality of drawing.

Objectives/Outcomes/Learning Targets: (TCQS 1a)

What do you hope the students will learn/What do you want the students to get out of this lesson?

(Use verbs from [Blooms Taxonomy](#))

Objective 1: Students will be creating and gathering textures from their environment and learning about the state in which they live in by recreating what they are observing.
 Objective 2: Students will be able to create texture by mimicking what they see in an outdoor and indoor environment.
 Objective 3: Students will improve their observational drawing skills after they complete several formative assignments to help train their eyes in order to do so.
 Objective 4: Students will apply what was previously learned in the value unit to create depth, volume, and realism, while drawing textures from observation.

Standards/Studio Habits of Mind

How do your objectives align with the [Colorado \(Visual Art\) Academic Standards](#) (use Grade Level Expectations) ([TCQS 1a](#))

Which [Studio Habits of Mind](#) do your objectives connect with?

Objective	Standard	Studio Habits of Mind
Students will be creating and gathering textures from their environment and learning about the state in which they live in by recreating what they are observing.	HS Proficient CR.1 CR.2 CR.3	Engage and Persist- Students will engage in finding materials outside to then recreate on paper through the use of value to create implied texture.
Students will be able to create texture by mimicking what they see in an outdoor and indoor environment.	PR.5 PR.6	Observe- Students will apply what they already know about drawing to then observing a material directly in order to mimic the texture of the object of their choosing.
Students will improve their observational drawing skills after they complete several formative assignments to help train their eyes in order to do so.	RE.9	Develop Craft- Students further engage with the material to enhance their understanding of implied texture.
Students will apply what was previously learned in the value unit to create depth, volume, and realism, while drawing textures from observation.	CN.10	Stretch and Explore- By adding additional materials with time and practice, students will stretch their skills and development with materials, and composition.

What do my students already know/don't know?

Encourages and provides opportunities for students to make connections to prior learning (TCQS 1c)

Anticipates student misconceptions related to learning and addresses those misconceptions during instruction (TCQS 1c)

So far in this class, we learned about the different lines, as well as shape, form and value. We have spent a couple weeks at this point on the texture unit, where they have learned to apply everything else we have learned thus far to create texture in their drawings. By reminding students how all of these relate, their drawings should become more developed with time and practice.

Assessment (General)

Use formal and informal methods to assess student learning, provide feedback and use results to inform planning and instruction. (TCQS 3b)

What strategies and methods will you use to determine what students have learned? How does your assessment connect to objectives and standards?

e.g.: pre/post assessment, rubrics, student reflections/journaling, documentation, quiz, portfolio review, art critique, etc.

Assessments already completed:

- Formative: outside texture drawings. We spent 2 days outside (60 minutes total) observing different textures and drawing from observation. Students were expected to submit 4-5 different textures that they observed during this time,
- Formative: Inside texture drawings. 2 days- 2 twenty minute drawings each day (4 drawings, 80 minutes total) where they drew from observation from photos on schoology of different textures such as cereal, wood, baskets, sand, etc.
- Summative: Found materials observational drawing. Combining the two formative assessments. Students went outside and gathered a few materials to tape to the top of their sketchbook, to then observe and draw them to scale, with a full range of value to show the texture of each object.

Student reflective/inquiry activity (This is a specific method of assessment that should generally be used)

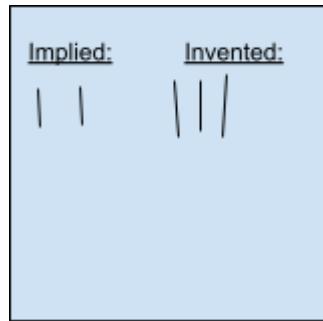
Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Warm up: Reflect on what implied and invented texture is by going over the unit EQ's and making a list of examples of the two different types of textures. Complete a series of 10 30 second drawings (5 implied, 5 invented)

Reflective activity:

Students will create two spheres, one is going to be filled in with an implied texture (from observation-wood, sand, fur, tree bark, etc.) and the other will be filled with an invented texture (checkerboard, doodles, etc.)

