

Classroom Connections

The
Nelson-Atkins
Museum
of Art

SCHOOL WORKSHOPS | Texture Time
Grade Level: K-2nd



CURRICULUM CONNECTIONS

National Visual Arts Standards

- Media, Techniques, and Processes (NA.VA.1).
- Structures and Functions (NA.VA.2)
- Characteristics and Merits of Artwork (NA.VA.5)

Missouri Visual Art Standards

- Elements and Principles (MO.VA.2.1.A, 2.1.B, 2.1.D)
- Artistic Perceptions (MO.VA.3.1.A, 3.2.A)

Kansas Fine Art Standards

- Media, Techniques and Processes (KS.FA.1)
- Elements of Art and Principles of Design (KS.FA.2)
- Characteristics and Merits of Art (KS.FA.5)

Common Core Standards

Reading Standards for Literature K-5

- Key Ideas and Details: 1
- Knowledge and Ideas: 9

Reading Standards for Informational Text K-5

- Key Ideas and Details: 1

Writing Standards K-5

- Text Types and Purposes: 2

This information will help guide you in selecting a Museum visit that connects to your classroom curriculum, and offers before and after visit suggestions to enhance your students' learning experience.

WORKSHOP DESCRIPTION

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 .

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

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School Workshop Scheduler
StudioWorkshops@nelson-atkins.org

BEFORE and AFTER YOUR VISIT

- Review vocabulary/concepts list.
- Read a book about texture. Some suggestions are: *Touch and Feel 1, 2, 3 Book*, *Textured Soft Shapes: Whose Back is Bumpy?* By Kate Davis.
- If possible, 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 student 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.

VOCABULARY/CONCEPTS

Two-dimensional: Having or appearing to have height and width

Three-dimensional: Having or appearing to have height, width and depth

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

Simulated or Implied Texture: The appearance of a particular texture

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



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



Jug in the Form of a Bear, ca.1760



Basket, ca. 1890
Pomo



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
- Professional Development Workshops

nelson-atkins.org/education