



Tyler Museum of Art's

Texas Lesson Plans:

Charles Umlauf's *Angel of the Annunciation*

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Lesson plan:
Charles Umlauf's *Angel of the Annunciation*



Charles Umlauf, *Angel of the Annunciation*, 1958, bronze and marble, 39 inches X 13.5 inches X 5.75 inches, Tyler Museum of Art, Tyler, Texas.

Culture: American

Subject: Fine Arts, Art History

Collection: Tyler Museum of Art Permanent Collection

Grades: Elementary School, Middle School and High School

Topics: Artistic Practices, Art History, Critical Thinking

Art Vocabulary

Activity Vocabulary:

Bronze:

- Bronze is a mixture of zinc, lead, and tin. The material is created by melting measured portions of each material, mixing the metal and allowing the new metal harden.

American Bronze Casting:

- Inspired from European standards of bronze casting, the American variant placed a focus on presenting monumental figures in history.

Lost-Wax Bronze Casting:

- Beginning in the early 1900, American artists used this casting process by first creating a wax-form.
 - o The wax sculpture will be carved into the desired form.
 - o Once the wax sculpture is completed, the artist places the form in a wooden box.
 - o Then, the artist mixes a sand compound that is poured over the wax sculpture.
 - The sand encases the wax form to create a block of sand.
 - o Next, the artist drills a hole in the top of the sand block and the bottom of the sand block.
 - In both locations, the drill reaches down to the wax mold within the block.
 - o Afterwards, the prepared sand block is placed near the furnace.
 - o Once the metal, located inside the furnace, is melted into a liquid, the artist pours the metal into the sand mold.
 - As the metal enters the sand mold, the wax is melted and escapes through the hole at the bottom. The liquid metal takes the form of the wax sculpture and hardens within the sand block.
 - o The final step is for the artist to break open the sand block, clean the metal, and present the sculpture.

Furnace:

- The furnace is the oven that slowly heats up metal to the material's melting point. The metal, within the furnace, is placed in a crucible. The small pot can withstand thousands of degrees.

Clay Model:

- A clay model is sculpted by the artist and used to form the bronze cast. It will contain all of the details and attributes of the "real" sculpture.

Sculpture in the Round:

- A sculpture is a three-dimensional object. If the artwork “in the round”, it means that the viewer is able to walk around the sculpture and see different views of the artwork.

Marble:

- Marble is hard material that is commonly used in sculpture. The material is extracted from quarries and cut into rectangular blocks. Artists can use marble for carving or as a base for a casted artwork.

Angel of the Annunciation:

- The Angel of the Annunciation is Gabriel, the angel who visited the Virgin Mary and informed her that she would give birth to Jesus Christ.

Elements of Design:

- Artists use the elements of design to create the foundation of the artwork. The elements of art include: line, shape, form, space, color, and texture.

Line:

- An element of design; line is created on a surface with a pointed moving tool. Lines can range in size, width, texture, and presentation. Common types of line are vertical, horizontal, diagonal, zig-zag, and curved.

Shape:

- An element of design; shape is a two-dimensional enclosed space that represents either an organic shape or a geometric shape. Geometric shapes include squares, circles, rectangles, triangles and other standard geometric shapes. Organic shapes include natural non-geometric shapes that are developed from curvilinear lines.

Form:

- An element of design; form is a three-dimensional enclosed space that represents organic and geometric shapes in a third space. Geometric forms include cubes, spheres, triangular prisms, rectangular prisms, and cones. Organic shapes include three-dimensional forms observed in nature, such as trees, rivers, and rocks.

Space:

- An element of design; this term defines the surface area between, before, and behind an object in a composition.

Color:

- An element of design; this term defines the pigments used in a painting. Color can be organized into categories, such as: hues, values, complements, and intensity.

Texture:

- An element of design; this term defines an artwork's surface. The artist's use of the chosen medium creates either implied or actual texture.

Principles of Design:

- Artists used principles of design to build upon the foundational elements of design. This includes the following: rhythm, movement, balance, proportion, variety, emphasis, and unity.

Rhythm/ Pattern:

- A principle of design; this term defines the repetitive imagery and elements of design found in a composition.

