



**Tyler Museum of Art’s Lesson:
Norman Rockwell, *Two O’clock Feeding*
(*Father Feeding Infant*)**

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**Norman Rockwell, *Two O'clock Feeding*
(*Father Feeding Infant*)**



Figure 1: Norman Rockwell, *Two O'clock Feeding (Father Feeding Infant)*, 1972, litho-crayon on Velin d'Arches paper, 25.75 inches X 19.5 inches, Tyler Museum of Art, Tyler, Texas.

Culture: American

Subject: Fines 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:

Printmaking:

- A process of art making that allows an artist to create multiple copies of an image. The image is created by placing ink over a plate that was manipulated by the artist. This process includes lithography.

Lithograph:

- A lithograph is a type of print.
 - o To create a lithograph, the artist draws an image on a prepared limestone plate with an oil-based crayon.
 - o Then, the artist applies a coat of rosin and talcum powder to the top of the plate.
 - o Afterwards, a gum arabic acid solution is painted onto the plate. This allows a chemical reaction to occur with the previously applied materials.
 - o After the solution has set, the artist wipes away the original sketch with a solvent called lithotine.
 - o The result is a ghost image caused by the application of solutions. Once the plate is dry, the artist rolls ink across the surface of the plate.
 - o When this process is complete, the artist places a piece of paper on the plate rolls the plate through the press.
 - o The result is an ink image from the plate onto the paper.

Edition:

- An edition is the a recreation of an image, often attributed to printmaking. A specific print can have an edition number, meaning the number in a series of copies. An example can be the 12th copy of 100 copies.

Figures:

- A figure, commonly found in figurative art, is often referencing a person depicted in artwork. The individuals can be represented in a variety of styles, ranging from realistic to abstraction.

Models:

- A model is a person who is being drawn, painted, or sculpted. They will sit or stand in a particular pose to help the artist create the scene.

Genre Scene:

- A painting that exhibits scenes and structures from everyday life; often includes figures and objects arranged in a space to appear mundane and ordinary.

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American Life Series:

- The *American Life Series* was commissioned (or paid for) by the Massachusetts Mutual Life Insurance Company.
 - o Over a span of ten years, the artist made a total of eighty drawings promoting the insurance company.
 - o Each piece featured families, children, and Americans participating in daily common activities.
 - o The goal was for viewers to see the peaceful and lively images and want to conduct business with the insurance company.
 - o The successfulness of the drawings led the works being transposed in lithography.
 - o Each of the 80 pieces had 200 prints created.

Art Careers:

- Art careers are different occupations that use or require an art degree and/or certification.
 - o This website contains various examples of art careers:
 - <https://www.bestcolleges.com/careers/art-and-design/>

Copyright:

- Copyright protects the intellectual property of an artist, author, teacher, or any other professional.
 - o For more details about copyright, here is a helpful website PDF:
 - <https://copyright.gov/circs/circ40.pdf>

Collaborative Mini-Mural:

- A collaborative mini-mural is a large block of art that is presented in a square format.
 - o The mural is created from individual artworks all arranged together to create a square or rectangle.
 - o The mural will show the collaborative effort of the students.

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.

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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.

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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:

“Art Term: Edition.” *Tate Modern Museum of Art*. Updated 2021. Accessed May 17, 2021. <https://www.tate.org.uk/art/art-terms/e/edition>.

“Art Term: Genre Painting.” *Tate Modern Museum of Art*. Updated 2021. Accessed April 29, 2021. <https://www.tate.org.uk/art/art-terms/g/genre-painting>.

Bradway, Rich. “Norman Rockwell – a Brief Biography: A Career in Illustration.” Norman Rockwell Museum. Updated 2021. Accessed November 10, 2021. <https://www.nrm.org/about/about-2/about-norman-rockwell/>.

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Davis, Angela and King, Laura. "Gendered Perspectives on Men's Changing Familial Roles in Postwar England, c. 1950 – 1990." NCIB, no. 1 (March 30, 2018): 70 – 92.

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Zanis, Liz. "Lithograph." The Metropolitan Museum of Art. Updated 2018. Accessed September 14, 2021. <https://www.metmuseum.org/about-the-met/collection-areas/drawings-and-prints/materials-and-techniques/printmaking/lithograph>.

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;
- Students will be separated into groups and draw a composition collaborative mini-mural/ collaborative art block.
- Students will discuss the career available to artists, art historians, and art educators.

