

Texture Turtle

MATERIALS

FOR STUDENT:

(one per student unless otherwise noted)

- FloraCraft® Design It: Silks & Naturals® Foam Disc Arranger, green, 1 15/16" x 3 7/8" diameter (one per two students)
- Cardstock paper, green, 7" x 8 1/2" (can get two shapes per 12" x 12" sheet)
- Ten 7 mm diameter pom poms, assorted colors (can get nine per pkg. of 90 pieces)
- Two 15 mm diameter wiggle eyes
- White tacky craft glue (one bottle per two students)
- Standard size glue stick (3/4" diameter barrel to press into disc)
- Washable black fine line felt tip marker
- Small plastic cup
- Pencil
- Paper plate



FOR TEACHER:

- Glue gun (for teacher only)
- Rubber band, medium size
- Serrated knife
- Scissors
- Pencil

TEACHER PREPARATION

Note: Read through all the instructions first and check out the TIPS! Have a glue gun plugged in and ready to use (ideally set on low temperature) but out of student reach. This can give you immediate adhesion when in a hurry to help students. Be sure glue has cooled before returning projects to students (takes a minute or so.) It is also recommended that you make one project first, before preparing the materials for any others, since knowing how the parts fit, might affect how you prepare.

[1] Wrap the rubber band around the sides of the foam disc, dividing it in half. Use a serrated knife to score a line along the rubber band guide, going all around the disc. Remove the rubber band and set the blade in the score line. Rotate the knife and the disc while sawing, in order to cut the line deeper in the disc. It will take several times of going around, to cut all the way through to the center. Repeat for other students.

[2] For the turtle body, print, fold and cut out the pattern from the lesson plan sheet. Trace

the pattern onto the green cardstock, one per student. Cut them out (or later have the students cut them out).

[3] Put 10 assorted-color pom poms and two wiggle eyes in a plastic cup, for each student.

[4] Prepare the work area by setting a disc (half), plastic cup of pom poms and two wiggle eyes on a paper plate at each student's place. Also set the marker, pencil, turtle cutout, glue stick and a tacky glue bottle next to the plate.



ART

GRADE LEVEL

KINDERGARTEN – FIRST

COMPLETION TIME

- 30 minutes (+15 if students cut out turtles)



OBJECTIVES

Students learn:

- To recognize visual and tactile texture
- How to create tactile texture
- Listening and following step by step instructions

STANDARDS

- Identify the elements of art... emphasizing line, color, shape/form, and texture
- Use the vocabulary of the visual arts to express their observations
- Use texture in 2-D and 3-D works of art
- Use visual and actual texture in original works of art

LESSON INTRODUCTION

- Explain that texture is the roughness or smoothness of an object. Discuss things in the room that have texture. (Rough bricks, smooth floor, etc.) Explain that those are examples of tactile (touch) texture that we can actually feel. There is also visual texture that we may see as rough texture but if we touch it, it isn't rough. (Close-up drawing of a turtle's shell.) Sculptors make tactile texture and illustrators make visual texture.



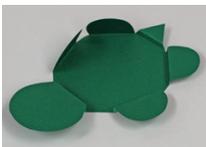
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INSTRUCTIONS

[1] Ask students to write their names on the turtle cutouts and then turn them over. To create dimension, demonstrate and have students fold in and crease each leg, the head and the tail, as close to the shell as possible. (Keep them folded in.) Then demonstrate how to bend back one leg by pressing three fingers along the fold and bringing the leg back over the fingers and pressing a second fold with the other hand. (It should be about 1/4" away from the first fold and parallel to it.)

Demonstrate the same folding with each of the remaining legs, head and tail. Have students make the second fold in just one leg and check with you for approval to do the rest.



[2] Demonstrate how to use the tacky glue on the back of a wiggle eye (one at a time) and set it half-way down on the face, as you're looking, straight-on, at the turtle. Also glue a pom for a nose, leaving room for a mouth. Then use a marker to draw a mouth and add eyebrows, high on the forehead.

Have students glue the eyes and nose and draw the mouth and eyebrows. Then demonstrate how to draw three curved lines to separate the toes at the end of each leg. Have students draw toe lines.



