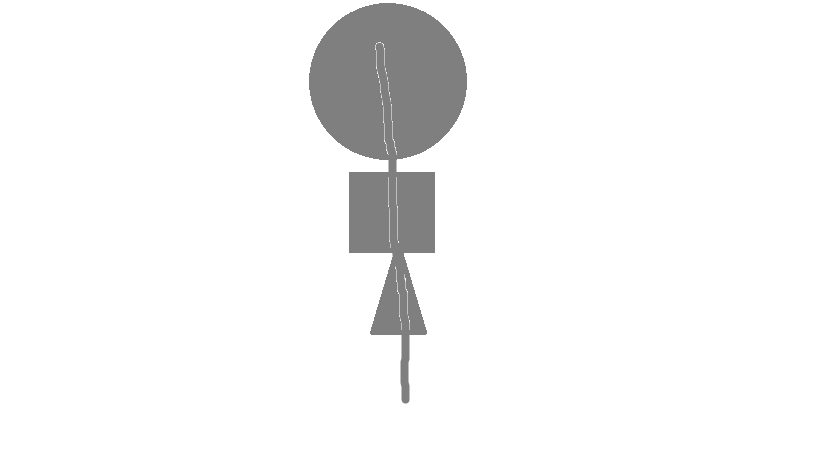
**BPS Art Curriculum**

Shape Kabobs



Materials: crayons, , tag board, 1x12, copy paper, half sheets, glue, scissors, bags, textured paper

Content Connections:

Math

Art Standards:

4.1.2

Alignment Standards:

Math: KG4, KG5

|  |  |
| --- | --- |
| **Art Elements** | **Art Principles** |
| \_\_Line | \_\_Pattern |
| \_x\_Shape/Form | \_\_Rhythm/movement |
| \_x\_Color | \_\_Proportion/Scale |
| \_\_Value | \_\_Balance |
| \_x\_Texture | \_\_Unity |
| \_\_Space/Perspective | \_\_Emphasis |

Grade: K

Time: 1 session

Preparation:

Cut tag board into 12x1 inch pieces to use later as sticks for shape kabobs. Cut plain copy paper into pieces 8.5 x 5.5 inches or one-half sheet. Peel off paper from crayons because you might use them for texturing paper. Cut basic shapes from textured paper like sandpaper, wallpaper and place in “texture” bag.

Vocabulary: Texture, shape

I Cans

I can find and name textures.

I can make color rubbings from different shaped textures.

I can assemble textures shapes onto a stick.

Lesson description:

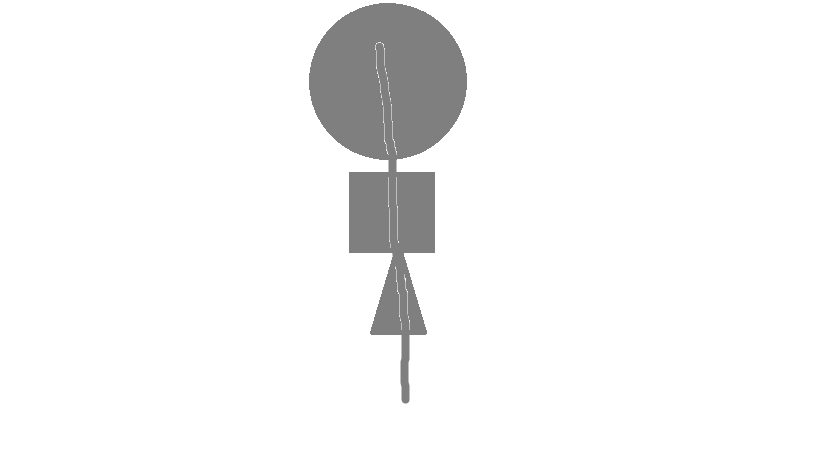
Students will discover texture by rubbing crayons over pre-cut textured shapes

Teacher Background Knowledge

Textures can be real or implied. A real texture can be felt. An implied texture looks rough or bumpy, but is not. It is drawn to look that way.

Lesson:

1. Ask students to touch the bottom of their shoes and to use a word that describes how that feels. Does it feel rough, smooth, bumpy, scratchy…
2. Tell them they will be going on a treasure hunt today, but it will be called a “texture Hunt.” Have students wander around the room finding textures. Stop them a few times and have them show and name their textures.
3. Set up class so 4 students share each texture bag.
4. Select a textured shape from the bag and put it completely under the copy paper.
5. Using the side of a bare crayon, make a rubbing of the shape. The shape will appear on the paper as you rub it.
6. Cut out that shape carefully.
7. Do this 3 times with a different shape and color each time.
8. Glue each shape in line on the railroad board, leaving room for a hand hold.



1. Describe your shapes to a partner, “bumpy triangle”

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Assessment*

|  |  |  |  |
| --- | --- | --- | --- |
| **Thumbs Down** | **Don’t Know** | **Thumbs Up** | **Assessment Question** |
|  |  |  | Did you use your personal best during this lesson? |
|  |  |  | Did you actively listen and follow directions? |
|  |  |  | Did you use your creativity? (is it original?) |
|  |  |  | Did you complete your project? |
|  |  |  | Did you incorporate the art media? |
|  |  |  | Does the artwork show the elements and/or principles discussed? |
|  |  |  | Can you name at least three shapes? |
|  |  |  |  |
|  |  |  |  |