Texas Elementary School TEKS:

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

Kindergarten:

- §117.102.b.1.B
 - o Foundations: Observation and Perception:
 - 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 / B
 - o Creative Expression:
 - create artworks using a variety of lines, shapes, colors, textures, and forms;
 - arrange components intuitively to create artworks;
- §117.102.b.3. A / B / C / D
 - o Historical and Cultural Relevance:
 - identify simple subjects expressed in artworks;
 - share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork;
 - identify the uses of art in everyday life;
 - relate visual art concepts to other disciplines.
- §117.102.b.4.A
 - o Critical Evaluation and Response:
 - express ideas about personal artworks or portfolios;

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First Grade:

- §117.105.b.1.B
 - Foundations: Observation and Perception:
 - 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 / B
 - Creative Expression:
 - invent images that combine a variety of lines, shapes, colors, textures, and forms;
 - place components in orderly arrangements to create designs;
- §117.105.b.3. A / C / D
 - Historical and Cultural Relevance:
 - identify simple ideas expressed in artworks through different media;
 - discuss the use of art in everyday life;
 - relate visual art concepts to other disciplines.
- §117.105.b.4.A
 - Critical Evaluation and Response:
 - explain ideas about personal artworks;

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. A / B
 - Creative Expression:
 - express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space;
 - create compositions using the elements of art and principles of design;
- §117.108.b.3. A / C / D
 - Historical and Cultural Relevance:
 - interpret stories, content, and meanings in a variety of artworks;
 - analyze how art affects everyday life and is connected to jobs in art and design;
 - relate visual art concepts to other disciplines.
- §117.108.b.4. A
 - Critical Evaluation and Response:
 - support reasons for preferences in personal artworks;

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Third Grade:

- §117.111.b.1.A / B / C
 - Foundations: Observation and Perception:
 - explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
 - 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. A / B
 - 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;
- §117.111.b.3. A / C / D
 - Historical and Cultural Relevance:
 - identify simple main ideas expressed in artworks from various times and places;
 - connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers;
 - investigate the connections of visual art concepts to other disciplines.
- §117.111.b.4. A
 - 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;

Fourth Grade:

- §117.114.b.1.A / B / C
 - Foundations: Observation and Perception:
 - explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
 - 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. A / B
 - Creative Expression:

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- integrate ideas drawn from life experiences to create original works of art;
- create compositions using the elements of art and principles of design; and
- §117.114.b.3. A / C / D
 - 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;
 - connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers;
 - investigate connections of visual art concepts to other disciplines.
- §117.114.b.4. A
 - 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.

Fifth Grade:

- §117.117.b.1.A / B / C
 - Foundations: Observation and Perception:
 - develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
 - 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
 - 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;
- §117.117.b.3. A / C / D
 - 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;
 - connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers;
 - investigate connections of visual art concepts to other disciplines.

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- §117.117.b.4. A
 - 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;

Elementary School Art Activities:

Questions for Elementary School Students:

1. Examine Norman Rockwell's *Two O'clock Feeding (Father Feeding Infant)*. Identify the Elements of Design in the lithograph.
2. Examine Norman Rockwell's *Two O'clock Feeding (Father Feeding Infant)*. Identify the Principles of Design in the lithograph.
3. What does it mean to collaborate with a team?
4. What is an art commission?
5. What is a collaborative mini-mural/ collaborative art block?
6. Does Norman Rockwell's lithographs have a narrative? Explain your answer.
7. What jobs can you have as an artist, art historian, or art educator?
8. What is copyright? How does it work in the artworld?

Activity: Elementary School Fine Arts

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

Examine Norman Rockwell's lithograph *Two O'clock Feeding (Father Feeding Infant)*.

Next, the students will create a collaborative artwork. First, the teacher will discuss copyright and why it is important in art.

Then, the teacher will ask the students to bring an image of nature and/or animals from home. The students will work together to pick a nature theme, animal theme, or other theme. Once decided, each student will bring an image that correlates with their chosen idea. If the image is from a magazine or if the image was a photo taken by their family, the student will specify that to learn how to attribute an image source.

Afterwards, the teachers will give each student a piece of drawing paper. The students will draw and color their image with graphite and coloring pencils. Once the students have completed their individual artworks, they will decide how to arrange the drawings to create a collaborative mini-mural. For example: if the group consists of four students, then they will arrange the artworks to create a square with two works in one row and two works directly below the first.

Once the arrangement is chosen, the students will glue or tape the works to a piece of matboard to complete the mural. Finally, the group will present their collaborative mini-mural to the class. Each group member will state what they drew and why they arranged their artwork in this manner.

Resources:

“Art Term: Edition.” *Tate Modern Museum of Art*. Updated 2021. Accessed May 17, 2021. <https://www.tate.org.uk/art/art-terms/e/edition>.