Movement:

- A principle of design; this term defines the visual movement observed in a painting. This can be identified as kinetic movement or implied movement. Additionally, movement can be defined as how the viewer's eye moves throughout the composition.

Balance:

- A principle of design; this term defines the arrangement of the presented imagery with the elements of design. It refers to either asymmetrical compositions or symmetrical compositions.

Proportion:

- A principle of design; this term defines the comparative size between objects in the composition. It can refer to the imagery within a painting or the size between a sculpture and a real object.

Variety:

- A principle of design; this term defines the combination of imagery, objects, and ideas in an artwork.

Emphasis:

- A principle of design; this term defines the most prominent area in a composition. The viewer's eye is drawn to this point because the artist used a mixture of the elements and principles of design.

Unity:

- A principle of design; this term defines how the elements and principles of design are combined within a composition.

Resources for Vocabulary:

“Charles Umlauf.” *The UMLAUF Sculpture Garden and Museum*. Updated June 2021. Access June 4, 2021. <https://www.umlauftsculpture.org/charles-umlauf>

“Charles Umlauf: 1950 – 1959.” *The UMLAUF Sculpture Garden and Museum*. Updated June 2021. Access June 4, 2021. <https://www.umlauftsculpture.org/1950-1959>

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Tomio, Kimberly Bush. “Object Record: Angel of the Annunciation.” *Tyler Museum of Art*. Updated 2021. Accessed June 4, 2021. <https://tylermuseum.pastperfectonline.com/webobject/304A21DF-303E-40A0-B1BD-141225670292>

Elementary School Lesson Plans

Goals:

Elementary School Students of all Levels will be able to do the following:

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Identify the art historical significance of the artwork;
- And create a sculpture in the round.

Texas Elementary School TEKS:

Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade

Kindergarten:

- §117.102.b.1.A / B
 - o Foundations: Observation and Perception:
 - gather information from subjects in the environment using the senses;
 - identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment.
- §117.102.b.2. A / C
 - o Creative Expression:
 - create artworks using a variety of lines, shapes, colors, textures, and forms;
 - use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms.
- §117.102.b.3. A / D
 - o Historical and Cultural Relevance:
 - identify simple subjects expressed in artworks;
 - relate visual art concepts to other disciplines.
- §117.102.b.4. B
 - o Critical Evaluation and Response:

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- express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers;

First Grade:

- §117.105.b.1.A / B
 - Foundations: Observation and Perception:
 - identify similarities, differences, and variations among subjects in the environment using the senses;
 - identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.
- §117.105.b.2. A / C
 - Creative Expression:
 - invent images that combine a variety of lines, shapes, colors, textures, and forms;
 - increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.
- §117.105.b.3. A / D
 - Historical and Cultural Relevance:
 - identify simple ideas expressed in artworks through different media;
 - relate visual art concepts to other disciplines.
- §117.105.b.4. B
 - Critical Evaluation and Response:
 - identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.

Second Grade:

- §117.108.b.1.A / B
 - Foundations: Observation and Perception:
 - compare and contrast variations in objects and subjects from the environment using the senses;
 - identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.
- §117.108.b.2. B / C
 - Creative Expression:
 - create compositions using the elements of art and principles of design;

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- identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.
- §117.108.b.3. A / B
 - Historical and Cultural Relevance:
 - interpret stories, content, and meanings in a variety of artworks;
 - examine historical and contemporary artworks created by men and women, making connections to various cultures;
 - Critical Evaluation and Response:
 - compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers;
- §117.108.b.4. B

Third Grade:

- §117.111.b.1.B / C
 - Foundations: Observation and Perception:
 - use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity;
 - discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- §117.111.b.2. B
 - Creative Expression
 - create compositions using the elements of art and principles of design;
- §117.111.b.3. A / B
 - Historical and Cultural Relevance:
 - identify simple main ideas expressed in artworks from various times and places;
 - compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures;
- §117.111.b.4. A / B
 - Critical Evaluation and Response
 - evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists;
 - use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums;

Fourth Grade:

