

## Lesson 4.9: Texture, Pattern, and Mood Boards

**Unit:** Unit 4, Spaces We Live In (Environmental Design and Management) **Topic:** 4.2 Design: Elements, Principles, Color **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes (day 103 of the year) **Room:** classroom or FACS lab, tables that seat four (a no-swatch version is below)

Day note: the unit calendar and the unit plan place this lesson on day 103, between Lesson 4.8 Day 2 (day 102) and Lesson 4.10 Day 1 (day 104). The writing task that produced this file said day 105. Day 103 is correct, because Lesson 4.11 is fixed on day 106 and Lesson 4.10 needs days 104 and 105 for its two days and its vocabulary check.

### Standards

- NYS module line: NYS EDM 2. Environment and Interior Design c) Incorporate the elements and principles of design into a design plan
- CTE theme line: CTE PSI 2. Design Process (Proactive) b) Demonstrate personal development of design skills through practice of these skills in a variety of classroom applications
- CTE theme line: CTE PSI 2. Design Process (Proactive) a) Implement a formal design process to solve a given problem by b. Defining criteria that must be met through the finished design; d. Brainstorming and examining possible solutions
- NYS FACS Learning Standard 2 (Intermediate), Key Idea: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.; Performance Indicator: Students know the basics of managing a safe and healthy home.
- CDOS Standard 3a Universal Foundation Skills: Thinking Skills
- National FCS 3.0: 11.2.1 Judge how the elements and principles of design are used in homes and in commercial and residential interiors.
- National FCS 3.0: 11.2.3 Examine how design elements and principles shape how a space looks and how it works.
- National FCS 3.0: 11.3.1 Examine product information for floor and wall coverings, textiles, window treatments, furniture, lighting, and kitchen and bath fixtures and equipment.

Note on the NYS FACS performance indicator: the crosswalk's EDM 2. c) row assigns Standard 2, the key idea, and PI B, so PI B is quoted above. PI B is the closest of the three Standard 2 indicators; a mood board is a step in managing a home's look and feel, not a safety skill, so the fit is to the key idea's last sentence more than to the indicator. Note on the National FCS lines: the writing task asked for an 11.4.x competency. No 11.4 line fits this lesson. Every 11.4 competency is about construction documents, floor plans, and space planning, which is Lesson 4.10's work; 11.4.3 and 11.4.2 are cited there. The closest verbatim line for choosing and reading swatches is 11.3.1, so that is cited instead. All three

National FCS lines are confirmed word for word in 02 Standards/STANDARDS  
SOURCES - web research.md, section 4.11.

## Enduring understanding and essential question

**Big idea:** Color is not the only thing that changes how a room feels. What a surface feels like and what repeats on it do the same work. A designer layers texture and pattern on purpose, and the layering follows rules, not luck. **Essential question:** How many patterns can one room hold before it stops feeling like one room?

## Objectives

By the end of this lesson, students will be able to:

1. (Low: remember or understand) Given six described surfaces, classify each as a visual texture or an actual texture and name the pattern type (stripe, plaid, floral, geometric, or solid).
2. (Mid: apply or analyze) Given six texture and pattern combinations, judge each as working or fighting and apply the three-part layering rule to say which part is missing in each one that fights.
3. (High: evaluate or create) Create a mood board for an assigned room and mood using four real swatches, and justify it in one written sentence that names the mood, one texture, and one pattern.

## Vocabulary

Tier 2 (general academic): layer, vary, combination, quiet (as in a quiet pattern), justify Tier 3 (FACS): texture, visual texture, actual texture, pattern, pattern scale, mood board, swatch. See the unit vocabulary list (Vocabulary 04.md) for Turkish, Portuguese, and Spanish.

## Materials and setup

- The swatch box, one per table of four: fabric scraps, wallpaper samples, tile and wood samples, paint chip cards, carpet squares if a flooring store donated any. Aim for about 40 pieces per box so a table has real choices. *[Sal: the ReStore and a paint department will fill this box for free if you ask; the sewing bin from Unit 5 is the other source. Build one box per table once and it lasts years.]*
- A stack of old magazines and catalogs, about one per two students, for cutting
- Card stock, one half sheet per student (cut a letter sheet across the middle), plus a few spares
- Scissors, one per student; glue sticks, one per pair
- Scrap construction paper and scrap colored paper
- Colored pencils, one set per table (these are the no-swatch backup and the grade 6 support)
- Handout, one per student: Handout 04.09 - Mood Board Planner.md
- Slides: Slides 04.09 - Texture Pattern and Mood Boards (outline in 05 Materials; the site renders it as a deck)

- The Room and Mood assignment cards, cut from the handout, one per student, face down in a cup
- Timer visible to the class
- Setup notes: cut the card stock in half and cut the assignment cards before the bell. Put one swatch box and one glue stick per pair in the center of each table. Sort yesterday's 3-2-1 exit cards from Lesson 4.8 and yesterday's "needs more" principle from Lesson 4.7 before class; one of those becomes the first slide today. No food, no allergens, and no hot tools in this lesson, so no allergy check is needed. Ask students not to bring anything from home to cut up.

