

# Textured Flower

## MATERIALS

### FOR STUDENT: (one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam: Disc, 3 7/8" diameter x 1 15/16" thick Ball, 3" diameter
- Textured heavy-weight papers, assorted colors and textures (See "FOR TEACHER" below)
- Buttons\*, all the same color or assorted colors in the following diameters: One 1 1/2", eight 3/4", twelve 1/2", approx. eight 3/8" and fifteen 1/4" to fill surface of foam disc.
- Flowerpot, clay or plastic, 4 1/2" diameter x 4 1/2" tall
- Wood dowel, 1/4" diameter x 15" length
- Green paper crimps, handful (from a party store)
- Pencil
- Scissors
- White tacky craft glue
- Paper plate
- Paper towel
- Small plastic cup

### FOR TEACHER:

- Textured heavy-weight papers, 9" x 12" or larger, approx. eight sheets per three students, various colors and textures such as: Corrugated papers, crimped and embossed design papers, textured scrapbook cardstock, glitter paper, heavy aluminum foil, sandpaper, faux leather and vinyl, assorted cardboards and whatever students can find that can be cut with scissors
  - White copy paper
  - Rubber bands, several
  - Pencil
  - Serrated knife
  - Scissors
  - Glue gun (for teacher only)
- \* Note: On the Internet, bulk buttons are available in one color packs or multi-color assortment packs.



## ART

GRADE LEVEL

KINDERGARTEN – FIRST

### COMPLETION TIME

- Two 45 minute sessions

### OBJECTIVES

Students learn:

- To recognize visual and tactile texture
- How to create tactile texture
- To listen and follow 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

## TEACHER PREPARATION

*Note: Read through all the instructions first and check out the TIPS! Plan for two class sessions. 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 you're in a hurry to help the students. Be sure that the glue has cooled before returning the projects to the students. 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.*

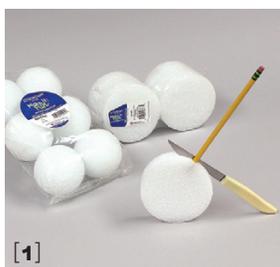
**[1]** Use a pencil to make a 1/2" deep starter hole in the edge of the disc, where a dowel will later be inserted. Then, draw a line all around the edge of the disc (in the middle) to use as a cutting guide (and later for the students to see where to insert the petals). Use a serrated knife to score along the pencil line going all around the disc, 1/2" deep. Repeat for the other students.

**[2]** Locate and ask students to look at home for textured papers in assorted colors. Show students examples and encourage them to find unique textures, asking permission to take them to school to use for themselves and other students. (Online art supply companies have assorted packs.)

Also cut copy paper into a 4" x 6" piece per student for making petal pattern.

**[3]** If there is a hole in the bottom of the clay pot, use the glue gun to glue a scrap of cardstock to cover it on the inside (so that if the students push too hard, the dowel won't go down through the foam and the bottom of the pot). Then hot glue the foam ball into the bottom of the pot. Repeat for all the students and set them aside until they are finished making their flowers.

**[4]** Put the correct number of buttons into a plastic cup and set it on a paper plate for each student, along with: Foam disk, glue bottle, paper towel, scissors and pencil.



[1]



[2]



[3]



[4]

## 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 photo of Van Gogh's Sunflowers painting.) Sculptors make tactile texture and illustrators make visual texture.



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# INSTRUCTIONS



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**[1]** Demonstrate and have the students squeeze glue into the center of the foam disc and set their large button in the middle. Allow the glue to squeeze up through the holes and around the edge. Then, apply glue around the center button and randomly add large and small buttons. Have the students wait to use the

smallest buttons to fill in, after all the others have been placed.



**[2]** When the students are finished with the disc, have them set it on their plate to dry.

Distribute and ask the students to fold the white copy paper in half, the long way. On the board, show them how to draw a half petal pattern in the shape they desire. Check each student's pattern before they cut, to be sure that the size is right but leave the shape up to them, making it pointed or having waves, as they would like. (However, the bottom should be straight and about 1 1/2" wide so that it will fit properly in the disc.)



## NEXT SESSION

**[3]** Ask the students to get out their papers, and distribute what you have for them. Have them select eight different papers. Demonstrate and have them set the pattern onto the smoothest side of the paper, as close to the edges as possible, to save paper. Show them how to hold

the pattern and trace around it. Then, teach them how to cut near the pencil line to separate it from the sheet, and then cut it out, right on the line, turning the paper as needed for a smooth cut.



**[4]** Demonstrate and have the students set their disc on the table with the hole down (closest to them). Ask them to position their petals in the color and texture order they want, all around the disc. Explain that they should insert them into the disc in the following order: Top, bottom, side, and other side, then in between each for a total of eight. If they keep the first four petals straight and evenly spaced, it should work well. (Have the serrated knife ready, just in case someone has a disc that isn't cut quite deeply enough.)



**[5]** Distribute the flowerpots and dowels. Demonstrate and have the students insert their dowel straight down into the center of the ball in their flowerpot. Then, have them set their flower (the starter hole at the bottom) onto the dowel. (Note: If dowels are loose at either top or bottom, have the students use tacky glue in the holes – Or you can use the glue gun.) Distribute handfuls of green grass for them to put into their flowerpots.



## MODIFICATIONS

### To simplify project:

- Glue a circle of textured paper to the center, instead of using buttons.
- Skip the dowel and flowerpot, and hang the flower from the ceiling (Glue the top petal into the foam so that it doesn't pull out from the hanging cord.)

### To expand project:

- Discuss the student's favorite textures and why.
- Ask the students to think of other things they can make from the textured papers and give them a time to do that.

### For multiple ages:

- Younger and older students can work side-by-side, with the older students creating more complex paper flowers with unusual petal shapes.
- Older students can research artwork by artists known for using texture in their paintings, such as Vincent Van Gogh.

## ADDITIONAL IDEAS

- Use the concept as a science project and discuss rough and smooth textures as they relate to friction.
- Instead of a flower, use four - six teardrop shapes to create a butterfly or dragonfly. (Simply cut the bodies from a 1" thick block of foam.)
- Arrange the students' flowers along the wall in the classroom or hallway, to greet guests during an open house.
- Instead of buttons, use rocks, nuts, seeds, pebbles, beads or other plentiful and inexpensive small objects.

## TIPS

- To make an even cut around the disc, wrap a rubber band around the side of the foam disc. Then use a pencil to draw a line along the rubber band as a cutting guide. Use a serrated knife to score along the pencil line. Then, rotate the knife and the disc while gently sawing, in order to cut the line 1/2" deep into the disc. It will take several times of going around, to cut. (Note: To be safe, always brace your forearms and palm on the table when you cut, so that the knife doesn't slip.)
- To help in making sure the disc line is 1/2" deep, use a permanent marker to mark 1/2" on the serrated knife blade.
- Have extras of each of the various materials.
- If students have difficulty tracing their patterns, have them work with a partner to hold it for them while they trace and then switch places for the partner to trace.
- When inserting a petal into the disc, have the student insert a point of the petal and then the rest of the flat edge.
- 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.

## REFERENCES

*Touch It* by Adrienne Mason  
*Monkey* by Gerald McDermott  
*Picture A Tree* by Barbara Reid  
*What Is Texture? (Get Art Smart)* by Stephanie Fitzgerald