

Lesson One:

Getting in Touch with Texture

Objectives

1. Students will be able to get ideas for their own art from their own lives (home, school, community or culture).
2. Students will be able to describe textures in three-dimensional objects.
3. Students will be able to describe the illusion of texture in two-dimensional art.

Preparation

Preview *Getting in Touch with Texture* PowerPoint and look through the Juried Biennial: Clay PowerPoint exhibition preview PowerPoint. Consider bringing a saltine cracker for each student so they can feel its texture as you introduce the difference between actual three-dimensional texture and the illusion of texture.

Resources

Getting in Touch with Texture PowerPoint
Juried Biennial: Clay Exhibition Preview PowerPoint

OPTIONAL:
saltine crackers

Activities

Introduction to Key Questions: Explain that students will learn about and make their own ceramic artworks focused on three key questions.

LOOK: What textures can I see?

CHOOSE: What textures will I use in my artwork?

LEARN: Can I get ideas for my art from my own culture (or group identity)?

Introduction to Theme of the Unit: Display slides #1-6 of *Getting in Touch with Texture* to:

- Introduce the theme in life, that "Our lives are touched by fleeting moments remembered long after they are gone."
- Begin by reminding students of their five senses and asking students to share sights, sounds, smells, touches or tastes that bring back enjoyable memories for them.
- Show examples of foods that can be described with each of our five senses.
- Illustrate examples of foods that might bring back memories (pizza and cookie).
- Ask small groups of students to take turns describing any of their own or their families' favorite foods.
- Introduce the theme in art "Artists can capture fleeting experiences in their art" using Peale's *Still Life* as an example.

Examples: Display slides #7-13 of *Getting in Touch with Texture* to:

- Illustrate and explain how some foods have traditional meanings within various cultures.
- Ask students to identify traditional or cultural foods eaten within their own families or communities.
- Ask students to explain how cultures can influence the visual characteristics of a particular food (such as red, white, and blue 4th of July cupcakes; heart-shaped Valentine's Day candy, or candy corn in the fall) and describe visual characteristics of traditional food in their own cultures.
- Invite students to identify any special foods they eat on particular occasions and, if they can, also explain the meaning or significance of those foods.

Definition and Guided Practice: Display slides #14-16 of *Getting in Touch with Texture* to:

- Define texture we can feel with our fingers and, in the case of food, also feel in our mouths
- Explain that we can also use our eyes to see texture, even if we can't touch it.
- Ask students to describe textures they can see in a variety of foods.

Definition and Guided Practice: Display slides #17-20 of *Getting in Touch with Texture* to:

- Define the illusion of texture as not actual three-dimensional texture we can feel with our fingers but a two-dimensional version (representation) of texture. An illusion of texture looks like actual texture but is really flat.
- OPTIONAL: Pass out saltines and ask students to close their eyes and gently move their fingers over the crackers and describe the texture they feel.
- Ask students to assess how much illusion of texture they see in several two-dimensional artworks (collage and two drawings of saltines) and in paintings by Peale and Weber).

Art Examples: Display slides #21 - 25 of *Getting in Touch with Texture* to:

- Show a three-dimensional ceramic sculpture by Farraday Newson that uses food as subject matter and that has actual texture one could feel with one's fingers. (NOTE: PowerPoint explains that museums usually do not allow visitors to touch artworks.)
- Ask students to describe the actual texture of an artwork made by a middle school student.
- Explain that they will be using desserts as subject matter in their own clay artworks in the last lesson in the unit.

Invitation: Display slide #23 of *Getting in Touch with Texture* to:

- Invite students to the Juried Biennial: Clay PowerPoint exhibition at the Tempe Center for the Arts to see a few ceramic artworks that use food as subject matter as well as other amazing ceramic artworks.

Art Specific Vocabulary

five senses

subject matter

actual texture

illusion of texture

still life

two-dimensional (2D)

three-dimensional (3D)

bread of the dead (pan de muerto)

sculptor

exhibition

Other Vocabulary

memory, memorable

occasion

tradition

Asia

spices

mango, mangoes

Day of the Dead (Dia de Los Muertos)

Purim

symbolize

lotus

Extension Activities

Invite a parent to bring a dish that is tradition in her/his culture, explain when it is eaten and its significance. If appropriate, ask students to try a small sample of the dish, if they wish.

To give students more experience with actual texture, set up several paper bags each containing several objects with different textures (a feather, a paper plate, a fuzzy mitten, a piece of leather, a plastic toy). Ask each student to put a hand

in one of the bags and 1) guess what one object is, and 2) think of a word to describe the texture of the object. After several students have tried the bag, ask them to share their identifications and descriptions, before revealing what is in each bag.

Assessment Checklist

- ___ 1: Students will be able to get ideas for their own art from their own lives (home, school, community or culture).
(Student gives an example in discussion of slides 7-13 or 23.)
- ___ 2: Students will be able to describe textures in three-dimensional objects.
(Student describes the texture of one or more objects pictured on slides 14-16.)
- ___ 3: Students will be able to describe the illusion of textures in two-dimensional art.
(Student accurately identified the strongest illusion of texture in slide 17 or 20 and gives evidence to support his/her choice.)