## Pre-assessment

Two things tell you where the class is. First, the "needs more" pile from Lesson 4.7's Day 2 exit cards: whichever principle the most students got wrong is slide 1 today, taught in two minutes as part of the do now debrief, exactly as Lesson 4.7's closure says. Second, the 3-2-1 cards from Lesson 4.8 Day 2: the "one question I still have about the color wheel" lines get answered in one minute at the same time. Today's do now is also a check on whether students can name a texture at all without the word being on a slide.

## Do now and hook (Time: 5 min)

On the board as students enter: "Without standing up, find two things in this room you could touch that feel different from each other. Write what each one feels like in one word. Then find one thing you can see that has a repeat in it (stripes, squares, a pattern) and write what it is."

Debrief in two parts. First, take four answers and write the feel words on the board in a column: rough, smooth, soft, shiny, bumpy, cold. Then the two-minute reteach of the principle the class missed yesterday, from the exit cards, with one room photo.

Hook: hold up two swatches that are the same color and nothing else, for example a smooth ceramic tile and a rough piece of burlap in the same tan. "Same color. Would you want to sleep on one of these? Color is only half of it. Today you learn the other half, and then you build the board you will carry into the project on Monday."

## Procedure

| Step                                              | Teacher will                                                                                                                                                                                            | Students will                                                                                                                                                 | Time  |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1. Direct instruction: texture, visual and actual | Slides 2 to 5. Define texture as how a surface feels or looks like it would feel. Split it: actual texture is what your hand finds (the burlap, the tile, a knit blanket, a brick wall); visual texture | Fill Part 1 of the handout: the six words, one swatch or one object in the room for each, and a V or an A for visual or actual. Hold up swatches on the call. | 7 min |

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|                                                                          | <p>is what your eye is told by a flat surface (a photograph of wood on a laminate floor, a wallpaper printed to look like stone, a shiny magazine page of a rug). Name the six words the class will use: smooth, rough, shiny, matte, soft, coarse. Pass the swatch box around each table and call out a word; each table holds up the swatch that matches. Then the design point: texture is the element that makes a room with three colors still feel full.</p> |                                                                                                                                                                                                      |       |
| 2. Direct instruction and guided practice: pattern and the layering rule | <p>Slides 6 to 9. Name the five pattern words: stripe, plaid, floral, geometric, and solid, which is the rest of the room and the one that lets the eye sit down. Show pattern scale with two stripes on one slide, a pinstripe and a four-inch stripe, and say that the width, not the color, is the scale. Then the rule of thumb, three parts, written on the board and left there: (1) vary the scale, so no two patterns are the</p>                          | <p>Fill Part 2, the three-part rule, in their own words. Then judge combinations 2 to 6 with the table: works or fights, and if it fights, which part of the rule is missing. One sentence each.</p> | 7 min |

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|                                                   | <p>same size; (2) repeat one color through every piece; (3) let one pattern lead and keep the others quiet. Run the first of the six combinations on the handout out loud with the class, then release the other five to tables.</p>                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                  |               |
| <p>3. Learning activity: build the mood board</p> | <p>Slide 10. Draw an assignment card from the cup for each student: a room and a mood (see the handout). Say the requirement out loud and leave it on the slide: four pieces on the board, one for color, one for texture, one for pattern, and one object (a lamp, a chair, a rug cut from a magazine), plus one sentence. Nothing else. Set the timer for twelve minutes and circulate with the clipboard check. Push the rule: “Which of your four is the pattern that leads? What color repeats in all four?” Say twice that the board is not a beauty contest; it is a reference the student will use for three weeks.</p> | <p>Plan the four pieces in the Part 3 grid first, in pencil, then pull swatches, cut magazine pieces, and glue the four to the half sheet of card stock. Write the room and the mood at the top and the one-sentence justification at the bottom, using the frame if needed.</p> | <p>14 min</p> |

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| 4. Peer feedback:<br>two stars and a step | Slide 11. Boards go flat on the tables. Students stand and walk to two boards that are not at their own table and fill a feedback strip on each: two stars (two things this board does for its room and mood, specific) and one step. Say the rule from Unit 1: “I like it” is not a star. Then call three boards to the front and read the justification sentence aloud yourself while the class names the mood. | Walk, read two boards, write two strips, leave each strip beside the board. Collect their own strips. | 4 min |
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### Questions to ask

Monitor understanding:

- Is a photograph of brick on a wallpaper roll a visual texture or an actual texture? How do you know?
- What is the difference between a pinstripe and a wide stripe, in one word?
- Which of the five pattern words is the one that gives your eye a rest?
- Point to the pattern that leads on your board. Now point to the color that repeats.