To assess learning at the end: I will lead a walk around “critique activity” where students can vote on which one they think is implied texture and which one they think is invented texture. This will be done by placing one post it note next to each sphere and having students walk around to vote.



example of voting post it note:

Texture reflection: Students will also complete a google doc as a reflective activity at the very end of this assignment.

Interdisciplinarity (Arts Integration)

Connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices. (TCQS 1b)

Literacies – Visual, Oral, Written

Please describe how students are being engaged in practices of literacy through art production, art criticism, visual culture, art history, visual culture.

Written literacies- Students will write a one page reflection (broken up into a few questions) to reflect on their overall process of finding materials and using them to create implied and invented textures.

Oral literacies- Students will engage in a walk around critique “game” where they will decide on which texture is implied or invented. The differences should be fairly easy to tell apart, but this will create conversation amongst the class to determine how successful this project was.

Inquiry and Ideation (Connecting students to the big idea)

How will this lesson use questioning strategies to develop students' critical thinking skills and problem-solving skills (TCQS 3d)

Inquiry – What essential questions will you ask to facilitate student's critical thinking and problem solving about the Big Idea (be specific)?

Ideation – What strategies will you use to help students develop ideas for their work?

How can applying textures to my artwork make a more visually interesting work of art?

- ¿Cómo puede la aplicación de texturas a mi obra de arte hacer una obra de arte más interesante visualmente?

What is the difference between actual texture and implied texture?

- ¿Cuál es la diferencia entre textura real y textura implícita?

How can I create an invented texture when I feel like I am copying textures that already exist?

Student Abilities:

Engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting teaching for the benefit of all students. (TCQS 2c)

Explain specifically how you attend to the range of student abilities. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) <i>Choose at least one strategy from Chapter 6 of Differentiated Instruction</i>	Access (Resources and/or Process) Warm Up Differentiation: Students who find this portion challenging can complete 6 total 30 second drawings rather than 10 (3 implied, 3 invented) Formative Assessment Differentiation: Rather than filling up the majority of the paper with the size of their sphere, students can use only half of their page to help with time management, and focus on the quality of the work, rather than the size.	Expression (Products and/or Performance) Students will still be assessed on their two sphere drawings and the quality of texture and value.
Extensions for depth and complexity:	Access (Resources and/or Process) For students who master implied and invented texture, they will be able to explore different materials and how that changes their process in creating the same textures.	Expression (Products and/or Performance) Students will have more of a challenge if they choose to use colored pastel, charcoal, or even watercolor.

Diversity, Equity & Inclusion:

How does the lesson exhibit an awareness of, a commitment to, and a respect for multiple aspects of diversity (TCQS 2b)

This lesson overall allows for diversity, equity, and inclusion because it allows students to choose the textures and materials they are going to be drawing. Naturally, these objects will vary from student to student based on their personal backgrounds.

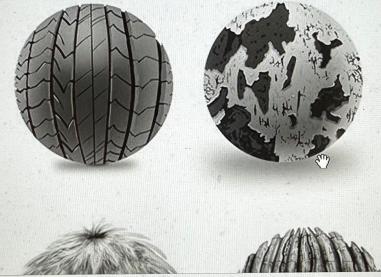
Lesson Pragmatics/Logistics:

Resources (These are the resources used by the teacher to support/develop the lesson.)
Artists/Artworks (include images!), Designers/Creators, Books, Videos,

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YOU ARE DRAWING TWO TEXTURE SPHERES. ONE implied texture AND ONE invented texture.

For Monday, Tuesday, and Wednesday this week your first drawing is an **implied texture** sphere. Notice how each of the textures wrap around the form of the sphere. Be sure to include that in your drawing. This drawing should be half a page.



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Step 1. Choose one of the texture spheres above to recreate. (Only one, not all four)

Step 2. Use a range of values to draw the textures.

Step 3. Keep in mind, that the design should "wrap around" the ball and the ball casts a shadow.

Resources in Schoology
(Student examples), class demonstrations where I show them what to do, Written instruction spelled out in Schoology (for those who may miss class).

