



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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ART LESSONS IN THE CLASSROOM

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THANK YOU!



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ART LESSONS IN THE CLASSROOM

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ARTS EDUCATION FOR ALL

FIRST GRADE LESSON SIX

RUBBED TEXTURES IN PROCESS-FOLIO

Description Of Project:

Students investigate texture in the environment through first-hand encounter (touch) and making rubbings.

first of three lessons

(2nd: Painted Textures in Processfolio; 3rd: Look Here First)

Problem To Solve:

How does an artist represent surface?

Student Understanding:

Use of lines and patterns created from rubbings can represent different textural surfaces.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Recognizes a variety of textures.

AC: Makes rubbings of multiple textural surfaces.

LT: Describes textural surface.

AC: Uses descriptive words with visual references.

EVIDENCE OF LEARNING

Art: Rubbing series

Recognizes and makes rubbings of multiple textural surfaces

Uses descriptive words with visual references

EXAMPLE



VOCABULARY

- **Rough**
- **Smooth**
- **Surfaces**
- **Textures**
- **Adjectives**

RESOURCES

Skokomish, Storage Basket, SAM;

Gloria Vernstein, Walk to the Mountain, 4Culture;

Abraham van Veyeren, Still Life, Lobster and Jug

ART MATERIALS

- **colored crayons (peeled)**
-or- color crayon blocks
- **8 1/2 x 14" copy paper**
- **18 x 24" tagboard for process folio, folded in half and stapled to make envelope**

FIRST GRADE LESSON SIX // RUBBED TEXTURES IN PROCESS-FOLIO

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Introduce *Walk to the Mountain* by Gloria Bernstein, Skokomish *Basket* or *Still Life, Lobster and Jug* by Abraham van Beyeren. Guide identification of textures in art. Guide students on an out-of-doors field trip (or school building field trip if raining). Demonstrate making rubbings of different surfaces in the school or natural environment with crayon blocks or peeled crayons.

Prompts: If you could touch places on the art, what would they feel like?

Imagine the kind of rubbing you will get just before you rub.

Then look at the actual rubbing and see if it is the same as you imagined it would be.

Guide students back to the classroom and leads student in brainstorming for words that go in the "texture" category. Lead discussion on the variety of textures they gathered on their field trip.

Prompts: Think of words to describe textures...soft, bumpy, rough, smooth, scratchy. Is red a texture, is a triangle a texture? Make sure your word is in the "texture" category. Choose adjectives to describe how two of your textures feel.

Compare two textures. How are they the same? How are they different? Can you guess where this classmate did this rubbing? How do you know? What qualities of the surface gave it its texture?

Lead student to establish a process-folio.

Prompts: A process-folio is a place where you keep record of many ideas, experiments, practice drawings, and work you may want to see again or use in future art. We will be using our rubbings in another work of art later on.

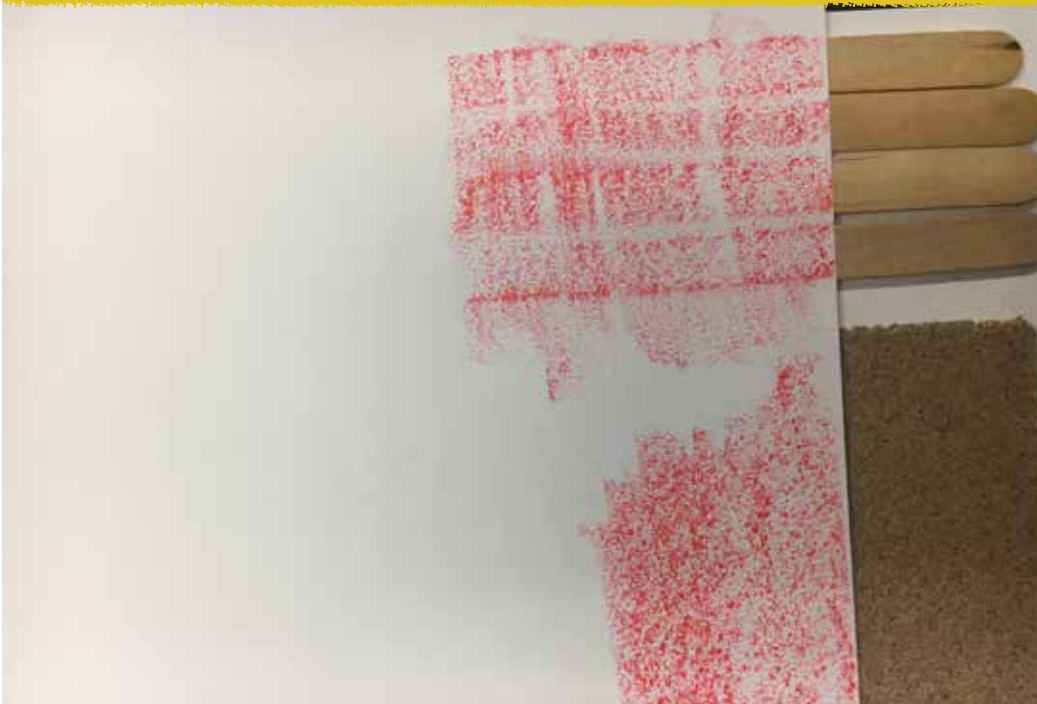
Identifies textures in art. Observes teacher demonstration and makes rubbings of at least five different surfaces.

Shows own work and guesses the source of classmates' art rubbings.

Establishes a process-folio.

FIRST GRADE LESSON SIX // RUBBED TEXTURES IN PROCESS-FOLIO

SKILLS AND TECHNIQUES



Move the rubbing crayon in the same direction each pass for best results.

ART STUDIO TIP

Scout out an area where students will have the broadest sources for textures.

Demonstrate anchoring the paper with the non-rubbing hand, and rubbing in one direction.

Have students practice making rubbings of small flat objects like leaves, feathers, or coins.

LESSON EXPANSION

Using textural papers and textiles (corrugated paper, wallpaper scraps, burlap), guide the students to make a collage.

Once dry, make a rubbing.

EVERYDAY CONNECTIONS

natural and human-made surfaces

LEARNING STANDARDS

Visual Art

- 1.1.a Engage collaboratively in exploration and imaginative play with materials.
- 2.1.a Explore uses of materials and tools to create works of art or design.
- 2.2.a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- 3.a Use art vocabulary to describe choices while creating in art.
- 5.a Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
- 9.a Classify artwork based on different reasons for preferences.

Common Core ELA

- 1.SL.4. Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- 1.L.1.f. Use frequently occurring adjectives.
- 1.L.5.a. Sort words into categories to gain a sense of the concepts the categories represent.
- 1.L.5.c. Identify real-life connections between words and their use.

FIRST GRADE LESSON SIX // RUBBED TEXTURES IN PROCESS-FOLIO

ASSESSMENT CHECKLIST

LEARNING TARGET

ASSESSMENT CRITERIA

Recognizes a variety of textures.

Makes rubbings of multiple textural surfaces.

Describes a textural surface.

Uses descriptive words with visual references.

STUDENT	MAKES RUBBINGS OF MULTIPLE TEXTURAL SURFACES	USES DESCRIPTIVE WORDS WITH VISUAL REFERENCES	TOTAL POINTS