[3] Ask students to set the turtles aside and to move their green foam disc in front of them with the smooth side up. Explain that this will be the turtle's shell and that they will be adding some texture. Ask students to stand up. Demonstrate and have them set the bottom of a glue stick onto the center of their foam disc. Make sure that each of them has located the center before giving

them the go-ahead to press on the top of the glue stick so that it compresses the foam (about 1/4"), making a circle mark.

After checking them all, demonstrate and have students make another circle mark above the center one, halfway between the center circle and the edge.

Similarly, demonstrate and have students make another circle mark below the center one, so that the three circles are lined up. Then repeat the process to the right and left of the center, and then in between them to fill in the surface with a total of nine circles.

Demonstrate and have students turn over their glue sticks so that the smooth cap is down on one of the circles in the foam disc.

Press down to compress the entire circle to make an indentation. Repeat with each circle.



[4] Demonstrate and have students lightly press their pencil points into the center of each of their foam circles. Then show them how to squeeze-and-wipe one dot of glue onto each of the little holes and set a pom on each dot.



[5] Take a moment to let the poms set up a little, by discussing how they made texture in the foam, asking for other texture-creating ideas.

Then have students turn over their foam disc onto their plate and apply tacky glue to the back. Have them pull out their turtle legs, head and tail enough to clear the way for the disc shell. Then turn the gluey side of the disc onto the center of the turtle cutout.

MODIFICATIONS

To simplify project:

- Have the circle impressions already pressed into the discs and students can finish pressing with the tops of their glue sticks.
- Skip drawing toe lines or adding poms.

To expand project:

- Have students search around the room for other shapes to use to impress into the foam discs to create their own textures. (They can also texturize the sides of the discs).
- Help students do research on real turtles and draw cardstock shapes and impress the foam to look more like real ones.

For multiple ages:

- Younger and older students can work side-by-side with the older students researching how to make visual texture in animal drawings and giving it a try, while the younger ones work on the tactile texture with the turtle shells.
- Older students can use a larger foam ball-half, impress items that will give a texture that replicates a real turtle (or tortoise), paint it in various shades with sponges to look mottled and draw a more realistic cardstock body.

ADDITIONAL IDEAS

- Create an abstract arrangement of textures using multiple discs and texture-making tools from the classroom, kitchen and garage.
- Make wall art panels using rectangular foam blocks or larger circular discs filled with a variety of textures and painted with acrylic paint or spray painted in various colors.
- Impress polished stones, rocks, nuts, seeds, bottle caps, small metal objects or small toys into the foam, and glue them in as part of the shell. (Also, they can paint them to camouflage the objects.)



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TIPS

- If any cut edges of the foam disc halves are irregular, just rub together the cut edges, over a wastebasket, to sand them down.
- Have extras of each of the various materials. Cut an extra turtle cutout to place among the students as samples for folding legs, etc.
- Check the nozzles of the tacky glue bottles to be sure that they are clear. If not, bend open a paper clip. Remove the bottle cap and insert the paper clip wire into the nozzle (from the inside), forcing any dried glue out of the nozzle (not down into the glue bottle). Test it to be sure that it's clear.
- When using and storing tacky glue bottles, make sure that the caps are on and set them on their sides. This keeps glue in the nozzles so that there is minimal squeezing when using.
- If students have difficulty folding the second folds in each leg, head and tail, have them take turns with a partner. Have one student press along the leg fold, while the other student uses both hands to fold the leg back over.
- The reason for using the bottom of the glue stick first is that it's easier for students to impress a circle, than to push hard enough to press the inside of the circle area, too. Also, the impression circle will be less noticeable if a student is unhappy with the placement and wants to move it.

REFERENCES

Spiky, Slimy, Smooth: What is Texture? by Jane Brockett
Soft and Smooth, Rough and Bumpy by Dana Meachen Rau
What Is Texture? (Get Art Smart) by Stephanie Fitzgerald
Michelangelo (Getting To Know The World's Greatest Artists) by Mike Venezia

PATTERN

Print at 100% so that the pattern measures 6 3/4" x 8 1/4".



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