



Size Me Up!

Intermediate Learning Plan—(90 minutes)

SHEET #1 (Front)

Overview:

1. Explore size classifications (small, medium, and large)
2. Learn about the word **estimate**
 - a. Estimate — thinking about what the answer might be
3. Estimate and then measure real-world items
4. Learn about art **texture**, **actual texture**, and **simulated texture**
 - a. Texture = tactile quality of a surface
 - b. Actual Texture = What you feel if you touch the actual artwork
 - c. Simulated Texture = Creating the visual effect of texture without actually adding texture.
5. Discover the art of **printmaking** and observe **prints**
 - a. Printmaking — making artworks by printing
 - b. Prints — are created from a single original surface
6. Observe size and texture in Katsushika Hokusai's prints
7. Observe size and texture in
8. Compare Katsushika Hokusai and
9. Create an art project using measurement and texture

Supplies From Kit: (organized by learning plan section)

Engage	Explore	Explain	Elaborate	Extend
	Book: <u>Measuring Penny</u>	3 Chairs	Measuring Tapes	<i>The Great Wave at Kanagawa</i> by Katsushika Hokusai
		3 Bowls		<i>Mount Fuji</i> by Katsushika Hokusai
		3 Size Signs		<i>Artisans Making a Woodcut</i> by Utagawa Kunisada
				<i>Dragonfly Woodblock in Black I</i> by Chariklia Zarris
				Primary/Intermediate Art Project Sample
				Assorted Items To Stamp



Size Me Up!

Intermediate Learning Plan—(90 minutes)

SHEET #1 (Back)

Supplies Provided by Consumer: (organized by learning plan section)

Engage	Explore	Explain	Elaborate	Extend
			Assorted items to measure with	Glue/Paste
			Chalk Board, White Board, Flip Chart (Optional)	Construction Paper (1 per participant)
			Writing Utensil for above (Optional)	Yarn
				Paint or Ink
				Paint/Ink Trays

Preparation:

- 1) Look at supplemental Art Project Ideas. (Used in the Extend section.)
- 2) Read supplemental Printmaking Information. (Used in the Extend section.)
- 3) Put ink or paint on trays. (Used in the Extend section.)



Size Me Up!

Intermediate Learning Plan—(90 minutes)

SHEET #2 (Front)

Engage: What Do You Know? (5 minutes)

Gather the participants together. Use these questions to have a discussion about size and measurement.

Do you see things of different sizes around you?

How do you compare them?

Have you measured something? How do you measure something?

What does the word “texture” mean to you?

Explore: Story Time (10 minutes)

Read book Measuring Penny. Encourage participants to listen for size words.

Explain: Size & Texture (20 minutes)

Size

- 1) Discuss the size descriptive words, and measuring techniques in the book.
- 2) Pair the participants up. Have the pairs share with each other:
 - a. their smallest body part
 - b. their biggest body part
 - c. the biggest thing they have ever seen
 - d. the smallest thing they have ever seen
 - e. the tallest family member
 - f. the shortest family member

Texture

- 3) Explain texture. Look for texture in the book’s illustrations. What things look bumpy? Smooth? Etc...

Elaborate: Size & Texture Everywhere (25 minutes)

Size

- 1) Demonstrate measuring using the measuring tape and other common items, e.g. a pencil, book, etc.
- 2) Allow participants time to estimate and then measure items inside, and outside. Using the measuring tape and 1 different way to measure, using the book as inspiration. Optional: Create a chart with-
 - a. the item’s name
 - b. inches long it measures
 - c. creative measurement (e.g. 3 pencils, etc)



Size Me Up!

Intermediate Learning Plan—(90 minutes)

SHEET #2 (Back)

Texture

- 3) Review the definition of texture. Use the exhibit to explore textures, actual and simulated textures. *In the exhibit, are there more actual or simulated bumpy textures? Actual or simulated smooth texture? Rough? Soft? Etc.*

Extend: Art (30 minutes)

- 1) Gather participants together. Show Katsushika Hokusai's prints. Share brief life history and art genre. Have participants point out:
 - a. Sizes *Which is bigger, the wave or boat? Which appears bigger the wave or mountain in the background? Which is probably bigger?*
 - b. Textures
 - c. Optional: Review Color Hues, Color Values, Lines
- 2) Explain printmaking, discussing the different steps shown in *Artisans Making a Woodcut* by Utagawa Kunisada. Highlight that none of these are paintings; they are all prints, made from one single woodblock.
- 3) Show Chariklia Zarris' prints. Share brief life history and art genre. Have participants point out:
 - a. Sizes *Which is bigger, the wave or boat? Which appears bigger the wave or mountain in the background? Which is probably bigger?*
 - b. Textures
 - c. Optional: Review Color Hues, Color Values, Lines
- 4) Compare the prints from both artists. *How are they similar? How would one print the other's work, and vice-versa?*
- 5) Measure a piece of yarn as tall as you. Use it to demonstrate how many waves or mountains tall you are. Then help participants measure a piece of yarn as tall as they are. Have them estimate and then measure using the yarn how many mountains or waves tall they are.



Size Me Up!

Intermediate Learning Plan—(90 minutes)

SHEET #3(Front)

- 6) Have the participants create a design with the string and then glue it down on a piece of paper. Then have them stamp items, using paint or ink, on their artwork to add texture.

- 7) Have the participants discuss the texture in their artwork with partners, or the group. Repeat with size, if time permits.

Sources: MathArt Projects and Activities by Carolyn Ford Brunetto