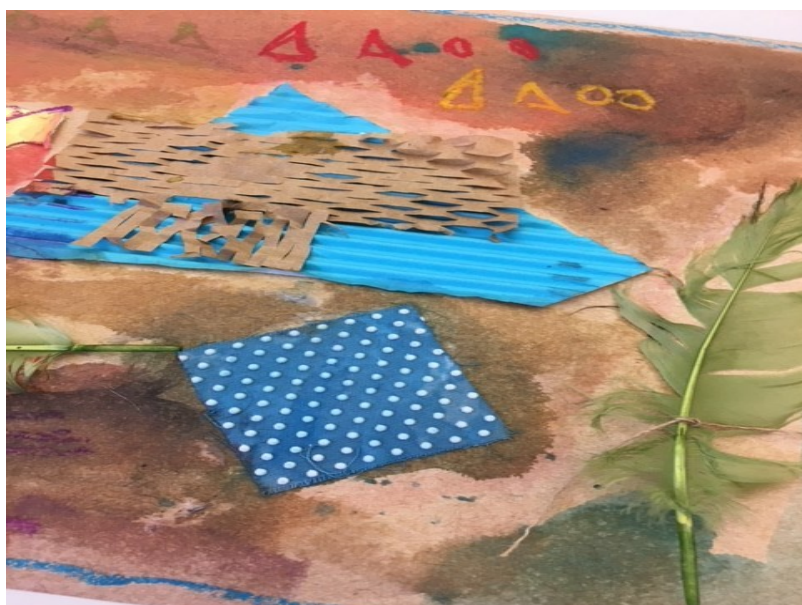


# Texture Time

SCHOOL WORKSHOPS | Classroom Connections  
Grade Level: K-2nd

The  
Nelson-Atkins  
Museum  
of Art



## WORKSHOP DESCRIPTION

Is it smooth, rough, scratchy or spiky? Students discover textures in art and have fun using actual and implied textures to create a mixed media collage.

## WORKSHOP OBJECTIVES

Students will:

- Discover how texture is represented in artwork, either actual or implied texture
- Create a collage that incorporates actual and implied texture
- Locate and identify various textures in gallery artwork
- Use descriptive language to differentiate between textures

## COLLECTION FOCUS

In the galleries, students will view and discuss a variety of 2-dimensional and 3-dimensional artworks that portray various actual and implied textures.

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*Certain collections or galleries may be unavailable due to rotations or construction. We apologize for the inconvenience.*

## CURRICULUM CONNECTIONS

### National Visual Arts Standards

- Engage in exploration and imaginative play with materials (VA:Cr1.1.Ka)
- Explore uses of materials and tools to create works of art (VA:Cr2.1.1a)
- Explain what an art museum is and identify the roles and responsibilities of people who work in and visit museums (VA:Pr6.1.Ka/1a)
- Describe what an image represents (VA:Re.7.Ka)
- (VA:Re.8.1) Interpret art by identifying and categorizing subject matter and describing relevant details
- Understand that people from different places and times have made art for a variety of reason (VA:Cn.11.1)

### KS & MO Learning Standards: Math

- Describe Objects in the Environment Using Names of Shapes, and Describe the Relative Positions of these Objects Using Terms Such as Above, Below, Beside, in Front of, Behind, and Next to. (K.GM.C.6)
- Recognize 2 and 3-D Shapes from Different Perspectives and Orientations (1.GMA.3)



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**School Workshop Scheduler**  
[StudioWorkshops@nelson-atkins.org](mailto:StudioWorkshops@nelson-atkins.org)

## BEFORE YOUR VISIT

- Review vocabulary/concepts list.
- Read a book about texture. Some suggestions are: *What is Texture (Get Art Smart)* by Stephanie Fitzgerald; *Never Touch a Dragon* by Make Believe Ideas Ltd.

### VOCABULARY/CONCEPTS

**Texture:** An element of art that refers to how something feels on the surface

**Implied Texture:** The appearance of a particular texture

**Actual Texture:** Texture that can be perceived through touch

**Types of Textures:** Rough, smooth, silky, bumpy, coarse, fuzzy, hard, prickly, scratchy, shaggy, slick, sharp, furry, etc.

## AFTER YOUR VISIT

- Take students on a texture walk outside. Give them small bags and ask them to collect objects that are rough, smooth, hard, soft and fuzzy. Older students can make texture rubbings of large objects using the side of a crayon and newsprint paper. When you are back in the classroom, have the students sort the objects according to texture. Encourage students to describe each object in detail as they are sorting.
- Have the students to make a sensory book using the objects they have collected outside as well as inside texture items. Use cardstock paper so that the book pages will be heavy enough to hold the glued items. Compare and contrast various textures.
- Create a paper texture quilt. Students create textures on colored square construction papers using collage materials. When squares are completed, arrange them to form a wall hanging.



Mask of the Bwadi bwa Kifwebe Society,  
Late 19th century, Songye



Joseph Siffred Duplessis, French,  
1725-1802, *Portrait of Madame Fréret d'Héricourt*, 1769



Ceremonial Necklace for Nandi Sculpture  
19th century, Indian



## EDUCATOR RESOURCE CENTER

The ERC can help you expand your before and after visit activities to fully connect your museum experience with your classroom curriculum. The ERC provides:

- Curriculum consultations
- Circulating Resources including Art Connection Kits
- Professional Development Workshops

[nelson-atkins.org/educators/](https://nelson-atkins.org/educators/)