



## Textures Around Us

### Goals of this lesson:

Youth will:

- Learn about one of the art elements - texture
- Increase awareness of texture all around them

### What You Need to Know:

Art is made of five basic elements or building blocks:

- Texture
- Color
- Line
- Space
- Shape

**Texture** is how something feels. There are **textures** all around us. They are in nature, in the materials that are used in our homes, in the foods we eat and the clothes we wear.

Texture can be felt, and it can also be seen. There are times when something might look smooth, but it really isn't - or look rough, but is actually smooth!

### Materials Needed:

Paper, pencils, crayons, lunch size paper bags, assortment of common items with different textures (examples: feathers, stones, nerf ball, nail file, small mirror, cotton balls, tree bark, etc.), flip chart, markers, poster board, glue, glitter, sand  
Food for snacks: (celery & peanut butter; crackers & cheese; apples & caramel dip, etc)



**Learning Activity:**

1. Look around the room you are in. Ask what textures they see with their eyes. Are there items that look rough, but are not? What are some of those items? What would it be like if everything felt the same way? What texture do you like to wear?
2. Place a number of items with different textures in paper bags. If group is small enough, have a bag for each one. Ask the children to reach into the bag – without looking – and touch each of the items. See if they can identify what it is only by touch. Exchange bags until all the items have been identified. Why did you know what that item was by how it felt?
3. Ask them to think of as many words as they can to describe what they felt – smooth, soft, rough, etc. Print their words on a paper or flip chart.
4. Make texture rubbings. Show children how to lay a piece of paper over something with texture, hold a pencil or crayon sideways and rub over it to reveal the texture on their paper. Ideas might be: sidewalk, tree trunk, bottom of shoes, etc. It works best if the item is hard – not soft as carpet or fabric. Compare the different textures they have recorded. Is this texture something you are seeing or feeling?
5. Which texture do you like? Where do you find that texture? Why is it good to have different textures? If you look at a picture of a dog, what texture do you think of? Can you feel it? If you see a rock, what texture do you think of?



## Other Fun Things to Do:

### Nature Walk –

1. Go on a “texture hunt.” Give each child a paper bag to collect items with different textures.
2. After the walk, ask each child to show what he/she found, describing each by how it feels. Lay all the items on a table. Ask them to sort items by how they feel – smooth, rough, prickly, etc. Glue each group on a poster board to display in the room as a reminder of the different textures around them.

### Make a Texture Snack

1. Make a snack combining foods with different textures. (celery & peanut butter; crackers & cheese; apples & caramel dip, etc) Talk about why different textures taste good together.

### Draw a Texture Picture

1. Draw a picture using pencils and crayons. Add texture to the pictures by gluing glitter or sand to selected areas of the picture. Ask children to describe the difference in their pictures before adding the texture and after. How does the texture add more interest and make this more fun? How does it feel to touch it? Did it make you want to touch it? Would you want to cover the whole picture with texture?

### Read a Book: Read a book and discuss the textures that might be in the pictures or words.

One Snowy Night by M. Christina Butler and Tina Macnaughton,  
published by Good Books.

Board books for younger readers:

I ha t's No t My T racto r by F. Watt and R. Wells,  
published by Usborne Books.

I Touch by Rachel Isadora.

Peter Rab b it's Five Fluff y B un n ies based on work of Beatrix Potter, published by Penguin Group.

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