Deepen learning (why and how, tied to their lives):

- Your room is small. Would you put a big pattern or a small pattern on the biggest wall, and what would that do to the size of the room?
- A grandparent with a cane is walking into this room. Is a thick shag rug a good texture choice? What does the answer say about texture and safety?
- Two of your four pieces are the same scale. Which one would you swap, and what do you swap it for?
- Why do stores sell a whole set of pillows and a curtain that already match? What are they selling you besides fabric?
- You will carry this board to the client project next week. Whose taste is on the board right now, yours or the room's?

## Check for understanding

Clipboard check during Step 3: for each student, a yes or no on three things, “four pieces and only four,” “one color repeats across the pieces,” and “the sentence names the mood.” A student with three yeses is ready for the vocabulary check tomorrow. A student with a no on the repeated color gets the swatch box back at their elbow and one question: “Which piece is the odd one out, and what would you trade it for?” The Part 2 judging table is the second check; walk it while tables argue about combination 4, which is the one that splits a class.

## Closure (Time: 3 min)

Exit line on the bottom of the handout, torn off: “My room is \_\_\_ and my mood is . **The texture I chose is** because . **The pattern that leads is** .” Two students read theirs aloud. Sort into “got it” and “needs more.” Anything in the “needs more” pile is the two-minute review at the start of Lesson 4.10 Day 2, the period that carries the Design Vocabulary Check.

The boards go in the project folder. Say this out loud at the bell: “This board is not graded by itself. It is scored complete, partial, or missing as daily work, and then it is your reference. When you build the model in Lesson 4.14 you will pull the color scheme off your Lesson 4.8 color card and the texture off this board, and the rubric will ask for one texture on the model. Do not lose it.”

## Differentiation and supports

- ELL: the handout carries a word bank with texture, pattern, mood, swatch, smooth, rough, soft, and shiny in Turkish, Portuguese, and Spanish (from Vocabulary 04.md, marked [check with a native speaker]); every one of the six texture words is taught with a swatch in the hand, so the word arrives with the object; the justification frame is printed on the handout (“For a \_\_\_ room I chose \_\_\_ because it feels \_\_\_ and the \_\_\_ pattern keeps it \_\_\_”); pair each ELL student with a partner who can point at a swatch and name it.
- IEP and 504 (general): four pieces is the whole product, so the writing load is one sentence; a student who struggles with writing gives the justification out loud to me at the table and I initial the line; pre-cut swatch squares in a labeled envelope for a student who cannot use scissors; the assignment card can be chosen rather than drawn if a student needs a room they can picture; extended time, the board and the sentence can be finished in the first five minutes of Lesson 4.10 Day 1; fidgets allowed, and the swatch box is itself a legitimate fidget today.
- Grade 6 support: three pieces instead of four (color, texture, pattern, no object) and the printed sentence frame filled in with blanks; the judging table asks works or fights only, with no rule part named.
- Grade 8 stretch: five pieces, two patterns on the board that must obey all three parts of the rule, and one line on the back naming the pattern scale of each in inches (a half-inch stripe next to a six-inch plaid); also write a seventh combination for the table next door to judge.

- UDL checkpoint used: multiple means of representation (the same idea arrives as a spoken word, a slide photo, and a swatch in the hand) and multiple means of action and expression (the product is built by hand and defended in writing or out loud).
- No-kitchen or no-machine alternative: this is not a lab, so no kitchen alternative is needed. The materials alternative matters more: if the swatch box has not been filled, the whole lesson runs on magazines, paint chips, and colored pencils. Students draw the texture in a one-inch box (cross hatching for coarse, smooth shading for smooth, small circles for bumpy) and label it, then cut the pattern and the object from magazines. Everything else is identical, including the rule, the judging, the board, and the strips. *[Sal: the drawn version is also the version to use if a student has a sensory reason not to handle fabric or carpet.]*

