

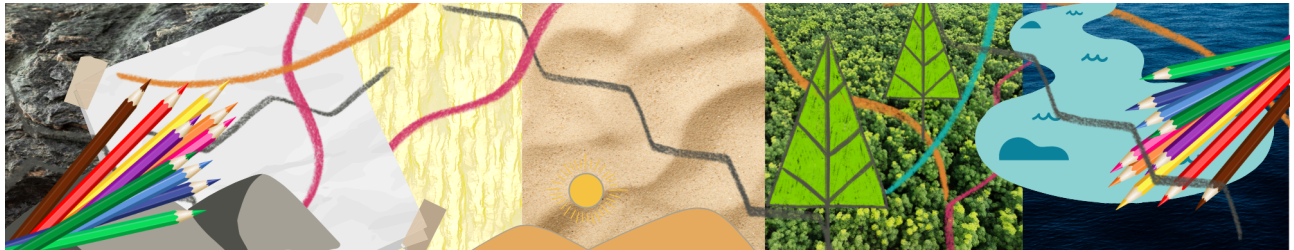
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Integrated learning solutions

USING TEXTURE TO CREATE PHYSICAL FEATURES

Grade Band: 6-8

Content Focus: Visual Arts & Social Studies



LEARNING DESCRIPTION

In this lesson, students will use the Element of Art, Texture, to create an artwork that shows the physical and political features of a region that they are studying. Students will be able to predict where people live and why based on their knowledge of physical and political features.

LEARNING TARGETS

| Essential Questions | “I Can” Statements |
|--|--|
| <ul style="list-style-type: none"> How can I identify important physical and political features in an area that I am studying? How can I use texture to visually communicate characteristics of various physical features that I am studying? How can I work collaboratively with a group to create a mixed media artwork that shows the various physical | <ul style="list-style-type: none"> I can identify important physical features, landforms, and political features in an area that I am studying. I can use texture to visually communicate the various physical features I am studying. I can work collaboratively with a group to create a mixed media artwork that shows |



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| <p>features, landforms, and political features I am studying?</p> <ul style="list-style-type: none"> • How can I use what I know about physical features to predict where people choose to live and why? | <p>the various physical and political features I am studying.</p> <ul style="list-style-type: none"> • I can use what I know about physical features to predict where people choose to live and why. |
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GEORGIA STANDARDS

| Curriculum Standards | Arts Standards |
|--|--|
| <p>Grade 6 SS6G1 Locate selected features of Latin America. SS6G3 Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America. SS6G4 Locate selected features of Canada. SS6G5 Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada. SS6G7 Locate selected features of Europe. SS6G9 Explain the impact of location, climate, natural resources, and population distribution on Europe. SS6G11 Locate selected features of Australia. SS6G12 Explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.</p> <p>Grade 7 SS7G1 Locate selected features of Africa. SS7G3 Explain the impact of location, climate, and physical characteristics on population distribution in Africa. SS7G5 Locate selected features in Southwest Asia (Middle East). SS7G7 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East). SS7G9 Locate selected features in Southern and Eastern Asia. SS7G11 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.</p> <p>Grade 8</p> | <p>Grade 6 VA6.CR.1 Visualize and generate ideas for creating works of art. VA6.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art. VA6.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence. VA6.CR.4 Incorporate formal and informal components to create works of art.</p> <p>Grade 7 VA7.CR.1 Visualize and generate ideas for creating works of art. VA7.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art. VA7.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence. VA7.CR.4 Incorporate formal and informal components to create works of art.</p> <p>Grade 8 VA8.CR.1 Visualize and generate ideas for creating works of art. VA8.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art. VA8.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence. VA8.CR.4 Incorporate formal and informal components to create works of art.</p> |



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SOUTH CAROLINA STANDARDS

| Curriculum Standards | Arts Standards |
|--|---|
| <p>Grade 7</p> <p>Standard 1: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Africa.</p> <p>Standard 2: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Asia.</p> <p>Standard 3: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Australia, Oceania, and Antarctica.</p> <p>Standard 4: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Europe.</p> <p>Standard 5: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary North America.</p> | <p>Artistic Processes: Creating- I can make artwork using a variety of materials, techniques, and processes.</p> <p>Anchor Standard 1: I can use the elements and principles of art to create artwork.</p> <p>Anchor Standard 2: I can use different materials, techniques, and processes to make art.</p> <p>Artistic Processes: Responding- I can evaluate and communicate about the meaning in my artwork and the artwork of others.</p> <p>Anchor Standard 5: I can interpret (read) and evaluate the meaning of an artwork.</p> <p>Artistic Processes: Connecting- I can relate artistic ideas and work with personal meaning and external context.</p> <p>Anchor Standard 7: I can relate visual arts ideas to other arts disciplines, content areas, and careers.</p> |

