



TANGIBLE TEXTURES

PURPOSEFUL PLAY + ARTFUL LEARNING

AGES 4-5 YEARS OLD

OVERVIEW:

This lesson plan highlights Richard Pousette-Dart's painting *Transcendent Presence*. Activities and instruction will focus on the development of students' fine and gross motor skills through the exploration of textures, similar to those present in *Transcendent Presence*. Pousette-Dart's image is one of many small dots that creates a centralized focal point. Students will use a variety of mark making objects, including their own digits to create small dots onto canvas. Students will explore the sensory quality of paint on different parts of their bodies and the texture of paint on canvas.

OBJECTIVES:

The Learner Will (Bloom's Taxonomy Verbs):

- Identify colors, shapes, and patterns in works of art
- Experiment with materials to create different textures
- Create a minimalist painting using shape, color, texture, and overlapping

GRAM COLLECTION CONNECTIONS:

Richard Pousette-Dart was an American painter who lived from 1916-1992. He looked to different types of art like Native American, African, and Oceanic artwork to influence his own technique. Dart used the idea of spirituality in nature to create *Transcendent Presence*. Pousette-Dart's image is one of many small dots that create a larger image.



Richard Pousette-Dart (American, 1916-1992) *Transcendent Presence*, 1966-67. Oil on canvas, 61 x 61 in. Grand Rapids Art Museum, Gift of the Estate of Helen Keeler Burke, 2005.2 © 2015 Estate of Richard Pousette-Dart / Artists Rights Society (ARS), New York.

MATERIALS:

- Pudding Paint
- Popsicle sticks
- Canvas
- Variety of paint brush sizes
- Other mark making instruments (sponge, toothbrush, etc.)
- Pastels/craypas

ADDITIONAL RESOURCES:

Texture Memory Game -

<http://chasingcheerios.blogspot.com/2010/02/texture-board-memory-game.html>

Pudding Paint Recipe -

<http://www.messforless.net/2012/03/toddler-pudding-finger-paint-guest-post.html>

Edible Paint Recipe -

<http://www.learnplayimagine.com/2012/06/oh-baby-edible-sensory-paint.html>

Yogurt Paint Recipe -

<http://www.thechirpingmoms.com/2013/05/fun-with-yogurt-paint.html>

INSTRUCTION:

Object Based Discussion:

Instructor will display or project Richard Pousette-Dart's *Transcendent Presence*, 1966-67 for the class to see. Instructor will then ask a series of questions to lead learners towards identifying color, and generating descriptions of texture created throughout painting. (Cognitive, social, language) Leading questions may include:

1. What colors do you see in this painting? How do you know they are those colors?
2. What do you think this is a painting of?
3. What would you title this painting?
4. How do you think this painting would feel if you were able to touch it?
5. How do you think the artist created visual texture?

Play & Discovery Activity:

In groups, explore different textures with students. Have them find an object in the classroom that has texture and ask them to describe how it feels. (Sensory, social, language, cognitive)

Another activity you can do with students to encourage play and discovery would be a texture memory game, see resources above. (Cognitive, social, fine and gross motor)

Hands-on Creative Activity:

Referring back to Richard Pousette-Dart's painting *Transcendent Presence*, 1966-67 for inspiration, instructors will share with students that they will be creating their own painting that focuses on texture and use of color. To do this, students may experiment with different painting techniques that create different forms of visual texture, such as using a toothbrush, a sponge, their own fingers, etc.

Instructor will demonstrate how to create the first layer of an all over painting, similar to Pousette-Dart's. During this process, the color palette should be limited to one color at a time so that students are able to create a layered painting using color and texture.

The next step in this process is to apply additional layers of paint, one color at a time to build up a variety of texture and create a kaleidoscope of color throughout the composition.

This process may take several days and can be worked on over long periods of time. It may be beneficial for older students to take part in a show and tell activity. This will provide individuals to share why they made the decisions they did in regards to color and texture application. This exercise can also provide a safe space for students to hear from their peers what is successful about their artwork. (Cognitive, language, social, emotional, fine and gross motor)

EVALUATION:

Skill Developed	Needs Improvement	Meets Expectations	Exceeds Expectations
Color Recognition	Cannot recall or recognize different colors.	Recalls and identifies color correctly.	Easily identifies colors, was able to create colors using mixing techniques.
Texture Recognition	Cannot recall or recognize different textures.	Recalls and identifies textures accurately. Attempts to incorporate understanding of visual texture into the creation of students own art.	Easily describes visual textures and incorporates understanding into the creation of works of art.
Handling of instruments and creation of visual texture	Was not able to handle instruments or create visual texture	Handled instruments appropriately to create visual texture.	Easily handled instruments appropriately to create visual texture.