## Assessment

| Objective                                                      | Standards met                                                               | Learning task                                                   | Assessment (formative or summative; tool)                                                                                                                                                                                                                   |
|----------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Classify texture as visual or actual and name pattern types | EDM 2. c); National FCS 11.2.1, 11.3.1                                      | Part 1 of the handout, Step 1                                   | Formative; Part 1 checked at the table during Step 2; summative on Assessment 04.2 - Design Vocabulary Check.md in Lesson 4.10 Day 2                                                                                                                        |
| 2. Judge six combinations against the three-part layering rule | EDM 2. c); PSI 2. a) b.; CDOS 3a Thinking Skills; National FCS 11.2.3       | Part 2 judging table, Step 2                                    | Formative; table talk monitored, the key is in the handout; scored complete, partial, or missing as daily work                                                                                                                                              |
| 3. Create and justify a mood board                             | EDM 2. c); PSI 2. b), PSI 2. a) d.; Std 2 PI B; National FCS 11.2.3, 11.3.1 | The board and the sentence, Step 3; the feedback strips, Step 4 | Formative; clipboard check and the exit line. The board itself is scored complete, partial, or missing as daily work, not on a rubric of its own. It becomes a reference for Project 04: the color and texture criteria of Rubric 04 - Design a Room.md are |

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|  |  |  | scored in Lesson 4.14 and 4.15 off the model, and this board is what the student builds that model from |
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The topic's formal check is Assessment 04.2 - Design Vocabulary Check.md, given in the last 12 minutes of Lesson 4.10 Day 2 (day 105). Texture, pattern, and the layering rule are on it.

## Homework

None. Optional: find two patterns in your own home that are in the same room and write whether they obey the three-part rule. No photos.

## Connections

Art: the art teacher teaches texture as an element and often teaches rubbings and collage; a mood board is a collage with a client, so the two rooms can trade. FACS gives the art room a stack of finished boards for the wall; art gives FACS the collage technique and, if the timing works, ten minutes on pattern scale. Community: a paint department, a flooring store, and a Habitat for Humanity ReStore will each give away discontinued samples; the box they fill is the one material this lesson needs. Unit 5: the fabric scraps in the swatch box come back as the fiber samples in Make It, Mend It, Wear It, and the students who handled burlap and knit here already know two hand feels by name.

## Sources

- NYS Middle Level CTE FACS Content Module 04, Environmental Design and Management (nyctecenter.org, June 2018), line 2. c). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module, Problem Solving and Innovation, lines 2. a) sub-lines b. and d., and 2. b). Text per 02 Standards/NYS ML CTE FACS Modules - verbatim extract of all twelve.md.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 2, Intermediate, FACS strand. Wording per the crosswalk, Part A.6. *[Sal: confirm against the NYSED PDF.]*
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competencies 11.2.1, 11.2.3, and 11.3.1, per 02 Standards/STANDARDS SOURCES - web research.md, section 4.11.
- Sal's own materials: the Brentwood interior design packets in Lesson Dups/Unit\_1\_Interior\_Design, including the "Mood Maker" packet, are the seed of the board and the room and mood pairing. The four-piece limit, the three-part layering rule, and the judging table are new.

## Teacher notes

- If the period runs short, cut Step 4 to one strip per student instead of two, or cut the judging table to combinations 1, 2, and 4. Never cut Step 3 below ten minutes; a board built in six minutes is four things glued in a hurry and it will not be worth carrying to the project.
- Common mistake: a board with nine things on it. The limit of four is the whole lesson. Say it three times and hold the line, because the student who glued nine things has not chosen anything.
- Common mistake: four pieces in four different colors with nothing repeating. That is the second part of the rule and it is the one students skip. The fix at the table is to take one piece away and ask what is missing.
- Combination 4 (everything shiny) is the argument you want. Let the table fight about it. The answer is that shine is a texture too, and a room where every surface is shiny has no contrast, so nothing reads as special.
- The swatch box is the material that makes or breaks this lesson. Build it once. Label the box by category (fabric, wall, floor, chips) so the twelve-minute build is not a hunt.
- This is the flex lesson of the unit. If a day is lost, the unit plan and the calendar move texture and pattern into the element list of Lesson 4.6 and the board into the last ten minutes of Lesson 4.11. If that happens, keep the three-part rule and the four-piece limit; those are the two things students actually use in the project.
- *[Sal: your students at Brentwood built mood boards already. If your version of the assignment list reads better than the eight cards on the handout, swap yours in and keep the four-piece limit.]*
- Photograph the boards, no names, before they go in the folders. They are the texture and pattern review slides for the vocabulary check and the examples for next year's Step 3.