

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM/BETT Lesson Plan

Lesson Title: Texture of Kindness Collage Lesson # 6 Date: Feb. 27, 2026
 Name: Tanya Blackall Subject: Arts Grade(s): 1
 Subject: Education

Rationale:

This lesson is important because students get to explore texture as an element of art while expressing the concept of kindness through visual representation. At this point in the unit, students have already experimented with various art elements (such as line, shape, colour, and pattern). This lesson builds on those foundational skills by introducing texture in a hands-on and meaningful way.

Texture is a highly accessible entry point for Grade 1 learners because it is sensory and concrete. By touching, layering, and arranging different materials, students deepen their understanding of how artists create visual interest and meaning through varied surfaces. At the same time, connecting texture to the theme of kindness helps students see that art can communicate feelings and values.

By integrating social-emotional learning with visual arts, this lesson supports whole-child development. Students learn that kindness can be represented symbolically, and that artistic materials can help tell a story about how we treat one another. The collage format also reinforces experimentation and risk-taking, as there is no single “right” way to represent kindness.

Core Competencies:

Communication	Thinking	Personal & Social
	<p>Critical Thinking and Reflective Thinking Designing and developing: Students think critically to develop ideas. Their ideas may lead to the designing of products or methods or the development of performances and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential uses or audiences of their work. They explore possibilities, develop and reflect on processes, monitor progress, and adjust procedures in light of criteria and feedback.</p>	

Big Ideas (Understand)

Engagement in the arts creates opportunities for inquiry through purposeful play.

Learning Standards

(DO)

(KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
Exploring and creating <ul style="list-style-type: none"> Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts Reasoning and reflecting <ul style="list-style-type: none"> Reflect on creative processes and make connections to other experiences 	Elements in the arts, including but not limited to: <ul style="list-style-type: none"> Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> I can touch and explore different textures (i.e. rough, bumpy, soft, etc.) I can use different textured materials to create a collage I can represent the idea of kindness through my art collage I can verbally explain how my artwork shows kindness 	Students: <ul style="list-style-type: none"> Explored different textures Use texture vocabulary (i.e. bumpy, rough, soft, etc.) Make intentional choices for their artwork Can explain how their artwork textures show kindness verbally or with support I can create a textured collage to show kindness using more than one texture

Prerequisite Concepts and Skills:

Students should have: <ul style="list-style-type: none"> Experience using crayons, markers, glue, and scissors safely Basic understanding of shapes (i.e. circle, line, heart) Exposure to classroom routines for listening, sharing, and clean-up Emerging ability to talk about feelings using simple language
--

Indigenous Connections/ First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors: Being kind and learning what that means is important so that students have empathy for others. This gives students an insight into understanding how others feel and how they can help them.

Universal Design for Learning (UDL):

Multiple Means of Engagement <ul style="list-style-type: none"> Kindness theme provides meaningful, real-life connections for students Choices in textures and colours increase motivation Opportunities for sharing are optional and supported (partners and whole class) Multiple Means of Representation <ul style="list-style-type: none"> Teacher modelling and visual examples are used Key concepts (kindness, pattern, texture, colour) are taught through discussion, visuals, and hands-on exploration Vocabulary is reinforced through oral language and demonstrations rather than text-heavy instruction Multiple Means of Action and Expression <ul style="list-style-type: none"> Students may demonstrate understanding through a collage of their creation Sharing is optional and can be teacher supported

- Fine motor demands are adjustable with smaller precut material pieces and the use of a template

Differentiate Instruction (DI):

- Differentiation if embedded in the lesson using interest, choice, and learning needs
- Concepts are introduced both verbally and visually (not in written form)
- Texture is explored
- Tasks are broken into clear and manageable steps along with modelling
- Students can work independently, with an elbow partner, or teacher supported for ideas
- Sensory-friendly options are available (choice of colours, materials, and textures)
- Art products vary in complexity while meeting the same learning goals
- Extensions are open-ended (adding details)
- The classroom is a calm, organized environment that helps support focus
- There are clear expectations for clean-up & behaviour
- Visual displays celebrate all efforts

Materials and Resources

- Magnifier
- Projector
- Scissors
- Glue sticks & liquid glue
- Example of collage & adding to it as modelling
- Pencils & erasers
- Crayons & markers
- Laptop
- Canva presentation with examples of textures
- Sun template
- Textures (cloth, cotton balls, Paper scraps, cardboard scraps, doilies, bubble wrap, tin foil, tissue paper)

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”): Mystery Touch The teacher will put textured items in the table baskets:</p> <ul style="list-style-type: none"> • Cotton ball • Sandpaper • Fabric scrap • Bubble wrap <p>The teacher will ask:</p> <ul style="list-style-type: none"> • You’ll see that I have given your table a few items to touch and feel.” • “Pick the cotton ball and close your eyes. How does it feel?” • “Is it soft or rough?” • “Is it smooth or bumpy?” • Continue with the other items <p>Then connect:</p>	<ul style="list-style-type: none"> • Students will listen to the teacher • Students will raise their hand if they want to ask or answer a question 	5 min.

