Lesson Plan by: Amanda Nordmann
Lesson: Textured Painting
Length: 5 days
Age/Grade Intended: 9-10 grade intro course

Academic Standards:

H.8.2 Create works that use specific elements, principles, and functions to solve problems and communicate ideas.

H.9.1 Create artworks that demonstrate skill and understanding of different media, processes, and techniques.

Performance Objectives:

1. Using various materials, the students will create paintings that focus on texture with 100% accuracy.
2. When using acrylic paint, the students will incorporate foreign materials (at least 2 different items) into their paintings to create textures in a work of their own.

Advanced Preparation by Teacher:

- Set out the supplies: canvases, acrylic paints, brushes, palettes, various objects (wire, fabric, sand/salt, etc).
- Find examples of work done by some well-known artists.
- Prepare mystery texture boxes (cold wet spaghetti, sandpaper, bark, gravel, velvet, etc)

Procedure:

Introduction:

1. Have the students begin by answering the following question in their sketchbooks. -How would you define texture? Give a few examples of objects with various textures and describe them (Knowledge) (Intrapersonal).
2. While some are still answering the questions, have them take turns coming up feeling the different textures in the mystery boxes (Bodily-Kinesthetic). Once they have felt a couple of them have them write a description of one in their sketchbooks (Comprehension).
3. After the demonstration, lead into a discussion on texture (Interpersonal). After asking the students to share how they defined texture, come to a consensus that the majority believes is correct.
4. Discuss what they think some of the objects were in the boxes. Have them share a description that they wrote about one of the objects with a neighbor (Interpersonal). Come together as a class and discuss the object in the boxes.
5. Ask the students why they think we are discussing texture, because they need to be able to have an understanding of why they are learning about it (Analysis). Make sure they say things such as, “some objects have texture
and we need to understand it so that we can show it in our artwork,” and “we need to know how to simulate textures of various objects in our artwork.”

**Step-by-Step:**

1. Begin discussing their project. Explain that they will all receive a canvas and are going to have to create a painting that uses texture as the main element of focus. Show them some examples of work similar to what they are going to render.

2. Explain that they are going to use various colors and materials to create a scene, a still life, or an abstract work that contains lots of texture. Remind them to think about the color schemes that we just learned about and see if they can incorporate them into this project as well.

3. Explain various things that can be done.
   - Cut or rip the canvas.
   - Sew/glue on fabric.
   - Mix sand/salt or gravel into the paint.
   - Use a palette knife to apply the paint.
   - Paint thickly or layer the paint.
   - Any other creative idea.

4. They can create scenes such as a sandy beach area with rippled waves, mountain peaks with jagged ridges, or thickly painted flower gardens with swirled colors. The possibilities are endless.

5. If time permits after the discussion have them begin thinking of ideas and they could possibly go ahead and begin.

6. While they are coming up with ideas pass out the canvases and make sure they put their names on the back. Show them where they will be storing them each day.

7. They will spend the next four or five class periods working on their paintings.

8. Have them come in and gather their needed supplies at the beginning of class everyday and have them continue working on them.

9. When everyone is done have them take a minute or two to explain what it is they created and how why they chose the texture that they did.

**Closure:**

End the lesson by recapping texture and its importance. Let them know they will continue working with texture, but in different aspects. Make sure all of the materials for that lesson are put up and the room has been cleaned up.

**Adaptation/Enrichments (Gifted and Talented):**

- Give them plenty of freedom to be creative and explore various methods and ideas.
- Allow them access to various media so that they are able to express themselves fully.
- Allow them the freedom to come up with guidelines of their own concerning how they want the project to be done.

**Self-Reflection:**