“Art Term: Genre Painting.” *Tate Modern Museum of Art*. Updated 2021. Accessed April 29, 2021. <https://www.tate.org.uk/art/art-terms/g/genre-painting>.

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Zanis, Liz. "Lithograph." The Metropolitan Museum of Art. Updated 2018. Accessed September 14, 2021. <https://www.metmuseum.org/about-the-met/collection-areas/drawings-and-prints/materials-and-techniques/printmaking/lithograph>.

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;
- Students will be separated into groups and draw a composition collaborative mini-mural/ collaborative art block.
- Students will discuss the career available to artists, art historians, and art educators.

Texas Middle School TEKS:

Art 1, Art 2, Art 3

Art 1:

- §117.202.c.1.A / B / C
 - o Foundations: Observation and Perception:
 - identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
 - 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;
- §117.202.c.2.A / B
 - o Creative Expression:
 - create original artworks based on direct observations, original sources, personal experiences, and the community;
 - apply the art-making process to solve problems and generate design solutions;
- §117.202.c.3.A / C / D
 - o Historical and Cultural Relevance:
 - identify the influence of historical and political events in artworks;
 - explain the relationships that exist between societies and their art and architecture;

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- explore career and avocational opportunities in art such as various design, museum, and fine arts fields.
- §117.202.c.4.A / B / D
 - Critical Evaluation and Response
 - create written or oral responses to artwork using appropriate art vocabulary;
 - 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;
 - investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art;

Art 2:

- §117.203.b.1.A / B / C
 - Foundations: Observation and Perception:
 - identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
 - 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;
- §117.203.b.1.A / B
 - 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;
 - apply the art-making process to solve problems and generate design solutions;
- §117.203.b.3.A / C / D
 - Historical and Cultural Relevance:
 - analyze ways that global, cultural, historical, and political issues influence artworks;
 - compare and contrast relationships that exist between a society's art and its music, literature, and architecture;
 - identify career and avocational choices in art such as various design, museum, and fine arts fields.
- §117.203.b.4.A / B / D
 - Critical Evaluation and Response:
 - create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;

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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;
- investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art;

Art 3:

- §117.203.b.1.A / B / C
 - Foundations: Observation and Perception:
 - identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international;
 - 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;
 - evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately;
- §117.203.b.1.A / B / D / E
 - 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;
 - use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination;
 - create experimental artworks using installation, performance, or collaboration.
- §117.203.b.3.A / C / D
 - Historical and Cultural Relevance:
 - analyze ways in which global, contemporary, historical, and political issues have influenced art;
 - evaluate the relationships that exist among a society's art, music, theatre, and dance;
 - compare and contrast career and avocational opportunities in art such as various design, museum, and fine arts fields.
- §117.203.b.4.A / C / D
 - Critical Evaluation and Response:
 - create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;

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- investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art;
- understand and demonstrate proper exhibition etiquette.

Middle School Art Activities:

Questions for Middle School Students:

1. Examine Norman Rockwell's *Two O'clock Feeding (Father Feeding Infant)*. Identify the Elements of Design in the lithograph.
2. Examine Norman Rockwell's *Two O'clock Feeding (Father Feeding Infant)*. Identify the Principles of Design in the lithograph.
3. What does it mean to collaborate with a team?
4. What is an art commission?
5. What is a collaborative mini-mural/ collaborative art block?
6. Does Norman Rockwell's lithographs have a narrative? Explain your answer.
7. What jobs can you have as an artist, art historians, and art educators?
8. What is copyright? How does it work in the artworld?

Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Coloring Pencil, Graphite Pencil, and Large Paper
- **Subject:** Sketching, Color, Teamwork, Career Centric Thinking
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Single Day Project or an Extended Project

Examine Norman Rockwell's lithograph *Two O'clock Feeding (Father Feeding Infant)*.

Next, the students will create a collaborative artwork. First, the teacher will discuss copyright and why it is important in art.

Then, the teacher will ask the students to bring an image of nature and/or animals from home. The students will work together to pick a nature theme, animal theme, or other theme. Once decided, each student will bring an image that correlates with their chosen idea. If the image is from a magazine or if the image was a photo taken by their family, the student will specify that to learn how to attribute an image source.

Afterwards, the teachers will give each student a piece of drawing paper. The students will draw and color their image with graphite and coloring pencils. Once the students have completed their individual artworks, they will decide how to arrange the drawings to create a collaborative mini-mural. For example: if the group consists of four students, then they will arrange the artworks to create a square with two works in one row and two works directly below the first.