Materials and Technologies

Integrates available technology to enhance creativity, use of information, and collaboration (TCQS 3c)

Must be grade level appropriate. List everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

Technology: chromebook mainly for use of submitting assignments and looking at previous student examples for inspiration.

Materials: pencils (2, 4b, 6b, HB), blending stump, eraser, outside found materials.

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

Checklist/To Do list

Teacher Example

- Students will set up their materials as they enter the class. (same materials throughout the marking period so far, so they will know what to use)
- I will briefly explain/go over what we did the day(s) prior as a reminder of what we are doing/starting.
- I will lead a warm up activity to get the students in the mindset of being creative.
- Follow along demonstration with checkpoints to make sure the pace is just right for everyone to follow along and understand.

Safety: (TCQS 2a)

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

When going outside to find materials: make sure boundaries are clear. Ex. staying in between the main front doors and this (specific) bush.

- doing a headcount before going outside, while outside (periodically), when we return inside, and when everyone is back in the classroom.

Instruction:

Give a detailed account (**in bulleted form**) of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day/Date	<p>Instruction (Process) - The teacher will... (Be <u>specific</u> about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <p>List your steps clearly:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How you will start the lesson? <input type="checkbox"/> How will guide students to appreciate, research, experiment, explore, and/or make art? <input type="checkbox"/> How will you lead the students to appreciate and conclude their learning? 	<p>Learning (Product)- Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be <u>specific</u> about what will be the <u>intended result</u> of the instruction as it relates to learning.) UNDERSTAND</p>	<p>Time How long will you spend on facilitating this activity</p>
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Date	<p><u>Thursday 10/26: Day 1 (9:50-9:55)</u> I will begin the class by making sure everyone has turned in their summative that we finished the day prior.</p> <p>(9:55-10:05) I will review vocabulary that is pertinent to the lesson for the day. Creating a discussion with students about what the difference between implied texture and invented texture is. Then, we will come up with a list of items for each.</p> <p>(10:05-10:10) I will explain the warm up- 10 thumbnail size drawings, completed in 30 seconds. 5 of which will be invented texture, and the other 5 will be implied texture. (giving students an opportunity to ask questions before we begin).</p> <p>(10:10-10:30) I will lead the warm up, going around to check after the first few rounds to see the students work (this will add time in between the 30 second drawings) to make sure everyone is understanding the warm up.</p> <p>(10:30-10:35) I will explain the formative assignment we are about to begin, and how the warm up was supposed to help with this. I will explain that we are going to be drawing two spheres (I will do this now with them) and that the first one we are doing is going to be implied texture (the class will vote) and it has to represent a 3D sphere, so emphasizing the importance of shape and form while including texture.</p> <p>(10:35-10:56 end of class) I will explain to the class that they have about 20 minutes to work on the shape and form of their first sphere, adding value and texture to emphasize that this is a 3D object.</p> <p><u>Friday 10/27: Day 2 (9:55-10:15)</u> I will give students this time to finish their drawing from yesterday before beginning the second sphere.</p> <p>(10:15-10:20) Brief explanation of second sphere- same process as the first one, except they are now doing invented texture.</p> <p>(10:20-10:56 end of class) I will walk around and make sure students understand the assignment and are staying on task.</p>	<p><u>Thursday 10/26: Day 1 (9:50-9:55)</u> When students arrive to class they will make sure they turned in their previous assignment. If they have (and when they are done doing this) they will gather materials for class today. Pencils, erasers, paper, etc.</p> <p>(9:55-10:05) Students will listen to the review of vocabulary and EQ's, and participate in discussion about implied vs. invented texture. They will answer questions the teacher asks, to help them brainstorm ideas for the warm up.</p> <p>(10:05-10:10) Students will listen to warm up directions and set up their papers accordingly with 10 boxes (unless differentiating). This is the time for them to ask any questions.</p> <p>(10:10-10:30) Students will begin their timed drawings, pausing after the first few so that we can all regroup and think of what we want to draw next (specific implied or invented texture). The last few drawings there will be no breaks, so students will continue to draw their textures.</p> <p>(10:30-10:35) Students will listen to the instructions of the formative assignment and draw two spheres on each side of a piece of paper or in their sketchbook. They will vote on which texture they would like to start on today (implied or invented) and they will begin working.</p> <p>(10:35-10:56 end of class) Students will use this time to what they learned in the Shape, Form, and Value unit and apply it to their first sphere texture drawing. At the end of class they will take a photo of their work for documentation (and in case they choose this piece of paper before tomorrow)</p> <p><u>Friday 10/27: Day 2 (9:55-10:15)</u> Students will use this time to finish their first texture sphere from yesterday.</p> <p>(10:15-10:20) Students will listen to teachers explanation of next sphere.</p> <p>(10:20-10:56 end of class) Students will use this time to finish their second texture sphere, asking questions as they come up.</p> <p><u>Monday 10/30: Day 3 (9:55-10:05)</u> Students will listen to the instruction and ask any questions they may have.</p> <p>(10:05-10:25) Students will go around the class and cast votes on which drawings are implied and invented.</p>	
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<p>Monday 10/30: Day 3 (9:55-10:05) I will explain the reflection portion of this assignment where students will walk around and vote which one they think is implied texture and which one they think is invented texture. This should be fairly obvious, but it will be good for the students to see how well they executed implied and invented texture.</p> <p>(10:05-10:25) I will place sticky notes next to each drawing and then have students walk around the room to vote on each drawing, determining which one is implied and which one is invented.</p> <p>(10:25-10:56 end of class) Students will complete a google doc unit reflection (I will show them where to find this in schoology)</p>	<p>(10:25-10:56 end of class) Students will use the remaining time to complete the google doc reflection for the texture unit.</p>	
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Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

