

<b>Grade Level and Segment Title: 2<sup>nd</sup> Grade Animals and texture</b>	<b>Central Focus - “Big Idea”:</b> Texture  Essential Question(s): What is texture? How can we draw texture? How can we describe our sense of touch? How do we know what an animal’s fur feels like?
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Name: K. Eli Weingarten

<b>LESSON 2</b> <b>INSTRUCTIONAL STRATEGIES AND LEARNING TASKS</b>		
<b>LESSON LEARNING OUTCOMES</b> Referenced to NCAS segment objectives  <b>Cr, Cn, Pr, Re</b>  As a result of this lesson, students will know or be able to:	<b>LESSON EVALUATIVE CRITERIA</b>  You will know the student accomplished the learning because you will be able to observe the following evidence with accommodations & modifications:  <b>[qualities, quantities, variations, concepts, processes...]</b>	<b>LESSON ASSESSMENT INSTRUMENTS</b>  Attach rubrics, requirements, guides. You will gather the evidence through:  <b>Formative – Summative / Formal - Informal</b>
AS7: Perceive and analyze artistic work EU: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Va:Re.7.1.2a: Students look at and describe things in the real-world using terms that they have learned in art class.	Students will learn about texture and will offer up different things that they see everyday that feel different from each other. They will also look at slides of animals and describe what kind of texture each of them has.	Informal: Based on observation, are students contributing to the conversation and are they paying attention to the lesson.
AS2: Organize and develop artistic ideas and work. EU: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Va:Cr2.1.2a: Students will experiment with mark	Students will create drawings of their favorite animals and then use mark making to convey to the viewer what kind of texture the fur or scales has.	Formal: Based on the rubric attached to the assignment and if the student has turned in their assignment students will have their work assessed.

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<p>making to create artwork that highlights their personal interests and choices.</p>		
<p>AS3: Refine and complete artistic work.          EU: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.          Va:Cr3.1.2a: Students will describe work that they have created and the choices that they made in design.</p>	<p>When submitting their work, students will write a sentence describing the texture they conveyed in their drawings.</p>	<p>Formal: based on the rubric and what they have turned in, students will be assessed on their description of their work and what they have drawn.</p>

**Cognitive Engagement**

Include warm-up / motivational set, student inquiry for the intended learning outcomes, closure-revisit objectives. Include questions and brief overview of topic discussion.

**INTRODUCTION/ MOTIVATION:**  
 Time: 5-10 minutes  
 Students will look at pictures of different animals and reptiles and talk about the different types of textures of the skin and will think about how it might feel to pet those animals. Students will talk about what texture is and different textures that they can think of off the top of their heads. Students will be introduced to the terms “Invented Texture” and “Actual Texture.”

Student work, Riverside School  
<https://riversideschoolsart.weebly.com/textured-collage-animal-paintings.html>

**Grade Level and Segment Title: 2<sup>nd</sup> Grade Animals and texture**

**Central Focus - "Big Idea": Texture**

Essential Question(s):

What is texture?

How can we draw texture?

How can we describe our sense of touch?

How do we know what an animal's fur feels like?



Mark Lawson, Drawing



Mark Lawson, Photograph

**STUDENT INQUIRY/ EXPLORATION:**

Time: 15-20 minutes

Students will look at pictures of their favorite animal and draw them out from reference. They will then draw the texture of the creature on their drawing taking time to consider how that texture's feeling can be translated through drawing. They will use color and different mediums to relate the feel of the texture.

**REVIEW OBJECTIVES/CLOSURE:**

Time: 5-10 minutes

Students will show their progress on their drawings and will then be reminded to finish up their projects outside of class and to upload them to Google Classroom when they are done. Students will be reminded to look at their reference photos when they are drawing.

This rubric is taken from my Cooperating Teacher's existing rubric for her classes.

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<b>Excels 4pts</b>	<b>Meeting 3pts</b>	<b>Partially Meeting 2 pts</b>	<b>Not Meeting 1 pt</b>	<b>No Image 0 pts</b>
Student Excels in the standards for this grade level.	Student is Meeting the standards for this grade level.	Student is Partially Meeting the standards for this grade level	Student is Not Meeting standards for this grade level.	No Image was provided as evidence to support the assignment.