

Objectives: The students will learn about the different types of texture (implied, actual, etc) and how to recreate it using crayon rubbings. The students will draw a snake and fill it with texture from the rubbings after reading “My Snake Blake” by Randy Siegel. Students will then visit with Sophie the Corn Snake and take part in a Q&A session on Corn Snakes and their proper care.

Significance: Engagement comes through the promise of a “special guest” to the classroom once all objectives are met. Learning about texture provides students with a tool essential to detailed art making as well as an expanded vocabulary. The literary connection with “My Snake Blake” examines snakes in a positive light while offering opportunity to analyze text. For students who are interested in the husbandry of corn snakes, a Q and A session with habitat examination wraps up the class period.

Frameworks:

VA.5.2.1 Categorize *line* types (e.g., vertical, horizontal, diagonal, zigzag, curved)

VA.5.2.2 Categorize geometric *forms*, free *forms*, and organic *shapes*

VA.5.2.3 Identify a variety of *forms* (e.g., sphere, cone, cube)

VA.5.2.6 Investigate *actual*, *tactile*, and *implied (visual) textures* (e.g., texture rubbings)

VA.6.2.1 Develop representational mark making skills using various wet and dry media

VA.6.2.2 Develop skill in using grade-level appropriate *elements of art* and *principles of design* in a 2-D product : painting, *printmaking*, drawing

VA.5.2.12 Provide examples of various purposes for creating art (e.g., *aesthetic*, *functional*, historical, cultural, therapeutic, social, enjoyment, career, *environmental*)

Snake Texture Rubbings/Sophie: Mrs. Ashleigh Davidson 2016

VA.6.2.9 Produce artwork inspired by or connected to content from other disciplines (e.g., social studies, literacy, performing arts, science, math)

VA.7.2.4 Discuss personal artwork and the works of others (e.g., famous artists, appropriate *elements of art*, subject matter)

Materials:

Pencils

Pens

Erasers

Art Paper

Crayons

Crayon Rubbing Plates

Procedure:

The class will begin with a “clue” as to what will happen for the day, followed by the reading of “My Snake Blake”. After the text is discussed, students will follow instructions on how to draw a snake. After the snake is drawn, students will fill the form in with texture using crayon rubbing plates. After students are done with their drawing, Sophie the Corn Snake will visit for students to interact with and a question and answer session will conclude the class.

Assessment:

Students will be graded on the completion of a drawing of a snake complete with texture to the best of their abilities as well as their participation in class discussions.