

Texture Quilt

Adapted By: Amanda Sue Bates

Media: Magazine collage

Grade Level: 9-12

Est. Class Time: 2-3 50-minute class periods

Learning Statement:

Students will learn about pattern, texture, and quilt history. Students will learn the difference between *tactile* texture and *visual* texture, and be able to identify such texture in found images. Students will collage different textures found in magazine images into a 9 by 9 inch "Quilt Square," demonstrating their understanding of pattern. Each quilt square will be put together to form a class quilt.



State Benchmarks and Standards:

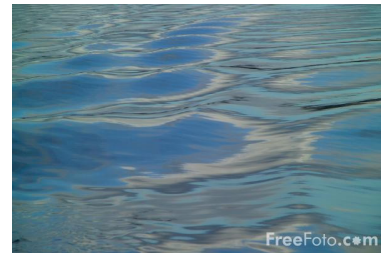
Art.I.VA.EL.3 – Use Visual Characteristics and organizational principles of art to communicate ideas

Art.II.VA.EL.4 – Select and use subject matter, symbols and ideas to communicate meaning

Art.III.VA.EL.2 – Identify various purposes for creating works of visual art

Context and Background Information:

Tactile texture refers to the way things feel in an actual, 3 dimensional way – how you describe things you feel with your skin. *Visual* texture is the texture one perceives on a 2 dimensional surface, like a photograph. When you touch the images, they feel the same because they are both photos. One may describe a smooth visual texture, like the surface of a still lake, or rough, what it looks like when the wind picks up. These images of visual texture may not differ in color, but when put next to one another, they can add visual variety and contrast to an image.



Pattern relies on repetition, as does texture. A group of things together, like a field of sunflowers, at reveals a pattern of circles. If looked at it from farther away, it becomes a visual texture rather than an organization of circles. ([http://en.wikipedia.org/w/index.php?title=Texture_\(visual_arts\)&oldid=281033758](http://en.wikipedia.org/w/index.php?title=Texture_(visual_arts)&oldid=281033758))



Pattern and visual texture (as well as tactile texture) are important elements in quilting. Certain patterned fabrics create different visual textures, and are organized to showcase those differences.

Materials:

(25 students max)

- Black tag board, 9" X 9" (1/student)
- Glue sticks (class set)
- Scissors
- Rulers
- Pencils
- Magazines (big box for students to cut images from)

Process:

Class1:

- Set-up/prep time
 - Set out supplies
- Class time
 - Students discuss visual texture, and the difference between visual and tactile texture. Have students identify visual texture in images around the room
 - Discuss pattern, and how visual textures relate to one another, creating contrast and pattern. Talk about texture as pattern from a distance
 - Demonstrate how to cut out visual texture from magazines, making sure that images are not recognizable objects
 - Allow the remainder of class for students to identify visual texture in magazines and cut out examples
- Clean Up
 - Allow 5 minutes for students to paperclip their images together, put away their work, clean up the materials area, and clean their own workspace

Class 2:

- Set-up/prep time
 - Set out supplies
 - Cut tag board
- Class Time
 - Remind students about visual texture and pattern
 - Show students examples of quilts and quilt patterns in a slide show
 - Discuss common themes in quilting patterns, and how visual texture is important
 - Introduce the project and example. Demonstrate how to block the 9 x 9" tag board into 3 x 3' squares to begin designing a pattern. Refer to some of the pattern examples
 - Give students a variety of ideas in designing their pattern, make sure they make thumbnail sketches of patterns before they begin cutting textures into pattern shapes
 - Demonstrate how to measure and cut images to fit into pattern
 - Allow the remainder of class for students to work
- Clean up

- Allow 5 minutes for students to put away their work, clean up the materials area, and clean their own workspace

Evaluation:

Students will be evaluated on how well they listened during instruction time, followed directions, their participation and respectful use of art room and materials. Student behavior will be accounted for, as well completion of the final product. The students' creativity, comprehension of subject matter, and application of concepts in their artwork will be weighed in to the final grade.

Rubric:

5) Exemplary 4) Above Average 3) Average 2) Needs Improvement 1) Unsatisfactory

Concept Development

1. Did you appropriately listen and participate in the discussion of texture and pattern?
1 2 3 4 5
2. Did you sketch at least 4 thumbnails of patterns before committing to a final pattern?
1 2 3 4 5

Construction

3. Did you use contrast of visual texture effectively?
1 2 3 4 5
4. Did you accurately identify visual texture in magazine images? Did you avoid recognizable images?
1 2 3 4 5
5. Does your pattern resemble that of a quilt pattern? Is it symmetrical?
1 2 3 4 5
6. Does your pattern contain 18 or more sections?
1 2 3 4 5
7. Are all the collaged items glued neatly?
1 2 3 4 5
8. Overall, was the craftsmanship excellent?
1 2 3 4 5

Effort/ Clean Up

9. Have you worked the entire block? Were you focused on your project?
1 2 3 4 5
10. Did you put away all materials in correct locations and clean your work area thoroughly every day?
1 2 3 4 5

Total: _____ * 2 = _____ % Grade: _____

Works Cited:

Texture (visual arts). (2009, April 1). In *Wikipedia, The Free Encyclopedia*. Retrieved 15:14, April 12, 2009, from: [http://en.wikipedia.org/w/index.php?title=Texture \(visual arts\)&oldid=281033758](http://en.wikipedia.org/w/index.php?title=Texture_(visual_arts)&oldid=281033758)
Image of rough water: www.freefoto.com/preview/33-04-14?ffid=33-04-14
Image of smooth water: http://www.nafella.com/AvatarProfile/Images/33_20_30---Water-Texture_web.jpg
Image of sunflowers: www.hereorthere.com/images_library/p_big_1301.jpg