KEY VOCABULARY

| Content Vocabulary | Arts Vocabulary |
|--|--|
| <p><u>Physical feature</u> - Natural features on the surface of the earth such as mountains and valleys</p> <p><u>Political feature</u> - A feature on a map that represents human-made boundaries like countries or cities</p> <p><u>Population distribution</u> - How population is spread throughout a region</p> | <ul style="list-style-type: none"> ● <u>Actual texture</u> - How something actually feels (like a sculpture) ● <u>Implied texture</u> - How something looks like it would feel/how an artist wants the viewer to imagine something might feel if the viewer was there in person (example: textures portrayed in a landscape drawing or painting) ● <u>Actual texture</u> - How something feels ● <u>Mixed media</u> - Using different materials in one artwork |



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MATERIALS

- White butcher paper
- Markers
- Pencils
- Various materials such as aluminum foil, leaves, sticks, napkins, tissue paper, construction paper, plastic wrap, string, cotton balls, plastic bags, sand paper, etc.
 - *Teacher tip: Introduce texture in art with students—ask students to bring in scrap/recyclable materials that have a variety of textures; don't tell students what they will be doing with the materials!*
- Liquid glue
 - *Teacher tip: Pour a small amount of liquid glue on a disposable plate; cut up basic kitchen sponges for students to use to apply glue to art*
- Scissors

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Show students the artwork [Sphinx's Atelier by Robert Rauschenberg](#). Conduct the Harvard Project Zero Artful Thinking Strategy: See, Think, Wonder with students. First, students will identify what they see in the image. Emphasize that they should make objective observations about the artwork (i.e. physical features, colors, textures, etc.). Next, ask students to identify what they think about the image. Emphasize that students should be creating inferences using visual evidence from the artwork. Finally, ask students what they wonder about the image.
- Facilitate a class-wide discussion around students' observations, inferences, and questions.
- Ask students what they think the artwork would feel like if they could touch it. After students have shared, explain that how something feels or looks like it feels in art is called Texture. Actual texture is when someone can actually feel the texture the artist wants the viewer to see, as in a sculpture. However, actual texture can also be used on artwork like *Sphinx's Atelier* because the artist intended the artwork to have a texture that could be felt. Ask students why they think an artist might make this choice.

Work Session

- Show students images of physical features from the regions that they are studying in class. Ask students to identify the textures that they see in the images. Ask students what types of everyday materials could they use to communicate these textures (for example, students might say aluminum foil for the Andes Mountains in South America).
- Next, explain to students that they will be creating an artwork about a region they are studying. Students will need to have an understanding of the physical and political features present in that region before beginning.
- Organize students into collaborative groups. Assign each student in the group a different region of the continent, country, or state they are studying. Together, students should label a map of the continent, country or state with the physical features and any important political features such as cities that they are required to know from the standards.



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- Then, students should make notes on their map of what types of textures they would see at each of the physical features.
- Next, students should re-draw and label their continent, country, or state on white butcher paper.
- Students should then look through the materials available to them and gather materials that they could use to create each of the physical features using glue and scissors.
- Each student in the group should choose a section of the region about which they will make their artwork. For example, if the students are learning about South America, one student would be responsible for physical and political features in the western region of the continent, such as the Andes Mountains. Another student would be responsible for the eastern region including the Amazon Rainforest.
- Each student will create the physical and political features on the portion of the map artwork they chose to represent through in their region.

Closing/Reflection

- Students should write an “artist statement” that includes the following information:
 - What they showed in their region and why they used the materials that they chose to represent the physical features
 - How they used Texture to communicate what the region is like
 - Predictions about where most people live and why (high population near water sources; low population in desert regions)
- Allow students to conduct a gallery walk comparing and contrasting the way students communicated the physical features in the same region and in different regions.

ASSESSMENTS

Formative

Teacher will assess understanding of learning by determining:

- Are students able to identify the important physical and political features in the regions they are studying?
- Are students able to explain what actual texture is and connect it to physical features?

Summative

CHECKLIST

- Does students’ artwork:
 - Include the important physical and political features in the standards?
 - Include a range of textures to communicate the various physical features?
- Does students’ artist statement explain:
 - What they showed in their assigned area of the region and why they used the materials that they chose to represent the physical features
 - How they used texture to communicate what the region’s physical features are like
 - Predictions about where most people live and why



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DIFFERENTIATION

Acceleration: Students should make a corresponding population density map artwork. Students can choose what they want to use to represent population density—color, shape, line, symbol, etc. Students should then compare the population density map artwork to the physical and political features map artwork and make inferences about why the population is dense in some areas and sparse in others.

Remediation:

- Provide students with a graphic organizer that states the physical feature and guided notes on the description. Add a column on the left for students to write words that describe the textures and colors that they would see.
- Allow students to work with partners to create their section of the artwork.
- Provide photos of the region for students to use as a guide as they create their artwork.
- Allow students to share their artist statement orally.

ADDITIONAL RESOURCES

- [Sphinx's Atelier by Robert Rauschenberg](#)
- [PBS Learning Media: Texture](#)

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

Ideas contributed by: Katy Betts

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