Evaluation methods may require adjustment based on institutional/organizational requirements. Evaluation should also be modified for children meeting higher or lower levels of development.

SHARE YOUR EXPERIENCE!

Help us to continue to develop kindergarten readiness resources that you can use with children ages 0-5. Follow the link below to complete a short survey and provide your insights.

[Purposeful Play + Artful Learning Survey](#)

STANDARDS FOR DEVELOPMENT:

This portion of the lesson plan will provide instructors with a brief explanation of how the lesson plan will activate areas for development in 4-5 year olds.

COGNITIVE:

- Create new images or express ideas (2)
- Propose or explore possibilities to suggest what an object or idea might be 'otherwise' (2)
- Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence (3)
- Initiate 'shared thinking' with peers and adults (3)
- Explore, experiment and ask questions freely (3)
- Demonstrate an interest and eagerness in seeking information (4)
- Express a 'sense of wonder' (4)
- Choose to take opportunities to explore, investigate or question in any domain (4)
- Re-conceptualize or re-design (4)
- Begin to organize projects or play; make and carry-out plans (4)
- Demonstrate a growing capacity to make meaning, using one's habits of mind to find a solution or figure something out (5)
- Begin to hypothesize or make inferences (5)
- Demonstrate enjoyment in solving problems (5)
- Contribute individual strengths, imagination or interests to a group (6)
- Exhibit a growing regard for one's mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy (7)
- Increasingly develop greater self-awareness; identify their own interests and strengths. Can be comfortable choosing to be alone (8)
- Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries (8)
- Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically (18)
- Uses different strategies for understanding various media (18)
- Begin to compare information across sources and discriminate between fantasy and reality (18)
- Take pride in their own abilities and increase self-motivation (30)
- Investigate patterns and describe relationships (35)
- Show awareness that things in their environment can be measured (38)
- Begin to use non-standard measures (e.g., length of hand) for length and area of objects (38)
- Begin to build an understanding of directionality, order, and positions of objects through the use of words; identify patterns in their environment (39)
- Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures (39)
- Investigate patterns and describe relationships (39)
- Recognize patterns in various formats (39)
- Explore the environment, experiment and play with natural materials, explore the texture, sound, and smells of nature (42)
- Gather information and learn new concepts through experimentation and discovery, making connections with what they already know (43)

LANGUAGE:

- Create new images or express ideas (2)
- Initiate 'shared thinking' with peers and adults (3)

- Explore, experiment and ask questions freely (3)
- Share through words or actions the acquisition of increasingly complex concepts (5)
- Show an increasing ability to observe detail and attributes of objects, activities, and processes (5)
- Enlarge their vocabularies both with words from conversation and instructional materials and activities (13)
- Use different strategies for understanding written materials (13)
- Recognize a few personally meaningful words including their own name, 'mom,' 'dad,' signs, and other print in their environment (13)
- Use spoken language for a variety of purposes (15)
- Continue to develop vocabulary by using words learned from stories and other sources in conversations (16)
- Speak in increasingly more complex combinations of words and in sentences (16)
- Use nonverbal expressions and gestures to match and reinforce spoken expression (16)
- Gain information from listening (17)
- Show progress in listening to and following spoken directions (17)
- Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically (18)
- Use different strategies for understanding various media (18)
- Demonstrate an increasing ability to comprehend or understand the English language at an appropriate developmental level (20)
- Demonstrate increased understanding of simple words and phrases used in daily routines or content (20)
- Increase understanding of multiple meanings of words (20)
- Express basic needs using common words or phrases in English (20)
- Begin to build an understanding of directionality, order, and positions of objects through the use of words; identify patterns in their environment (39)

SOCIAL:

- Initiate 'shared thinking' with peers and adults (3)
- Explore, experiment, and ask questions freely (3)
- Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate (6)
- Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults (6)
- Show an increasing capacity to consider or take into account another's perspective (6)
- Contribute individual strengths, imagination, or interests to a group (6)
- Exhibit a growing regard for one's mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy (7)
- Increasingly develop greater self-awareness; identify their own interests and strengths. Can be comfortable choosing to be alone (8)
- Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries (8)
- Begin to take action to fix their mistakes, solve problems with materials, and resolve conflicts with others; do not blame others inappropriately (9)
- Use materials purposefully, safely, and respectfully more of the time (9)
- Respect the property of others and that of the community (9)
- Become increasingly more independent (26)
- Increase their capacity to take another's perspective (27)

- Gather information and learn new concepts through experimentation and discovery, making connections with what they already know (43)

EMOTIONAL:

- Can be playful with peers and adults (2)
- Create new images or express ideas (2)
- Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence (3)
- Demonstrate an interest and eagerness in seeking information (4)
- Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically (18)
- Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence (18)
- Can adapt to different environments (27)
- Increase their capacity to take another's perspective (27)
- Participate successfully as a group member (28)
- Increasingly develops greater self-awareness; identifies his or her own interest and strengths (28)
- Take pride in their own abilities and increase self-motivation (30)
- Gather information and learn new concepts through experimentation and discovery, making connections with what they already know (43)

FINE MOTOR: Older students will be able to focus on their fine motor skills by using digits or other small objects to create small dots of paint throughout the canvas.

- Manage reasonable frustration (4)
- Meet new and varied tasks with energy, creativity, and interest (4)
- Demonstrate enjoyment in solving problems (5)
- Show an emerging sense of self-awareness (26)
- Become increasingly more independent (26)
- Use materials purposefully, safely, and respectfully more and more of the time (26)
- Begin to recognize and learn the names of body parts (28)
- Begin to understand spatial awareness for themselves, others, and their environment (28)
- Increasingly develops greater self-awareness; identifies his or her own interest and strengths (28)
- Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings (29)
- Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (29)
- Demonstrate greater knowledge and respect for their bodies (41)

GROSS MOTOR:

- Create new images or express ideas (2)
- Manage reasonable frustration (4)
- Meet new and varied tasks with energy, creativity, and interest (4)
- Begin to organize projects or play; make and carry-out plans (4)
- Demonstrate enjoyment in solving problems (5)
- Show an emerging sense of self-awareness (26)
- Become increasingly more independent (26)
- Use materials purposefully, safely, and respectfully more and more of the time (26)
- Begin to recognize and learn the names of body parts (28)
- Begin to understand spatial awareness for themselves, others, and their environment (28)

- Increasingly develops greater self-awareness; identifies his or her own interest and strengths (28)
- Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings (29)
- Show their ability to use different body parts in a rhythmic pattern (29)
- Show increasing abilities to coordinate movements (29)
- Demonstrate greater knowledge and respect for their bodies (41)
- Explore the environment, experiment and play with natural materials, explore the texture, sound and smells of nature (42)

INTEGRATED SUBJECT MATTER:

Math:

- demonstrates positive approaches to learning (33)
- solves problems without having to try every possibility (33)
- children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words) (34)
- begin to record their work with numbers in a variety of simple, concrete, and pictorial formats, moving toward some use of number and other mathematical symbols (34)
- begin to recognize that information comes in many forms and can be organized and displayed in different ways (34)
- children begin to develop skills of recognizing, comparing and classifying objects, relationships, events, and patterns in their environment in everyday life (35)
- recognize, describe, copy, extend, and create simple patterns with real objects and through pictures (35)
- identify patterns in their environment (35)
- recognize patterns in various formats (e.g., things that can be seen, heard, felt)

Science:

- use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death), and basic needs (e.g., air, food, light, rest) (40)
- begin to describe the places in which familiar plants and animals in their neighborhood live (e.g., city, drainage ponds, parks, fields, forests) (41)
- demonstrate greater knowledge and respect for their bodies (e.g., describe visible parts of the human body and their function) (41)
- can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms (41)
- develop a sense of connectedness through the exploration of the natural environment and materials, caring for animals or plants (42)
- explore the environment, experiment and play with natural materials, explore the texture, sound, and smells of nature (42)