

Deposit Central School District Curriculum Map

GRADE LEVEL: 5-6		TOPIC: TEXTURE		
Essential Questions: <ul style="list-style-type: none"> • What are the most effective ways to use the elements of art and principals of design in art? • In what ways can I incorporate the elements of art and principles of design together in art? • How does art affect our every day lives? • Why is art important? • What is the purpose of art? • How does art make us feel? • What materials are used to create art? • How is art created? • How can we use art as a form of communication? 				
Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standard 1, 2, 3, and 4	<ul style="list-style-type: none"> • What is texture? • What elements in art are used to create texture? • How does texture change the affect of the art? • Why do artist use different textures in art? • What is simulated texture? • What is implied texture? • What are the differences between simulated and actual texture? • How would you create simulated textures? • How would you create actual textures? • How can texture change the mood or tone to a piece of art work? • Why do artists use texture in their art? • What are the different kinds of texture you see in art? • Why would an artist choose NOT to use texture? 	<ul style="list-style-type: none"> • Define texture as an Element of Art. • Define texture as the quality of feel or illusion of the feel of the surface of a space or object in art. • Using, creating and demonstrate knowledge of textures in art. • Simulate texture using a variety of techniques. • Add detail and interest to works of art through the addition of simulated and/or actual texture. • Understand that implies texture is a texture that appears to be real, but is not as it seems. • Recognize that actual texture is a texture that can be felt and feels like it should. • Describe how artists use texture to create 	<ul style="list-style-type: none"> • Make a collage picture using a variety of different textures. • Paint a painting where the students have learned to create texture with paintbrushes. • Create a sculpture that has textures the students have incorporated into its design. • Use printmaking to etch textures into the etching plates. • Use a variety of tools to create an abstract picture made from different simulated and actual textures. • Use both implied textures and actual textures to create a collage. • Look at works of art by Vincent Van Gogh and how he used textures in his paintings. Imitate his style by using oil pastels. • Look at abstract designs and use tissue paper 	<ul style="list-style-type: none"> • Create a portfolio. • Design and create a piece of art • Self-Critique • Critique other art • Group centers • Written response • Active group participation in a discussion • Teach observation • Daily classroom work

		<p>added interest in a work of art.</p> <ul style="list-style-type: none"> • Discuss how an artist can use actual and/or implied textures in a work of art. • Identify the different forms of texture • Look at other artists' work and discuss the mood of the painting and how the texture changed or affected that mood. • Attempt to create a work of art without using texture and discuss how the process changed the mood of the piece. 	<p>and glue to create a textured surface and paint over the texture.</p>	
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Key Vocabulary: texture (Actual texture, implied/simulated texture, color resist, patterned texture, natural texture)

Deposit Central School District Curriculum Map

GRADE LEVEL: 3-4 TOPIC: TEXTURE				
Essential Questions:				
<ul style="list-style-type: none"> • What are the most effective ways to use the elements of art and principals of design in art? • In what ways can I incorporate the elements of art and principles of design together in art? • How does art affect our every day lives? • Why is art important? • What is the purpose of art? • How does art make us feel? • What materials are used to create art? • How is art created? • How can we use art as a form of communication? 				
Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standard 1, 2, 3, and 4	<ul style="list-style-type: none"> • What is texture? • What elements in art are used to create texture? • How does texture change the affect of the art? • Why do artist use different textures in art? • What is simulated texture? • What is implied texture? • What are the differences between simulated and actual texture? • How would you create simulated textures? • How would you create actual textures? 	<ul style="list-style-type: none"> • Define texture as an Element of Art. • Define texture as the quality of feel or illusion of the feel of the surface of a space or object in art. • Using, creating and demonstrate knowledge of textures in art. • Simulate texture using a variety of techniques. • Add detail and interest to works of art through the addition of simulated and/or actual texture. • Describe how artists use texture to create added interest in a work of art. • Discuss how an artist can use actual or implied textures in a work of art. • Understand that 	<ul style="list-style-type: none"> • Make a collage picture using a variety of different textures. • Paint a painting where the students have learned to create texture with paintbrushes. • Create a sculpture that has textures the students have incorporated into its design. • Use printmaking to etch textures into the etching plates. • Use a variety of tools to create an abstract picture made from different simulated and actual textures. • Use both implied textures and actual textures to create a collage. • Look at works of art by Vincent Van Gogh and how he used textures in his paintings. Imitate his style by using oil pastels. 	<ul style="list-style-type: none"> • Create a portfolio. • Design and create a piece of art • Self-Critique • Critique other art • Group centers • Written response • Active group participation in a discussion • Teach observation • Daily classroom work

