

**United Arts’  
 Arts and Culture Access Grant**

<b>Organization name</b>	The Albin Polasek Museum & Sculpture Gardens
<b>Lesson title</b>	Texture Detectives
<b>Length of lesson</b>	1-3 classes
<b>Grade levels</b>	K-2
<b>Lesson type (pre/during/post)</b>	Pre, during, and post

**Objectives**

To have students connect descriptive art/science terms and definitions to visual, real-world examples by using their senses. Students will respond to word cues, as they are asked to select, find and describe “texture” in our classical sculpture collection and through our natural garden environment. They will further be asked to consider what medium a work of art may be. This exercise allows for both guided exploration and play while integrating new vocabulary and encouraging group discussion. This real museum/garden experiences provide opportunities for students to make connections, to make predictions and inferences, and to ask more meaningful questions.

To prepare for your visit, we suggest you review the following vocabulary terms and participate in the pre and post activities to deepen knowledge retention in your students.

**Next Generation Sunshine State Standards (NGSSS)**

VA.K.C.1- Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.K.H.3- Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

VA.K.O.1 - Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

VA.K.S.2 - Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

VA.1.C.1.1 - Create and discuss works of art that convey personal interests.

VA.1.C.1.2- Gather clues to help interpret and reflect on works of art.

VA.1.S.3 Title: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

VA.2.C.2 Title: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

VA.2.O.1 Title: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process

VA.2.S.2- Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

**Common Core State Standards (CCSS)**

NA

**Key vocabulary and definitions**

**Texture** is the tactile, touchable quality of an object. The feel of a surface!

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**Medium** is an art term used to describe what material an object is made out of. Medium refers to the materials that are used to create a work of art. The plural of “medium” is “media.” Common media are: oil paints, watercolor, ceramics/clay, fibers, tempera, stone, wood, marble, metal, bronze, glass, and mixed-media (a combination of materials together).

**Texture Examples:**

Hard	Warm	Sticky
Smooth	Ornamented	Firm
Squishy	Creepy	Dry
Light	Heavy	Flat
Hairy	Tangled	Wrinkled
Waxy	Rough	Bristly
Sharp	Uneven	Bubbly
Cold	Velvety	Translucent
Silky	Abrasive	Soft
Bumpy	Spongy	Dirty
Coarse	Metallic	Ribbed
Glossy	Liquidly	Polished
Stiff	Mosaic	Carved
Woolly	Sleek	Shiny
Embellished	Fuzzy	Etched
Pointed	Tight	Packed

**Materials needed**

Drawing pencils/crayons  
 Clipboard or portable drawing surface  
 Sketch pad or drawing paper  
 Glue/stapler  
 Large sheets of color contact paper

**School must provide**

Art materials are available upon request, and may be included into group tour pricing. Please inquire about art activity fees.

**Background information**

The Albin Polasek Museum & Sculpture Gardens is a place of beauty and inspiration! Your students will notice museum objects, plants, and art features that our average visitors may overlook. In this spirit we want to encourage their discovery and give them the vocabulary tools to be able to convey their thoughts and ideas about their experience.

The big idea is that “texture” is an art element that can be found all around us. Every natural surface has a texture. It can also be created in the artwork in the museum, or can be simulated using certain techniques. We can “fake” or “mimic” textures so that two different objects feel similar. The key is

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training their observation skills. To achieve this, dub each of your students as a “texture detective” who must describe the object with words in order to properly name/guess it. They will utilize their new found descriptive words to begin to explore the concept of medium and process the works they see on display. Our goal is for students to be able to describe what they see and then understand by which artistic process it was made.

**Lesson process**

**Pre Activity—What is texture Guessing Game?**

Have a discussion with your class on texture. Define it for them and pass around a few examples. Have each student feel the object in question and pick one to describe how it feels or looks. Begin a community texture list on a large board or paper as each student takes a turn. Choose an easy-to-describe object first, such as a soft stuffed animal and a rough rock, and then add some “trickier” or more difficult-to-describe objects such as something smooth like metal or a colored plastic ball. This may bring up a discussion on color VS texture. Be ready to define the difference for them. An optional experiment would be to repeat this exercise but blindfold each student. Tell them to rely solely on their senses of touch and to ignore color. Have them describe the object aloud. After each student takes a turn, the class is ready to play “texture detectives.” (Optional) If you have a detective badge, hat, or magnifying glass allow your student to use the prop for dramatic effect! Place an object in a deep box or behind a screen or curtain, so that the rest of the class cannot see the object. Your student “detective” will say textured words aloud and see if their texture clues help their classmates guess the objects. (Note: These objects should be very easy to guess, such as a pillow, gummy worms, a sheet of paper, water, sand, etc...) The first student to guess the object by using the texture words becomes the next detective, and so on.

**During Your Visit:**

When you book your group or school tour, please notify the Polasek Tour Coordinator that you selected this particular lesson, and your docent will tailor your tour to include works that are full of texture and showcase different mediums to the students. Our docent will go over the lost-wax casting method with the students and show them first hand examples of what has been cast VS carved. The tour will continue into the sculpture gardens where the group will go on a texture walk, describing and finding objects along the path (There is also an optional texture clay activity your class can opt to select, please let Polasek Tour Coordinator know you would like to add this optional activity).

**Post Activity—Texture Collage and Rubbings:**

Back in your classroom, have your students describe some of the artwork they saw using texture terminology. Review mediums with your students as well, and show them examples of things that are cast VS works that are carved. Now that they are armed with texture knowledge, take your students on a nature walk to gather natural materials for a texture collage (remind them that this is a mix-media work of art). Encourage them to not only find small, SAFE objects such as grass, sand, leaves, etc., but also try doing nature rubbings outdoors, if possible. Each student will need a clip board or flat surface to bring outdoors, or they can also place over top of the object itself. Demonstrate how to do a crayon rubbing with leaves before you venture outdoors! Watch them explore and find new textures... ask them to guess if a certain texture will make a good rubbing subject, and why or why not? Spend 30

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minutes to an hour with texture exploration. Once rubbings are made and small objects have been gathered, bring the group back indoors to assemble their collages. Cut out each rubbing and glue to a colored piece of paper. Glue or staple additional natural elements on and around the rubbings. Practice writing texture words in the blank spaces and work on spelling.

**21<sup>st</sup> Century Skills to Increase Rigor**

Analyzing materials and Process-How things are made and what are they made out of.

Critical thinking

Observation skills

Scientific hypothesis/testing/theorizing

**Assessment**

The tangible product will be a mix-media texture collage that incorporates descriptive words, found objects, and texture rubbings to create a harmonious composition. You can opt to test student’s vocabulary with a word/spelling/definition quiz on the basic art terms learned.

**Reflection/follow-up activities**

- Examine famous works of art together as a class via the internet. Have students raise their hands to describe both the textures and the medium they see.
- Watch a video on the lost-wax-casting method to learn how sculptures are made:

Suggest National Geographic’s Channel on YouTube:

<https://www.youtube.com/watch?v=pOM6gUp42EY>

**Additional resources (online, print, etc.)**

Online sources for art examples and YouTube