- §117.114.b.1.B / C
 - o Foundations: Observation and Perception:
 - use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity;
 - discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- §117.114.b.2. B
 - o Creative Expression:
 - create compositions using the elements of art and principles of design; and
- §117.114.b.3. A / B
 - o Historical and Cultural Relevance:
 - compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions;
 - compare purpose and content in artworks created by historical and contemporary men and women, making connections to various cultures;
- §117.114.b.4. A / B
 - o Critical Evaluation and Response
 - evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists.
 - use methods such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums;

Fifth Grade:

- §117.117.b.1.B / C
 - o Foundations: Observation and Perception:
 - use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and
 - discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- §117.117.b.2. A / B
 - o Creative Expression:
 - integrate ideas drawn from life experiences to create original works of art;
 - create compositions using the elements of art and principles of design;

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- §117.117.b.3. A / B
 - o Historical and Cultural Relevance:
 - compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols;
 - compare the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures;
- §117.117.b.4. A / B
 - o Critical Evaluation and Response
 - evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists;
 - use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums;

Elementary School Art Activities:

Questions for Elementary School Students:

1. Examine Chales Umlauf's *Angel of the Annunciation* and identify the elements of design in the artwork.
2. Examine Chales Umlauf's *Angel of the Annunciation* and identify the principles of design in the artwork.
3. Go to the provided Tyler Museum of Art Website and look at the different views of Umlauf's sculpture. Is the bronze cast a good example of "sculpture in the round"? Explain. (<https://tylermuseum.pastperfectonline.com/webobject/304A21DF-303E-40A0-B1BD-141225670292>)

Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Coloring Pencils, Graphite Pencil, and Drawing Paper, and Glue or Tape
- **Subject:** Sketching, Color
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Single Day Project or an Extended Project

Examine Charle Umlauf's *Angel of the Annunciation*. Create a sculpture in the round. The student will draw four different views of themselves. The student will draw the following views on a long sheet of paper folded into fourths: the front, the left side, the right side, the back. Then, they will color the drawing with coloring pencils. Afterwards, the student connect the end of the paper with tape to create a standing rectangular box exhibiting four views of themselves.

Activity: Elementary School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Research, Artwork Analysis
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Single Day Assignment or a Research Paper

Examine Charles Umlauf's *Angel of the Annunciation*. The student will answer the following question: How does Charles Umlauf pose the figure of the angel to create an interesting "sculpture in the round"? Use the following website to look at the sculpture from various viewpoints: <https://tylermuseum.pastperfectonline.com/webobject/304A21DF-303E-40A0-B1BD-141225670292>

Resources:

“19 TAC Chapter 117. Texas Essential Knowledge and Skills for Fine Arts.” *Texas Education Agency*. Updated 2020. Accessed April 29, 2021. <http://ritter.tea.state.tx.us/rules/tac/chapter117/>

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“Feast of the Annunciation.” *BBC*. Updated June 16, 2009. Accessed June 4, 2021. <https://www.bbc.co.uk/religion/religions/christianity/holidays/annunciation.shtml>

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Middle School Lesson Plans

Goals:

Middle School Students of all Levels will be able to do the following:

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Identify the art historical significance of the artwork;
- And create a sculpture in the round.

Texas Middle School TEKS:

Art 1, Art 2, Art 3

Art 1:

- §117.202.c.1.B / C / D
 - o Foundations: Observation and Perception:
 - understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately;
 - understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately;
 - discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.
- §117.202.c.1.A
 - o Creative Expression:
 - create original artworks based on direct observations, original sources, personal experiences, and the community;
- §117.202.c.3.A / B
 - o Historical and Cultural Relevance:
 - identify the influence of historical and political events in artworks;
 - identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;
- §117.202.c.4.A / B
 - o Critical Evaluation and Response
 - create written or oral responses to artwork using appropriate art vocabulary;

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- analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;

Art 2:

- §117.203.b.1.B / C / D
 - Foundations: Observation and Perception:
 - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;
 - compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately;
 - understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.
- §117.203.b.1.A
 - Creative Expression:
 - create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community;
- §117.203.b.3.A / B
 - Historical and Cultural Relevance:
 - analyze ways that global, cultural, historical, and political issues influence artworks;
 - analyze selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;
- §117.203.b.4.A / B
 - Critical Evaluation and Response:
 - create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;
 - analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;