		<p>implies texture is a texture that appears to be real, but is not as it seems.</p> <ul style="list-style-type: none">• Recognize that actual texture is a texture that can be felt and feels like it should.		
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Key Vocabulary: texture (Actual texture, implied/simulated texture, color resist, patterned texture, natural texture)

Deposit Central School District Curriculum Map

GRADE LEVEL: 1-2 TOPIC: TEXTURE				
Essential Questions:				
<ul style="list-style-type: none"> • What are the most effective ways to use the elements of art and principals of design in art? • In what ways can I incorporate the elements of art and principles of design together in art? • How does art affect our every day lives? • Why is art important? • What is the purpose of art? • How does art make us feel? • What materials are used to create art? • How is art created? • How can we use art as a form of communication? 				
Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standard 1, 2, 3, and 4	<ul style="list-style-type: none"> • What is texture? • In what ways can texture be recorded, created or simulated? • What is an actual texture? • What is an implied texture? 	<ul style="list-style-type: none"> • Define texture as an Element of Art. • Define texture as the quality of feel or illusion of the feel of the surface of a space or object in art. • Using, creating and demonstrate knowledge of textures in art. • Simulate texture using a variety of techniques. • Add detail and interest to works of art through the addition of simulated and/or actual texture. • Discover and record texture via rubbings. • Identify and describe textures in works of art and the environment using senses of sight and/or touch. • Understand that 	<ul style="list-style-type: none"> • Make a collage of a building and landscape using a variety of different textures. • Paint landscape painting where the students have learned to create texture with paintbrushes, sponges, oil resist and other techniques. • Create a sculpture that has textures the students have incorporated into its design. • Use printmaking to etch textures into the etching plates. • Use both implied textures and actual textures to create a animal. • Use a variety of tools to create an abstract picture made from different simulated and actual textures. 	<ul style="list-style-type: none"> • Create a portfolio. • Design and create a piece of art • Self-Critique • Critique other art • Group centers • Written response • Active group participation in a discussion • Teach observation • Daily classroom work

		<p>implies texture is a texture that appears to be real, but is not as it seems.</p> <ul style="list-style-type: none">• Recognize that actual texture is a texture that can be felt and feels like it should.		
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Connections to Technology:

Use various web sites and internet search engines to find works of art to complement the particular project or artist the class is studying. Use the projector to exhibit the examples of art. Incorporate the SmartBoard technology to help demonstrate, model or assess student understanding of the material.

Key Vocabulary: **texture** (Actual texture, implied/simulated texture)

Deposit Central School District Curriculum Map

GRADE LEVEL: Pre-K-K		TOPIC: TEXTURE		
Essential Questions: <ul style="list-style-type: none"> • What are the most effective ways to use the elements of art and principals of design in art? • In what ways can I incorporate the elements of art and principles of design together in art? • What impact does art have on your day to day life? • Why is art important? • What is the purpose of art? • How does art make us feel? • What materials are used to create art? • How is art created? • What makes art unique? 				
Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standard 1, 2, 3, and 4	<ul style="list-style-type: none"> • What is texture? • In what ways can texture be recorded, created or simulated? 	<ul style="list-style-type: none"> • Using, creating and demonstrate knowledge of textures in art. • Simulate texture using a variety of techniques. • Discover and record texture via rubbings. 	<ul style="list-style-type: none"> • Make a collage of a building using a variety of different textures. • Use a variety of tools to create an abstract picture made from different simulated and actual textures. • Draw a picture of an animal and draw the texture of its fur or skin. • Use sponges to paint the sun and rainbow rays. 	<ul style="list-style-type: none"> • Create a portfolio. • Design and create a piece of art • Self-Critique • Critique other art • Group centers • Written response • Active group participation in a discussion • Teach observation • Daily classroom work

Connections to Text (Resources)	Time:
Connections to Technology: Use various web sites and internet search engines to find works of art to complement the particular project or artist the class is studying. Use the projector to exhibit the examples of art. Incorporate the SmartBoard technology to help demonstrate, model or assess student understanding of the material.	
Key Vocabulary: texture (Actual texture, implied/simulated texture)	