**Grade 3 - Art**

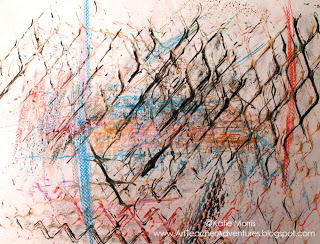
**Unit 2 - Texture**

**November 18th - December 16th**

**(Approx. 4 classes)**

**Unit Projects**





**Fall Leaf Art**

**Texture Hunt**



**Salt Dough Ornaments**

**Unit Overview and Rationale**

This unit focuses on the concepts of texture through the theme “Seasons.” This theme ties in with the holiday activities that take place during the school year. Throughout this unit, the class will complete several art projects that allow the students to use texture while meeting outcomes from all four of the major components in the *Alberta Art Program of Studies* (Reflection, depiction, composition, and expression). The majority of the art projects will fall into the theme of this unit “Seasons,” as the students explore fall and winter themes through the opportunity to complete projects such as texture hunts outdoors, fall leaf and winter snowmen/snowflake art. The goal is for students explore using different textures in their art and to think about why artists use texture to enhance their art.

The students will be able to complete each art project after appropriate scaffolding has been completed through a short lesson on the concepts needed for the completion of the project. Students will be given the tools they need to complete each project and a model or example photograph to give guidance or motivate them. The students will also be given visual and verbal instructions that will be chunked into snippets so that students are able to follow along with the class or move ahead based on their personal abilities. Each art project has been chosen carefully in that it follows with the unit concept of texture whilst focusing on developing the students’ own art abilities.

Most of the learning within this unit will be hands on. Students will have the opportunity to listen to a short verbal lesson explaining new art concepts that are needed for the next task, be shown a model or photo of an example of the task, and be given verbal and written instructions on how to complete the task. The teacher or students will read aloud the instructions fully, as they will be posted on the SMART board for every task. The teacher will check for understanding through a formative assessment strategy such as having the students repeat each step of the task back or tell an elbow partner the task instructions. Students will then begin the task with teacher guidance leading them through the task step by step.

Students who are ahead will be encouraged to help their peers with the steps previous. In addition, the expectations for set up and clean up will be enforced strictly in every Art lesson to ensure time and safety are valued.

