I. Introduction

Texture is the touchable quality of the surface of an art object. Artists may show texture in their paintings by using different brush strokes, layering colors, or by putting contrasting colors such as red and green next to each other so the painting shimmers. Artists use texture to help us understand how a fabric might feel, if an animal’s fur is soft or coarse, or if the current in a stream is swift or gentle.

II. Objective

♦ Students will identify and discuss elements in artworks that artists use to create the illusion of texture.

♦ Students will develop skills in observation and develop critical thinking skills.

♦ Students will be able to create and discuss their own artwork in the context of texture.

III. Standards Assessed


Standard 1.0 Artistic Perception: Processing, analyzing, and responding to sensory information through the language and skills unique to the visual arts.

Standard 2.0 Creative Expression: Creating, performing, and participating in the visual arts.

Standard 4.0 Aesthetic Valuing: Responding to, analyzing, and making judgments about works in the visual arts.
IV. Materials
- A selection of images of works of art—paintings, sculptures, artistic photographs that show strong use of texture.
- A bird in a cage or a picture of one
- Soft lead pencils and erasers
- Colored pencils, markers or crayons
- Brightly colored construction paper or tissue paper
- Found objects such as feathers, beads, packing peanuts, paper clips, sand, cotton balls, straws, moss, etc.
- Glue
- Scissors
- Poster board

V. Preparation
Create an art gallery in your classroom using various art works—both 2 and 3 dimensional (e.g. paintings, photographs, sculpture, etc.) Find examples that show strong use of texture. Vary the artwork from representational to abstract and be sure to include art from a variety of cultures and styles. Try to also use artworks that the students will see on their visit to the Huntington. You can find many of these on the Huntington Web site at www.huntington.org.

VI. Lesson
Part I. Pre-Visit (in the classroom)
Introduce your students to texture. Have the students touch their shirts/blouses and describe how it feels, (soft, scratchy, etc.) Ask the students to pick a partner (or assign one) and have them describe, without touching, how their partner’s shirt/blouse feels. Direct the students attention to the classroom art gallery. Select one of the images, concentrating on the texture element of the artwork. Ask the students to describe the texture element. (e.g., the dog’s fur in the picture is fluffy, soft, coarse, stringy, dirty, curly, etc.) Discuss how the artist convey the message of texture by using brushstrokes, paint layering, or applying opposite colors next to each other causing the colors to shimmer. Have the students pretend they are the artist. Ask them what techniques they would have use to demonstrate texture in this artwork.
Create classroom art

Try this! Students create their own artwork using texture as the focus.

1. Have the students find pictures of birds that show lots of detail (magazines are a great resource) or use a bird in a cage or observe birds in nature.

2. Have the students draw the basic shapes of the bird with pencil. Draw large, have the students fill the paper.

3. Encourage the students to show where the bird would be in a natural setting- on a branch, on a nest, flying in the clouds, or hiding in the leaves. Draw only the outlines of the shapes.

4. Have the students use crayons, colored pencils, or markers to lightly color their picture.

5. Students should refer back to the original “source,” looking closely so they can include details in their artwork.

6. Offer a selection of found objects such as cotton balls, packing peanuts, straw, moss, feathers, construction paper, tissue paper, etc. Have them create interesting textures on their picture of the bird, by gluing these objects to their outline.

Part II (at the Huntington)

During their visit to the Huntington, the students will be introduced by their docent to the use of texture in artworks. Ask the students to try and remember which paintings the docent used to teach them about texture. Which painting did each of the students like for the use of texture? Why? Which painting was their favorite?

Part III, Post Visit (back in the classroom)

Discussion

Kindergarten: Discuss with the students their favorite paintings or sculptures.

1. Why was it their favorite?
2. What different textures did they see in the artworks?
3. Where else would you see these same textures?

Grades One and Two: Have the students compare and contrast the way different artists use texture in their artworks. Have them compare and contrast the images at the Huntington to the ones they have in the "classroom gallery".

1. What was their favorite painting at the Huntington? Why?
2. What is their favorite painting in the classroom gallery? Why?
Grade Three: After a discussion using the questions listed above, have the students write about their favorite artwork at the Huntington.

1. Why did they like this artwork? How did the artist convey texture to his audience?
2. Was the artwork a painting or a sculpture?
3. If they were the artist how would they have interpreted texture in this artwork?
4. What would the title be?
5. Who would they give it to?

Have them draw their interpretation of the artwork.
**Vocabulary**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>background</td>
<td>the most distant part of a scene</td>
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<tr>
<td>canvas</td>
<td>a piece of cloth prepared as a surface to receive oil paint</td>
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<tr>
<td>diagonal lines</td>
<td>lines that are at an angle</td>
</tr>
<tr>
<td>foreground</td>
<td>the nearest part of a scene</td>
</tr>
<tr>
<td>horizontal lines</td>
<td>lines which are side to side</td>
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<tr>
<td>landscape</td>
<td>a view of a section of countryside</td>
</tr>
<tr>
<td>middleground</td>
<td>the area between the foreground and the most distant part of a scene</td>
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<tr>
<td>painting</td>
<td>a picture created with paint</td>
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<tr>
<td>portrait</td>
<td>a painting or sculpture of a particular person</td>
</tr>
<tr>
<td>sculpture</td>
<td>a three dimensional work of art, ex., a statue</td>
</tr>
<tr>
<td>texture</td>
<td>the tactile (touchable) quality of the surface of an art object</td>
</tr>
<tr>
<td>vertical lines</td>
<td>lines that are straight up and down</td>
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