2 Sphere Texture Drawings Rubric:

Criteria	Grading Scale			
Texture Application Textures are present and applied correctly. They display a range of value and convey form.	25 Excellent Can always use improvement but overall great work. The work is interesting visually with contrast and detail and has a variety of values applied to imply texture.	20 Good Can always use improvement but overall good work. The work is interesting visually with contrast and detail and has a variety of values applied.	15 Satisfactory overall you can always use improvement but overall good work.	10 Needs Improvement. Little effort or punctuality displayed.

Texture Creation

Textures are creative, thoughtfully applied, effective, and improve the overall composition of the work.

25	20	15	10
Excellent Can always use improvement but overall great work. The work is interesting visually with creative textures that enhance the overall work.	Good Can always use improvement but overall good work. The work is interesting visually with creative textures beginning to improve the overall work.	Satisfactory overall you can always use improvement but overall good work. The work lacks creativity in texture to improve the overall work.	Needs Improvement. Little effort or punctuality displayed. Textures distract from the overall work.

Composition

Composition The artist has created a unified composition that is balanced with positive and negative space and shapes

25	20	15	10
Excellent Excellent overall, can always use improvement. Mastery use of positive and negative space and shapes. The composition is unified and pleasing to the eye.	Good overall, can always use improvements. Thought was given to the use of positive and negative space to create an unified composition.	Satisfactory the drawing needs more effort and improvements. There was sufficient use of negative shapes but the composition has little variation between positive and negative space.	Needs Improvement. Little effort or punctuality displayed. Textures distract from the overall work.

Effort, Neatness, Craft

Neatness & Craftsmanship

25	20	15	10
Excellent Overall, can always use improvement. All textures are neatly and effectively filled in with value. The drawing is exceptionally attractive and the textures are unique and flawless	Good overall, can always use improvements. The drawing is neatly filled in with texture. Media is used carefully and skillfully and the drawing is completely finished.	Satisfactory the drawing needs more effort and improvements.	Needs Improvement. Little effort or punctuality displayed. Textures distract from the overall work.

Total pts: 100

Student Examples:



Link to Texture Unit Reflection: [here](#) (to be completed at the very end of unit, depending on time line before end of marking period grades)

***Insert screenshots of schoology pages here