

Texture Rub/Texture Board

Summary

Students will work hands on finding and using different textures in an interior.

Main Core Tie

Interior Design 1

[Strand 3 Standard 1](#)

Time Frame

1 class periods of 70 minutes each

Group Size

Individual

Life Skills

Thinking & Reasoning

Materials

You will need the following items to complete this lesson:

- overhead projector (or whatever technology is available to you)

- note outline transparency

- texture board assignment sheets (one for each student)

- white paper

- crayons/colored pencils

- interior samples (wallpaper, paint, flooring, fabrics, etc..)

- example texture board assignment

Background for Teachers

Teacher should be familiar with the information on the note outline transparency.

Student Prior Knowledge

Students should be familiar with the note-taking process.

Intended Learning Outcomes

Students should be able to recognize different textures throughout the classroom and apply that knowledge of different textures while designing and texture-rich room on their texture board assignment.

Instructional Procedures

Put the note outline transparency on the overhead projector. Lecture/discuss the information on the outline as the students take their notes.

Show examples of formal and informal textures as you discuss the differences between the two.

Hand out a white sheet of paper to each student.

Have them take a crayon or colored pencil and use it with the white sheet of paper to create a "texture rub" or a collection of different textures.

Students should be allowed to walk around the classroom to collect ten different textures on their

white sheet of paper.

In order to "collect" a texture, student's should lay the paper on the texture and then use the crayon to rub/copy the texture onto the paper.

Each of the ten textures needs to be labeled as to what it is.

Remind students to be careful while they are collecting their textures to not get crayon or colored pencil on anything that they are "rubbing".

This should take about ten minutes. Once student's collections are complete, have them hand them in and return to their seats.

Hand out the Texture Board assignment sheet. Go over the directions as a class stressing the point that they must select seven different textures and that they all must coordinate in the room.

Go over the grading scale at the bottom of the assignment sheet so that students are aware of how their points are earned.

Show the example assignment and go over what you expect to see in their finished product.

Allow the rest of the class period for the students to complete their boards.

Strategies for Diverse Learners

Gifted students could be expected to write a summary of each sample used on the back of the assignment sheet. Struggling students could be expected to find fewer samples.

Assessment Plan

Refer to the grading scale in the lower right hand corner of the assignment sheet for assessment guidelines.

Bibliography

USOE Curriculum Guide

Authors

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