Once the arrangement is chosen, the students will glue or tape the works to a piece of matboard to complete the mural. Finally, the group will present their collaborative mini-mural to the class. Each group member will state what they drew and why they arranged their artwork in this manner.

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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;
- Students will be separated into groups and draw a composition collaborative mini-mural/ collaborative art block.
- Students will discuss the career available to artists, art historians, and art educators.

Texas High School TEKS:

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

Level I:

- §117.302.c.1.A / B / C / D
 - o Foundations: Observation and Perception:
 - consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;
 - 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 / C / D / E
 - o Creative Expression:
 - use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;

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- collaborate to create original works of art;
- §117.302.c.3.B / C / D
 - Historical and Cultural Relevance
 - describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
 - collaborate on community-based art projects;
 - compare and contrast career and avocational opportunities in art.
- §117.302.c.4.A / B
 - 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;
 - evaluate and analyze artwork using a verbal or written 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;

Level II:

- §117.303.c.1.A / B / C / D
 - Foundations: Observation and Perception:
 - use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks;
 - 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 / C / D / E
 - 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;
 - use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - collaborate to create original works of art;

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- §117.303.c.3. B / C / D
 - Historical and Cultural Relevance:
 - analyze specific characteristics in artwork from a variety of cultures;
 - collaborate on community-based art projects;
 - examine and research career, entrepreneurial, and avocational opportunities in art.
- §117.303.c.4.A / B / C
 - 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;
 - 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;
 - use responses to artwork critiques to make decisions about future directions in personal work;

Level III:

- §117.304.c.1.A / B / C / D
 - Foundations: Observation and Perception:
 - analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively;
 - 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;
 - 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 / C / D / E
 - 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;
 - use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;

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- collaborate to create original works of art;
- §117.304.c.3.B / C / D
 - Historical and Cultural Relevance:
 - distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork;
 - collaborate on community-based art projects;
 - examine, research, and develop a plan of action for relevant career, entrepreneurial, and avocational art opportunities within a global economy.
- §117.304.c.4.A / B / C
 - 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;
 - 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;
 - analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness;

Level IV:

- §117.305.c.1.A / B / C / D
 - Foundations: Observation and Perception:
 - consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination;
 - 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.
- §117.305.c.2.A / C / D / E
 - 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;

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- use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - collaborate to create original works of art;
- §117.305.c.3.B / C / D
- Historical and Cultural Relevance:
 - analyze and evaluate the influence of contemporary cultures on artwork;
 - collaborate on community-based art projects;
 - examine, research, and develop a plan of action for relevant career or entrepreneurial art opportunities within a global economy, justifying the choice.
- §117.305.c.4.A / B / C
- 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;
 - analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and the measure of uniqueness;

High School Art Activities:

Questions for High School Students:

1. Examine Norman Rockwell's *Two O'clock Feeding (Father Feeding Infant)*. Identify the Elements of Design in the lithograph.
2. Examine Norman Rockwell's *Two O'clock Feeding (Father Feeding Infant)*. Identify the Principles of Design in the lithograph.
3. What does it mean to collaborate with a team?
4. What is an art commission?
5. What is a collaborative mini-mural/ collaborative art block?
6. Does Norman Rockwell's lithographs have a narrative? Explain your answer.
7. What jobs can you have as an artist, art historians, and art educators?
8. What is copyright? How does it work in the artworld?

Activity: High School Fine Arts

- **Activity Setting:** Classroom and/or outdoor location
- **Materials:** Coloring Pencil, Graphite Pencil, and Large Drawing Paper
- **Subject:** Sketching, Color, Teamwork, Career Centric Thinking
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Single Day Project or an Extended Project

Examine Norman Rockwell's lithograph *Two O'clock Feeding (Father Feeding Infant)*.

Next, the students will create a collaborative artwork. First, the teacher will discuss copyright and why it is important in art.

Then, the teacher will ask the students to bring an image of nature and/or animals from home. The students will work together to pick a nature theme, animal theme, or other theme. Once decided, each student will bring an image that correlates with their chosen idea. If the image is from a magazine or if the image was a photo taken by their family, the student will specify that to learn how to attribute an image source.

Afterwards, the teachers will give each student a piece of drawing paper. The students will draw and color their image with graphite and coloring pencils. Once the students have completed their individual artworks, they will decide how to arrange the drawings to create a collaborative mini-mural. For example: if the group consists of four students, then they will arrange the artworks to create a square with two works in one row and two works directly below the first.

Once the arrangement is chosen, the students will glue or tape the works to a piece of matboard to complete the mural. Finally, the group will present their collaborative mini-mural to the class. Each group member will state what they drew and why they arranged their artwork in this manner.

Resources:

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