<p>“Today we’re using different textures to show kindness in art. To show kindness and how it affects others, we think of being warm, comfortable, happy, safe, and those types of things. If we think of bumpy, rough, or gritty, we don’t really associate that with comfort.”</p>		
<p>Body: Discussion: The teacher will say:</p> <ul style="list-style-type: none"> • “What textures feel kind and why? Do you think it would be something hard or rough? How about soft or fluffy?” • “How about the sun? How do you feel when the sun is on your face? Does it make you feel happy?” • “Kindness can feel warm just like the sun on your face. Today, we are going to make a kindness sun using different textures. So, I want you to use textures that make you feel warm and happy, like the sun!” 	<ul style="list-style-type: none"> • Students will listen to the teacher • Students will raise their hand if they want to answer a question • Students will raise their hand if they want to ask a question 	5 min.
<p>Teacher Modelling The teacher will say:</p> <ul style="list-style-type: none"> • “Here is my sun. When I think of kindness, I think of soft and warm feelings so I want to pick items that represent those ideas. I’m going to chose cotton balls and soft material scraps to fill in my sun.” • “I’m going to glue my items onto my sun and make sure that they are secure.” • “When I am done glueing, I am going to make sure that my name is on my paper and set it to the side so that it can dry overnight.” 	<ul style="list-style-type: none"> • Students will listen to the teacher • Students will raise their hand if they want to ask a question 	5 min.
<p>Activity Explanation & Doing The teacher will say:</p> <ul style="list-style-type: none"> • “Each of you will be given a sun template to use. You have various textures that you have to share at your tables and I expect you all to get along and share.” • “There are a lot of different things to use. I want you to pick a few textures and fill in your sun with those textures that you think represent kindness. Things that remind you of warmth, happiness, wellness, and those types of emotions and senses.” 	<ul style="list-style-type: none"> • Students will listen to the teacher • Students will raise their hand if they want to ask or answer any questions 	25 min.

<ul style="list-style-type: none"> • “You will glue your textures onto your sun and make a collage just like I just did.” • “Does everyone understand? Any questions?” • Give the students a 5 minute warning before it is time to clean up 		
<p>Closure: Clean-up Time The teacher will say:</p> <ul style="list-style-type: none"> • “It’s time to clean up.” • “Please make sure that your name is on your artwork and put it on a side counter to dry overnight.” • “Once you have put your artwork over to dry, please clean up the supplies and clean up your table and floor area.” 	<ul style="list-style-type: none"> • Students will listen to the teacher • Students will make sure that their name is on their collage • Students will put their collage on a side counter to dry overnight • Students will clean up supplies and their area 	5 min.

Organizational Strategies:

<ul style="list-style-type: none"> • Expectations for the lesson will be front loaded (i.e. raise hand to speak) • Students will raise their hand if they want to contribute to the conversation • Items for the artwork will be distributed when needed • Students that are not paying attention will be moved • Students can work with an elbow partner if desired for inspiration ideas only (they all have to do their own textured sun) • The different colours & textures will capture the students interest to explore • What is happening for the lesson will be stated at the beginning so that students know what is coming up and what is expected
--

Proactive, Positive Classroom Learning Environment Strategies:

<ul style="list-style-type: none"> • Modelled steps will be demonstrated with lots of question opportunities • The teacher will make behaviour expectations clear by stating them before the lesson begins and offer reminders throughout the lesson • The teacher will verbally acknowledge and thank students who are on task and will verbally address the students who continue to distract others • The teacher will, if necessary, separate students who continue to distract each other • The activity is hands-on with drawing so the students will enjoy using textures and colours • The template helps alleviate having to choose what shape to put their textures on
--

Extensions:

<p>Texture + Writing Extension (Literacy Connection) Have students complete a sentence frame:</p> <ul style="list-style-type: none"> • “Kindness feels like _____ because _____.” • “I chose this texture because _____.” <p>Example: “Kindness feels like soft cotton because it is gentle.”</p> <p>Texture Rubbings Station Provide:</p>
--

- Crayons (without wrappers)
- Textured surfaces (leaves, mesh, cardboard, coins)

Students create texture rubbings and then choose one to represent a kind action.

Reflections (if necessary, continue on separate sheet):