Art 3:

- §117.203.b.1.B / C / D
 - Foundations: Observation and Perception:
 - evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;

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- evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately;
- compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately.
- §117.203.b.1.A / B
 - Creative Expression:
 - create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community;
 - apply the art-making process to solve problems and generate design solutions;
- §117.203.b.3.A / B
 - Historical and Cultural Relevance:
 - analyze ways in which global, contemporary, historical, and political issues have influenced art;
 - analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy;
- §117.203.b.4.A
 - Critical Evaluation and Response:
 - create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;

Middle School Art Activities:

Questions for Middle School Students:

1. Examine Chales Umlauf's *Angel of the Annunciation* and identify the elements of design in the artwork.
2. Examine Chales Umlauf's *Angel of the Annunciation* and identify the principles of design in the artwork.
3. Go to the provided Tyler Museum of Art Website and look at the different views of Umlauf's sculpture. Is the bronze cast a good example of "sculpture in the round"? Explain. (<https://tylermuseum.pastperfectonline.com/webobject/304A21DF-303E-40A0-B1BD-141225670292>)

Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Coloring Pencils, Graphite Pencil, and Drawing Paper, and Glue or Tape
- **Subject:** Sketching, Color
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Single Day Project or an Extended Project

Examine Charle Umlauf's *Angel of the Annunciation*. Create a sculpture in the round. The student will draw four different views of themselves. The student will draw the following views on a long sheet of paper folded into fourths: the front, the left side, the right side, the back. Then, they will color the drawing with coloring pencils. Afterwards, the student connect the end of the paper with tape to create a standing rectangular box exhibiting four views of themselves. Lastly, the student will write a two page paper that compares and contrasts their artwork to Umlauf's sculpture.

Activity: Middle School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Research, Artwork Analysis
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Single Day Assignment or a Research Paper

Examine Charles Umlauf's *Angel of the Annunciation*. The student will answer the following question: How does Charles Umlauf pose the figure of the angel to create an interesting "sculpture in the round"? Use the following website to look at the sculpture from various viewpoints: <https://tylermuseum.pastperfectonline.com/webobject/304A21DF-303E-40A0-B1BD-141225670292>

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High School Lesson Plans

Goals:

High School Students of all Levels will be able to do the following:

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Identify the art historical significance of the artwork;
- And create a sculpture in the round.

Texas High School TEKS:

Art Level I, Level II, Level III, and Level IV

Level I:

- §117.302.c.1. B / C / D
 - o Foundations: Observation and Perception:
 - identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
 - make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- §117.302.c.2.A / B
 - o Creative Expression:
 - use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - communicate a variety of applications for design solutions;
- §117.302.c.3.A / B
 - o Historical and Cultural Relevance
 - compare and contrast historical and contemporary styles while identifying general themes and trends;
 - describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;

- §117.302.c.4.A / B
 - o Critical Evaluation and Response
 - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;

Level II:

- §117.303.c.1. B / C / D
 - o Foundations: Observation and Perception:
 - identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks;
 - identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks;
 - explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately.
- §117.303.c.2.A / B
 - o Creative Expression:
 - create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
 - apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions;
- §117.303.c.3.A / B
 - o Historical and Cultural Relevance:
 - examine selected historical periods or styles of art to identify general themes and trends;
 - analyze specific characteristics in artwork from a variety of cultures;
- §117.303.c.4.A
 - o Critical Evaluation and Response:
 - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;

Level III:

- §117.304.c.1.B / C / D
 - o Foundations: Observation and Perception:
 - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;

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- compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
- explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork.
- §117.304.c.2.A / B
 - Creative Expression:
 - create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
 - solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions;
- §117.304.c.3.A / B
 - Historical and Cultural Relevance:
 - research selected historical periods, artists, general themes, trends, and styles of art;
 - distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork;
- §117.304.c.4.A
 - Critical Evaluation and Response:
 - interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas;

Level IV:

- §117.305.c.1. B / C / D
 - Foundations: Observation and Perception:
 - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
 - discriminate between art media and processes to express complex visual relationships such as content, meaning, message, and metaphor using extensive art vocabulary.