**Learner Outcomes of Focus for the Unit**

**From Art Grades 1-6 (1985) Alberta Program of Studies**

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| **Level Two - Grades 3 & 4**  **REFLECTION - Grades 3 & 4**  **Component 1 - ANALYSIS:**Students will make distinctions within classes of natural objects or forms.  Concepts   1. Each class of natural forms has distinguishing characteristics. 2. Natural forms are related functionally to their environment   E. Change in natural form occurs over time  **Component 2 - ASSESSMENT:**Students will assess the visual qualities of objects.  Concepts  D. Materials should be used honestly  F. Surface treatments should harmonize with and not detract from the main form  **Component 3 - APPRECIATION:**Students will interpret artworks by examining their context and less visible characteristics.  Concepts  A. Contextual information (geographical, historical, biographical, cultural) may be needed to understand works of art.  D. Our associations influence the way we experience a work of art.  E. Art is valued for different reasons; e.g., aesthetic, economic, symbolic, associative  F. Art serves societal as well as personal needs.  **DEPICTION - Grades 3 & 4**  **Component 4 - MAIN FORMS AND PROPORTIONS:**Students will perfect forms and develop more realistic treatments.  Concepts  A. Shapes can suggest movement or stability.  B. Many shapes are symmetrical.  C. Images can be portrayed in varying degrees of  realism.  D. Internal as well as external proportions can be  depicted.  F. Size variations among objects give the illusion of depth.  **Component 6 - QUALITIES AND DETAILS:**Students will refine surface qualities of objects and forms.  Concepts  A. Texture can be represented from a range of different studio techniques.  B. Colour can be made to appear dull or bright.  **COMPOSITION - Grades 3 & 4**  **Component 7 - EMPHASIS:**Students will create emphasis by the treatment of forms and qualities.  Concepts  A. The centre of interest can be made prominent by contrasting its size, shape, colour or texture from the other parts of the composition.  C. Details, accents and outlines will enhance the dominant area or thing.  **Component 8 - UNITY:**Students will create unity by interrelating the parts of a composition.  Concepts  A. The parts can be arranged so that movement in the picture space leads the eye around and not out of the picture area.  B. Parallel edges induce harmony within a composition.  C. Every major area of a composition should be interesting in itself.  D. Limited colours and materials tighten a composition.  **Component 9 - CRAFTSMANSHIP:**Students will improve compositions by refining, rehearsing and critiquing.  Concepts  A. Refinement of forms and surface qualities is necessary to give a finished appearance to a composition.  **EXPRESSION - Grades 3 & 4**  **Component 10 (i) - PURPOSE 1:**Students will record or document activities, people and discoveries.  Concepts  A. Everyday activities can be documented visually.  D. Knowledge gained from study or experimentation can be recorded visually.  **Component 10 (i) - PURPOSE 2:**Students will illustrate or tell a story.  Concepts  C. Material from any subject discipline can be illustrated visually.  **Component 10 (i) - PURPOSE 3:**Students will decorate items personally created.  Concepts   * Details, patterns or textures can be added to two-dimensional works.   **Component 10 (i) - PURPOSE 4:**Students will express a feeling or a message.  Concepts   * Feelings and moods can be interpreted visually.   **Component 10 (i) - PURPOSE 5:**Students will create an original composition, object or space based on supplied motivation.  Concepts  A. Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.  B. Environments and places  D. Fantasy  E. People  **Component 10 (iii) - MEDIA AND TECHNIQUES:**Students will use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and techno graphic arts.  Concepts   * A. Drawing   + Continue to explore ways of using drawing materials.   + Use drawing tools to make a variety of lines extending beyond Level One into character and direction—passive, vertical, horizontal, diagonal, parallel.   + Use drawing tools to make a variety of shapes and structures beyond Level One into symmetrical and asymmetrical, skeletal, spiral, and into mass drawing (blocking in the main parts of a composition).   + Place more emphasis on direct observation as a basis for drawing.   + Use drawing to add details, texture or to create pattern including drawing for high detail.   + Make quick sketches.   + Make drawings from a wide range of viewpoints.   + Experiment with blind contour drawing and continuous line drawing.   + Use drawing media to achieve gradations of tone or value in drawings.   + Use simple methods to indicate depth or perspective; e.g., increase details in the foreground, use lighter tones or values in the background, large objects in foreground. * B. Painting   + Extend brush skills and further experimentation with the medium so as to achieve special effects such as textures.   + Continue to paint, using experimental methods including without a brush.   + Continue working with tempera paint or tempera paint with additives, and be introduced to watercolour.   + Mix paints to show intensity of colour.   + Continue to use paint in combination with other media and techniques.   + Apply washes, using tempera or watercolour. * D. Sculpture   + Continue to make two- and three-dimensional assemblages from found materials, reaching for more sophistication leading to specifics, such as puppets, mobiles, mosaics, papier-mâché.   + Continue exploring the modeling possibilities of clay beyond Level One—techniques such as wedging, welding, making of slabs by rolling, throwing, paddling, impressing with objects, decorating with coils, pellets, extruded clay, firing, glazing. |

**Assessment Tools for Pre-Existing Knowledge**

**Hidden Textures -** The theme for the unit is texture, in order to understand and/or review what the students already understand about texture, we will discuss the element after analyzing textured artwork. Students will be asked if they recognize the marks and why they think the artist-applied paint to the canvas in that way. Together we will create a list of ways that artists create texture. As students brainstorm their ideas they will be asked to re-create the texture of objects that they feel in paper bags. This activity will serve as the pre-assessment for the unit’s elements, to see what knowledge the students already possess about texture.

**Lesson Sequence Plan Overview**

**May be Subject to Change**

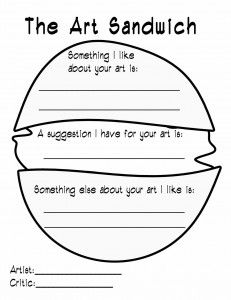
**Approx. 7 blocks at 60 minutes each**

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| **Lesson 1: Texture Hunt** | | | |
| **Learning Outcomes/Key Questions and**  **Lesson Procedure (Activities)** | **Assessment/**  **Differentiation**  **And Modifications** | **Materials/**  **Technology** | **Resources** |
| **Learning Outcomes:**  Reflection: Component 1 Analysis - A, B  Reflection: Component 3 Appreciation - E  Depiction: Component 4 Main Forms and Proportions - C  Depiction: Component 6 Qualities and Details - A  Composition: Component 7 Emphasis - A, C  Expression: Component 10 (i) Purpose 1 - D  Expression: Component 10 (i) Purpose 3- A  Expression: Component 10 (i) Purpose 5 - B  **Key Questions:**  What is texture?  How can I make texture in my art?  **Learning Activities:**  Students will be introduced to one of the basic elements of art—texture—by identifying different types of textures found in multiple works of art and hypothesize what materials and techniques were used to achieve that texture.  Then, they will experiment with a variety of media and materials, including found objects, to create different textures.   1. Show several art pieces to students and ask what are some ways artists create texture. 2. Then have students feel different objects with interesting textures in paper bags. Students will try to draw the texture they feel. 3. Take students to the playground or around the school, with a piece of paper and a crayon and have them find different textures to shade. | **Assessment:**  Formative assessment of students following “art expectations” chart, participating in the task, assisting each other in shading, and putting effort into the task. Mentally note the different abilities seen in the students.  **Differentiation:** Verbal and written instructions, chunking, students assisting each other with hand tracing and cutting, teacher one-on-one assistance, showing the model  **Modifications:**  The Texture Hunt can be done on the playground or inside the school. | **Materials:**  3 pieces of textured artwork, Textured objects in paper bags, Crayons, Cardstock  **Technology:**  SMART board | **Resources:**  <http://www.nga.gov/content/ngaweb/education/teachers/lessons-activities/elements-of-art/texture.html>  <http://thevirtualinstructor.com/blog/introduce-students-to-texture>  <http://www.katiemorrisart.com/2012/09/texture-hunt.html> |

