



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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WASHINGTON STATE
ARTS COMMISSION





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ART LESSONS IN THE CLASSROOM

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ART LESSONS IN THE CLASSROOM

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ARTS EDUCATION FOR ALL

KINDERGARTEN LESSON SEVEN

TEXTURES IN CLAY

Description Of Project:

Students transfer textures from objects to clay.

Problem To Solve:

How can textures be transferred to clay?

Student Understanding:

Stamping textural objects into clay transfers texture onto a new surface.

EXAMPLE



LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Creates an oil-based (modeling) clay tile.

AC: Makes a ball and flattens it.

LT: Imprints into clay.

AC: Transfers texture from object to clay surface.

LT: Transfers a variety of textures from objects to clay.

AC: Uses multiple textures (at least 5) to imprint tile.

VOCABULARY

- **Clay**
- **Imprint**
- **Texture**
- **Tile**

RESOURCES

David Franklin,
The Upper Willapa Valley,
ArtsWA;
Gloria Bernstein,
Walk to the Mountain,
4Culture;
Yoruba peoples, Royal Twin

EVIDENCE OF LEARNING

Art: Oil-based (modeling) clay tile

Makes a clay tile by flattening ball

Transfers texture from object to clay surface

Makes multiple textures

ART MATERIALS

- **oil-based modeling clay (golf-ball sized sphere per student)**
- **textural found object such as:**
 - **Shells**
 - **Pinecones**
 - **Sticks**

KINDERGARTEN LESSON SEVEN // TEXTURES IN CLAY

INSTRUCTIONAL STRATEGIES

TEACHER

Demonstrate warming-up clay in hands by rolling into a ball between hands for a few minutes, and then flattening the clay between your hands.

Prompts:

I'm rolling, rolling, rolling my clay until it starts to feel warm. I flatten it into a pancake no thinner than my finger.

Demonstrate selecting objects with textures to imprint into the clay.

Prompts:

When you imprint into your clay tile, press lightly, because your object could push all the way through the tile and break it. Turn to a partner and talk about each texture you imprinted.

Introduces **The Upper Willapa Valley** by David Franklin, **Walk to the Mountain** by Gloria Bernstein, or **Royal Twin** by the Yoruba of West Africa to students.

Prompts:

Show me where you see a rough texture. Show me where you see a smooth texture. Describe a texture you see that looks similar to the textures you created.

STUDENT

Rolls and flattens clay.

Presses a variety of objects with different textural qualities into clay.

Identifies a range of textures in the artworks and makes connections with own clay tile textures.

KINDERGARTEN LESSON SEVEN // TEXTURES IN CLAY

SKILLS AND TECHNIQUES



Student presses a variety of objects with different textural qualities into clay.



Student presses pine needles into clay.

ART STUDIO TIP

Select objects from nature that are small that have distinct surfaces (nuts, small shells, small leaves, sticks, pieces of wood.)

Textures plates can also be purchased at art supply stores.

LESSON EXPANSION

Students press human-made objects with distinct textures (bolts, burlap, lace, screen mesh, etc.) into premixed low-fire or air dry clay to repeat lesson and tiles are fired.

EVERYDAY CONNECTIONS

Home/Community**References:**

building's surfaces,
animal tracks

LEARNING STANDARDS

Visual Art

1.1.a Engage in exploration and imaginative play with materials.

2.1.a Through experimentation, build skills in various media and approaches to art-making.

2.3.a Create art that represents natural and constructed environments.

3.a Explain the process of making art while creating.

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.c. Identify real-life connections between words and their use.