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- §117.305.c.2.A / B
 - o Creative Expression:
 - produce an original body of artwork that integrates information from a variety of sources, including original sources, and demonstrates sustained self-directed investigations into specific themes such as a series or concentration of works;
 - evaluate and justify design ideas and concepts to create a body of personal artwork;
- §117.305.c.3.A / B
 - o Historical and Cultural Relevance:
 - research and report on selected historical periods, artists, general themes, trends, and styles of art;
 - analyze and evaluate the influence of contemporary cultures on artwork;
- §117.305.c.4.A / B
 - o Critical Evaluation and Response:
 - develop evaluative criteria to justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on a high level of creativity and expertise in one or more art areas;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;

High School Art Activities:

Questions for High School Students:

1. Examine Chales Umlauf's *Angel of the Annunciation* and identify the elements of design in the artwork.
2. Examine Chales Umlauf's *Angel of the Annunciation* and identify the principles of design in the artwork.
3. Go to the provided Tyler Museum of Art Website and look at the different views of Umlauf's sculpture. Is the bronze cast a good example of "sculpture in the round"? Explain. (<https://tylermuseum.pastperfectonline.com/webobject/304A21DF-303E-40A0-B1BD-141225670292>)

Activity: High School Fine Arts

- **Activity Setting:** Classroom and/or outdoor location
- **Materials:** Acrylic Paint, Paint Brushes, Water Cup, Pencil, and Paper or Canvas
- **Subject:** Painting, Sketching
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Single Day Project or an Extended Project

Examine Charle Umlauf's *Angel of the Annunciation*. Create a sculpture in the round. The student will draw four different views of themselves. The student will draw the following views on a long sheet of paper folded into fourths: the front, the left side, the right side, the back. Then, they will color the drawing with coloring pencils. Afterwards, the student connect the end of the paper with tape to create a standing rectangular box exhibiting four views of themselves. Lastly, the student will write a two page paper that compares and contrasts their artwork to Umlauf's sculpture.

Activity: High School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Research, Artwork Analysis
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Single Day Assignment or a Research Paper

Examine Charles Umlauf's *Angel of the Annunciation*. The student will answer the following question: How does Charles Umlauf pose the figure of the angel to create an interesting "sculpture in the round"? Use the following website to look at the sculpture from various viewpoints: <https://tylermuseum.pastperfectonline.com/webobject/304A21DF-303E-40A0-B1BD-141225670292>

Resources:

“19 TAC Chapter 117. Texas Essential Knowledge and Skills for Fine Arts.” *Texas Education Agency*. Updated 2020. Accessed April 29, 2021. <http://ritter.tea.state.tx.us/rules/tac/chapter117/>

“Charles Umlauf.” *The UMLAUF Sculpture Garden and Museum*. Updated June 2021. Access June 4, 2021. <https://www.umlauftsculpture.org/charles-umlauf>

“Charles Umlauf: 1950 – 1959.” *The UMLAUF Sculpture Garden and Museum*. Updated June 2021. Access June 4, 2021. <https://www.umlauftsculpture.org/1950-1959>

“Feast of the Annunciation.” *BBC*. Updated June 16, 2009. Accessed June 4, 2021. <https://www.bbc.co.uk/religion/religions/christianity/holidays/annunciation.shtml>

Ragan, Rosalins. “Elements of Art.” In *Art Talk*, 61 – 211. Edited by Bennett and McKnight Division. San Fransico: Glencoe Publishing Company, 1988.

Ragan, Rosalins. “The Principles of Design.” In *Art Talk*, 211 – 347. Edited by Bennett and McKnight Division. San Fransico: Glencoe Publishing Company, 1988.

Tolles, Thayer. “American Bronze Casting.” *Metropolitan Museum of Art*. Updated October 2004. Accessed June 4, 2021. https://www.metmuseum.org/toah/hd/abrc/hd_abrc.htm

Tomio, Kimberly Bush. “Object Record: Angel of the Annunciation.” *Tyler Museum of Art*. Updated 2021. Accessed June 4, 2021. <https://tylermuseum.pastperfectonline.com/webobject/304A21DF-303E-40A0-B1BD-141225670292>