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| **Lesson 2: Fall Leaf Art** | | | |
| **Learning Outcomes/Key Questions and**  **Lesson Procedure (Activities)** | **Assessment/**  **Differentiation**  **And Modifications** | **Materials/**  **Technology** | **Resources** |
| **Learning Outcomes:**  Reflection: Component 1 Analysis - A, B, E  Reflection: Component 2 Assessment - F  Reflection: Component 3 Appreciation - D, E, F  Depiction: Component 4 Main Forms and Proportions - B, D, F  Depiction: Component 6 Qualities and Details - A, B  Composition: Component 7 Emphasis - A  Composition: Component 8 Unity - A, B, D  Expression: Component 10 (i) Purpose 1 - A  Expression: Component 10 (i) Purpose 3- A  Expression: Component 10 (i) Purpose 5 - B, E  **Key Questions:**  What is the difference between warm colours and cool colours?  What are the textures of fall?  How can I use texture in my artwork?  **Learning Activities:**  Have students discuss the colours and textures of fall.  Read the book *The Leaf Man*, by Lois Ehlert. All the illustrations are made out of leaves.   1. Take students out to the schoolyard to find leaves if time permit or provide students with a selection of leaves. 2. Students will create their favorite fall scene using the leaves and the construction paper. 3. Students are given leaves and are told to move them around, place them together, one on top of another, or behind each other to see what they can form. 4. Once they are set, they should glue their leaves together to form their creature. After the glue is dry, they can put paper towels over the leaves, place a heavy book on top, and let the leaves get flat. (if necessary) Meanwhile, students can draw a background on construction paper where they will glue their leaf creation. 5. Once their background is complete, students can glue their creation to the construction paper. | **Assessment:**  Observation for participation and effort, use of leaves to create images, Incorporating different textures to create a fall picture.  Students will complete a peer feedback “art sandwich” handout on a partner’s artwork.  **Differentiation:**  Verbal and written instructions, review of colour wheel, introduction of vocabulary to help students understand different details they can include, chunking instructions, checking for understanding before we begin, having students assist each other, teacher one-on-one extra assistance, perhaps have students create one aspect of their image to simplify task if needed  **Modifications:**  Have students create one aspect of their image to simplify task if needed. | **Materials:**  Leaves, glue, construction paper, pencils and markers  **Technology:**  SMART board | **Resources:**  <http://www.brighthubeducation.com/elementary-school-activities/50840-leaf-man-art-project/> |

