Enduring Understanding
Texture you can see but not feel is called implied or visual texture. Using different kinds of marks can suggest different implied textures.

**Target:** Makes implied textures.

**Criteria:** Makes at least two different kinds of marks to suggest two different natural surfaces.

**Target:** Uses charcoal drawing techniques.

**Criteria:** Makes both rough (with some paper showing through) and softly blended marks.

**Target:** Describes implied textures.

**Criteria:** Selects adjectives to describe each of the different surfaces s/he implied.

Teaching and Learning Strategies

1. **Introduces concept of texture.** Prompts: The way something feels is called **actual texture**. Staying right where you are, touch something with a smooth texture on your own body. Can you find a rough texture? How about a bumpy texture?

   **Student:** Touches various different textures in response to adjective cues.

   **Embedded Assessment:** Criteria-based teacher checklist—room scan (all children touching appropriate textures in response to adjective cues)

2. **Introduces how line can imply textures.** Prompts: When an artist makes a picture look like it has texture even when it’s flat, we call that **implied** or **visual texture**. If you could touch the different parts of this picture what do you imagine they would feel like? (HINT: Either the ink painting by Ito Jakuchu in Art Connections, Level K, page 18 or The Salmon Net charcoal drawing by Winslow Homer from the Seattle Art Museum will be easier for the students to see implied texture than the print by Harold Town in Art Connections, Level 1, page 88). What kinds of lines did the artists use to show you those different textures? LET’S **GENERATE IDEAS by gathering information from what we see**.

   **Student:** Participates in analysis of implied textures in a work of art, using adjectives to describe them.

   **Embedded Assessment:** Criteria-based teacher checklist—room scan
3. **Demonstrates charcoal drawing techniques.** *Prompts:* Today we are going to use a medium called charcoal to make drawings that show the implied textures we see in different things from nature. Charcoal is made from burned wood. You can make lots of different kinds of marks with it. By drawing with the end of the stick, you can make thick and thin lines like tree branches or little short marks like pebbles on a beach. If you turn the charcoal on its side and drag it across the paper, it makes a rough mark like bumpy tree bark. If you want to make a soft mark like the side of a feather, you can softly rub this piece of cloth called a **chamois cloth** across the marks you have already made. Another kind of charcoal is called **conté crayon.** It is a little harder than these other kinds of charcoal so it makes a thinner line. Artists always experiment with new materials before they make art with them, so let's practice now. **LET'S GENERATE IDEAS by gathering information from what we do.**) Try to make as many different kinds of marks as you can. Can you suggest different textures with them? Compare your marks with your elbow buddy. Ask your buddy how s/he got their most interesting marks. Share techniques.

**Student:** Practices charcoal drawing techniques. Shares with a friend.

**Embedded Assessment:** Criteria-based peer assessment

4. **Explains goal of art-making, to create at least two different kinds of implied textures—rough and soft. Facilitates charcoal drawing.** *Prompts:* Today we are going to make charcoal drawings of things with different textures. You need to have some rough marks and some soft ones. Today we will find the information we need in natural objects. What kind of marks would you make to show a prickly pinecone? How would you make the soft vanes (sides) of a feather? You are **CONSTRUCTING MEANING as an artist when you BRAINSTORM, ORGANIZE YOUR IDEAS AND MAKE CHOICES.** When we think about our own work we are working just like artists; we're **SELF-REFLECTING.** Ask yourself, Did I use both rough and soft marks to show the different textures of my objects? Do I need to change or add anything to my marks to make them look even more like the textures I can see?

**Student:** Generates ideas of different kinds of marks and techniques for creating a range of implied textures. Draws natural objects, using different marks that imply their different textures. Self-assesses.

**Embedded Assessment:** Criteria-based self assessment

7. **Facilitates students titling their images with adjectives that describe the different implied textures they created.** *Prompts:* In art and writing, we use adjectives, or describing words, to describe the feeling of a picture or sentence. Today, we are going to make up titles for our charcoal drawings that tell what they look like they would feel like. What describing words would describe the different implied textures in your picture? Tell your elbow buddy your ideas and ask him/her which words s/he would pick to describe your picture. **You are SELF-REFLECTING again—with yourself and with a peer.**

**Student:** With peer, brainstorms and titles his/her composition with adjectives to describe the actual textures of the picture.

**Embedded Assessment:** Criteria-based peer and self assessment; teacher checklist
## Vocabulary

**Arts Infused:**
Texture words

**Reading/Writing:**
Adjectives

**Arts:**
Chamois (sha-mee) cloth
Charcoal
Conté crayon
Implied/visual texture marks

## Materials and Community Resource

### Museum Artworks:
- Harold Town, Canadian, *The First Aeroplane*, 1956, Art Connections, Level 1
- Ito Jakuchū, Japanese, *Fukurojin, the God of Longevity and Wisdom*, c. 1790, Art Connections, Level K
- Winslow Homer, American, *The Salmon Net*, ca. 1882, Seattle Art Museum, 74.67

### Art Materials:
Two pieces of white drawing paper – one piece for practice, and one for finished piece
Charcoal – vine (willow), block
Conté crayons (black)
Chamois cloths (or tissues)
Tortillions
Laminated “art mats” – Laminated piece of 12x18 tagboard

## WA Essential Learnings & Frameworks

### Arts State Grade Level Expectations
- AEL 1.1 concepts: implied texture
- AEL 1.2 skills and techniques: charcoal drawing
- AEL 2.1 applies a creative process in the arts
- AEL 4.2 demonstrates the connections between the arts and other disciplines: writing

### Writing State Grade Level Expectations
- 3.2.2 builds a rich vocabulary through talking, listening and language activities: art analysis, titling a work of art

## Local Art References

![Artwork Image]

**Winslow Homer, American, *The Salmon Net*, ca. 1882**
Seattle Art Museum, 74.67

![Artwork Image]

Seattle Art Museum, 87.99
### ARTS-INFUSED INSTITUTE LESSON PLAN (YR1-TTAL)

FIRST GRADE—LESSON THREE: Implied Texture

#### ASSESSMENT WORKSHEET

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>ARTS</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Implied Texture</td>
<td>Technique</td>
<td>Describing Words</td>
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Total 3

### Criteria-based Reflection Questions:
(Note examples of student reflections on back.)

**Generating Ideas:**

**Constructing Meaning:**

**Self-Reflection:**

### Thoughts about Learning:
*Which prompts best communicated concepts? Which lesson dynamics helped or hindered learning?*

### Lesson Logistics:
*Which classroom management techniques supported learning?*

Teacher: ___________________________  Date: ________________
Dear Family:

Today your child participated in an Arts and Literacy lesson. We learned that implied or visual texture is when something looks bumpy or smooth or rough, even when it’s a flat piece of paper. We made different implied textures by making different kinds of marks with charcoal. We used adjectives (describing words) to describe the way each implied texture looked.

- We practiced charcoal drawing techniques to learn how to imply different textures.
- We made implied textures to show the surfaces we saw on real objects.
- We described our implied textures with adjectives (describing words).

Go on a texture hunt! Walk through your house and notice all the different textures you can touch. How many different adjectives can you use to describe those actual textures? How do you think you could show those textures on a flat surface like a drawing or painting?

**Enduring Understanding**

Texture you can see but not feel is called implied or visual texture.

Using different kinds of marks can suggest different implied textures.