
Texture Rubbings Collage



Grade: 1st

Medium: Rubbing Crayons

Learning Objective: Students will:

- Find and observe textures in their environment.
- Create relationships between the objects they choose.
- Use at least 5 patterns & textures and multiple colors in a composition.

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Elements of Art

Texture: actual texture is how something feels when touched; visual texture (also called simulated texture) is how something appears to feel.

Principles of Design

Pattern: repetition of the elements of visual arts in an organized way; pattern and rhythm are both created through repetition.

Additional Vocabulary Words

Impression: an effect made by stamping or pressing. In this lesson the object leaves an impression that can be seen with the aid of the rubbing crayon on the opposite side of the paper.

Printmaking: the activity or occupation of making pictures or designs by printing them from a specially prepared plate or block (the **master**). Rubbing is a style of printmaking in which the textured object is used as the master.

Transfer: moving an image from one place to another.

Materials & Supplies

- 12 x 18" paper for final collage
- Copy paper or newsprint (thinner so prints better but tears easier) for rubbings practice
- Masking tape
- Rubbing Crayons in varied colors
- Objects such as string, coins, leaves (fresh or silk), small chains, rubber bands, craft foam shaped sticker on an index card, keys, buttons, texture plates (cut small), large puzzle pieces glued to cardboard, sandpaper, shoe soles, textured wallpaper, washers, Legos, sponges, paperclips, fabric: lace, doilies, burlap, texture mats, etc.

Advanced Preparation

- Collect objects and/or talk with the teacher about taking an “in-house field trip” to collect rubbings



Optional: create your own texture mats with glue and cardboard at home. You can glue similar height things to a board to create a design or just draw with glue.

Tips & Tricks

- Start rubbing side to side lightly and add pressure to get the image quality you want.
- Have multiple boxes of objects placed around the room or at each table group.

Discussion Points

- Introduce texture and encourage students to feel the objects provided.
- Solicit feedback: What feels bumpy? Smooth? Rough? Scratchy?
- Make a list of textures they see around the room.

Reflection Point (Assessment of Learning Objectives)

Students will:

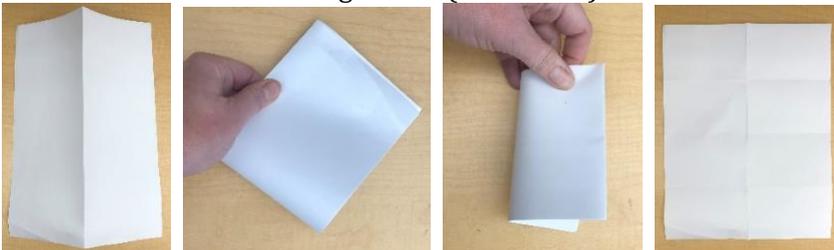
Find and observe textures in their environment.

Create relationships between the objects they choose.

Use at least 5 patterns & textures and multiple colors in a composition.

Instructions for Lesson

1. Rubbing Etiquette:
 - a. Ask permission if it belongs to someone else.
 - b. Always cover it completely with the paper: don't “color” on the object.
 - c. Share objects with their neighbors.
2. Demonstrate placing your paper over an object, rubbing side to side lightly and adding pressure until you get the intensity of color you want.
3. Show them how to tape down their paper on the corners, if desired.
4. Distribute copy paper with 1 to 4 pieces of tape and rubbing crayons.
5. Have students lightly fold their paper into a grid — 8 sections: 1 hotdog fold (lengthwise), then two more hamburger folds (widthwise).



6. Have students lay paper on top of the object. Hold the paper around the object to keep the paper from moving around.
7. Lay the crayon on its side and begin gently pulling in a top to bottom motion to start and rubbing it over the object in multiple directions.
8. Have the students collect eight or more textures that they like, make a note where they found the texture on the rectangle of the texture. **Have a time limit for this part as you want them to have time to create the collage with their favorite textures.*
9. Encourage students to:
 - a. Fill the entire rectangle
 - b. Turn their object in another direction
 - c. Only rub part of an object
 - d. Use multiple contrasting colors on a single rubbing
 - e. Rub something small multiple times to create a pattern
10. Once students have at least eight rubbings, have them pick their five favorites.
11. Ask the students to look at their favorite rubbings and find something that they have in common. (A tour of the classroom, all shoes, things we sit in/on, “everything is smaller than my hand”, and so on.) This will become their theme and help them title their work at the end.
12. Using their large paper, thinking about a theme, have them use those five textures to create a composition; varying the textures and colors to give it visual balance.
13. Have the students decide on their theme and title their rubbings.

Examples:



References and Attributions: Lesson from Issaquah Valley Elementary.

Notes for Educators

21st Century Thinking Skills

Observing, Making Connections, Sequencing, Predicting, Comparing/Contrasting, Finding Evidence, Cause and Effect, Decision Making, Evaluating.

WA State Learning Standards

(VA:Cr1.1.1) a. Engage collaboratively in exploration and imaginative play with materials.

(VA:Cr1.2.1) a. Use observation and investigation in preparation for making a work of art.

(VA:Cr2.1.1) a. Explore uses of materials and tools to create works of art or design.

(VA:Cr2.2.1) a. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

(VA:Cr2.3.1) a. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

(VA:Cr3.1.1) a. Use art vocabulary to describe choices while creating art.

(VA:Re7.1.1) a. Select and describe works of art that illustrate daily life experiences of one's self and others. This happens if a title is chosen.

(VA:Re8.1.1) a. Interpret art by categorizing subject matter and identifying the characteristics of form.

(VA:Re9.1.1) a. Classify artwork based on different reasons for preferences. This happens if a theme is chosen.

Arts Integration Opportunities

Science: classifying, documenting materials such as leaves, shells, etc.