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| **Lesson 3 and 4: Salt Dough Ornaments** | | | |
| **Learning Outcomes/Key Questions**  **Lesson Procedure (Activities)** | **Assessment/**  **Differentiation**  **And Modifications** | **Materials/**  **Technology** | **Resources** |
| **Learning Outcomes:**  Reflection: Component 1 Analysis - B  Reflection: Component 2 Assessment - D, F  Reflection: Component 3 Appreciation - A, D, E, F  Depiction: Component 4 Main Forms and Proportions - A, B, F  Depiction: Component 6 Qualities and Details - A, B  Composition: Component 7 Emphasis - A, C  Composition Component 8 Unity - C  Composition: Component 9 Craftsmanship A  Expression: Component 10 (i) Purpose 1 - A  Expression: Component 10 (i) Purpose 2- C  Expression: Component 10 (i) Purpose 3- A  Expression: Component 10 (i) Purpose 4- A  Expression: Component 10 (i) Purpose 5 - B, D, E  **Key Questions:**  What are the textures of winter?  How can I use texture in my artwork?  **Learning Activities:** As the last art project we complete together, students will make salt dough ornaments. To tie with our unit of texture, show students the different texture tools that they can try to use to decorate their ornament.   1. Have your students help to make the dough by mixing the above ingredients. Let them measure, pour and stir the mixture together. 2. After the salt dough is mixed well let students pick out what cookie cutter they would like to use to make a dough ornament. Encourage students try imprinting texture into their ornament. 3. Next put the salt dough ornaments on a piece of wax paper and put the child’s name on the paper so you know which ornament is what child’s. Let dry for several days or put in an oven on 345 for about 8 minutes. If the ornaments are going to be hung from a tree, Use a crayon or tip of a pen to put a small hole in the top of the ornament before it dries. 4. After the ornaments have dried students will use paint and other texture tools to decorate their ornaments.   While the ornaments are being made, read *Snowballs* by Lois Ehlert and discuss her use of texture. Have students’ brainstorm/draft what materials they would like to use on their ornament. | **Assessment:**  Checklist with necessary items included for assessment use, checking for understanding, observation for participation and effort, following of instructions, mentally noting the different abilities in the classroom, following expectations, understanding of the use of the appropriate tools for the task.  **Differentiation:** Verbal and written instructions, chunking, students assisting each other with the cookie cutters and rolling pin, teacher one-on-one assistance, showing the model and allowing time for students to explore using different materials  **Modifications:**  The dough can be let dry for several days or put in an oven on 345 for about 8 minutes  If the process of making the dough as a class is too difficult, then the dough can be made prior to the lesson or a small group of students can make the dough for the class while the other students work on a sponge activity. | **Materials:**  Plain flour, 1 cup Cornstarch, 1 cup Table salt, 1 cup Water, 3/4 cup  Food coloring (optional) Rubber stamp, Acrylic paint, Craft glue and different texture tools  **Tools:** 1. Mixing bowl 2. Rolling pin 3. Cookie cutters 4. Small drinking straw 5. Baking sheet 6. Baking tray 7. Oven  **Technology:**  SMART board | **Resources:**  <http://www.inhabitots.com/how-to-make-kid-friendly-salt-dough-ornaments-for-the-holidays/>  <http://lessonplanspage.com/olaartchristmasornamentsfromdoughidea23-htm/> |

**Unit Handouts**



**The Art Sandwich Peer Feedback**

**Literature Links:**

*Leaf Man*by Lois Ehlert

*Snowballs* by Lois Ehlert

**Technology Strategies**

**SMART Board**

The SMART Board will be used in this unit to show students’ professional artist work that connects to the elements and/or projects that we will be working on. This will be helpful for the students to understand how the elements have been used and to show them the culture of art. The goal of showing students real artists work is to inspire them to find themselves as artists. The technology will allow the class to look at the artwork and enlarge the pieces to examine the art techniques.

For some of the projects, PowerPoint slides will be used to show students the steps for the project. This will be useful for students to refer back to the steps on the board as they work on their projects.

**Assessment and Evaluation Tools**

**Unit Evaluation Criteria and Procedures**

**Observation as students complete each task -** Students will be observed as they are working on their art projects. They will be watched to assess how they follow instructions and expectations and how they incorporate the art elements of the lesson into their project.

**Checklists including necessary criteria -** A checklist will be filled out by the teacher that includes criteria based off of the lesson objectives and art behavior expectations for two of the projects throughout the unit. These checklists are included below.

**Checking for understanding -** Before each art lesson we will review the art terms for the lesson of the day. After explaining the steps to the projects, the students will be asked questions on the project steps or will be asked to repeat the steps back to me to check for understanding.

**Peer feedback -** Students will complete a peer feedback “art sandwich” handout on a

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| **Texture Criteria Checklist** | | |
| **Yes No** | | |
|  |  | 1. Did the student effectively use the elements and principles of design to create a strong portrait composition?  **Does the composition show unity (does it flow together)?** |
|  |  | 2. Did the student gain and understanding of the unit elements by demonstrating various textures?  **Does their artwork contain evidence of different examples of texture?** |
|  |  | 3. Did the student follow instructions, use art materials in an appropriate and safe manner, and clean up after him or herself? |

partner’s artwork. If students have not completed sandwich feedback prior (or discussed the importance of clarity, specifics, and kindness in feedback), spend time discussing this in Art or in another subject area in which sandwich feedback may also be used. This assessment will be used formatively, but will provide the students with the opportunity to assess peers work and to receive peer assessment.

**Checklist Assessments**

**Website Resources**

* Alberta Art Program of Studies - <https://education.alberta.ca/fine-arts-1-6/programs-of-study/>
* <http://www.nga.gov/content/ngaweb/education/teachers/lessons-activities/elements-of-art/texture.html>
* <http://thevirtualinstructor.com/blog/introduce-students-to-texture>
* <http://www.katiemorrisart.com/2012/09/texture-hunt.html>
* <http://www.brighthubeducation.com/elementary-school-activities/50840-leaf-man-art-project/>
* <http://www.inhabitots.com/how-to-make-kid-friendly-salt-dough-ornaments-for-the-holidays/>
* <http://lessonplanspage.com/olaartchristmasornamentsfromdoughidea23-htm/>