



**Tyler Museum of Art's Lesson:**  
***Anonymous/Huichol, Mask covered  
 mosaic of seed beads imagery & Gourd  
 with beaded interior***

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## Lesson Plan: Anonymous/Huichol, *Mask covered mosaic of seed beads imagery & Gourd with beaded interior*



Anonymous, *Gourd with beaded interior*, 1993c., Wood, Glass Beads, Beeswax, 10  $\frac{3}{4}$  x 7  $\frac{1}{4}$  x 1  $\frac{7}{8}$ , Tyler Museum of Art, Tyler, Texas, USA.

<https://tylermuseum.pastperfectonline.com/webobject/39ADD271-04D6-444A-B7B9-255979239010>

Anonymous, *Mask covered mosaic of seed beads imagery*, 1993c., Wood, Glass Beads, Beeswax, 10  $\frac{3}{4}$  x 7  $\frac{1}{4}$  x 1  $\frac{7}{8}$ , Tyler Museum of Art, Tyler, Texas, USA.

<https://tylermuseum.pastperfectonline.com/webobject/4667509D-002F-4F1A-A776-854152072058>

**Culture:** Mexico

**Subject:** Fine Art, Folk Art, Art History

**Collection:** Tyler Museum of Art's Boeckman Collection

**Grades:** Middle School

**Topics:** Artistic Practices, Art History, Critical Thinking and International Art

## Art Vocabulary

### Activity Vocabulary:

#### Huichol

- The Huichol are an indigenous ethnic group that live surrounded by the Sierra Madre Occidental, a mountain range in Mexico.
- Their practices date back to pre-hispanic times and focus on pantheon of gods that they worship and their mythology.
- They value their communication with the gods and have shamans, or *Mara'akate*, that help guide them and protect their folklore.

#### Beaded Art

- One way Huichol communicate with gods is through beaded art or *Kuka*, which is referred to any beaded object.
- The *Kuka* usually depicts the wishes and manifestations of the Huichol creating the art.
- Very colorful and often very asymmetrical.
- A common beaded object are the mask and the gourd.
- The way these are made are through a process of threading glass beads through a needle or bone and then adhering them onto a surface that is covered in beeswax.

#### Huichol Symbolism

- **Jicuri-** Is a six-sided flower bud that represents the Huichol's sacred plant that they honor and hold at a god like status and hold pilgrimages to hunt.
- **Two-headed Eagle-** represents their shaman that is able to see everything and helps guide and connect them with the gods
- **Scorpion-** protectors of life and bad luck
- **Half-humans, Half-animal creatures-** spirit guides that show themselves in the dreams of the shamans to help guide them
- **Deer-** usually depict the Huichol's sacred plant

#### Elements of Design<sup>1</sup>

##### Line

- A two-or three-dimensional point moving in space whether it's implied, descriptive, or abstract

##### Shape

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1. "Principles and Elements," Massachusetts College of Art and Design, accessed 13 April 2022, [massart.edu/sites/default/files/Principles%20and%20Elements.pdf](https://massart.edu/sites/default/files/Principles%20and%20Elements.pdf)

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- Element that is two-dimensional and limited to height and width

### **Form**

- Encloses volume

### **Space**

- Defined by positive and negative areas

### **Color**

- Made up of hue, value, and intensity

### **Texture**

- How things feel or look as if they would feel if touched

## **Principles of Design<sup>2</sup>**

### **Rhythm/ Pattern**

- Elements causing a tempo or beat that indicate movement

### **Movement**

- Action that helps guide viewer's eye throughout the work

### **Harmony**

- Combining elements to accent their likenesses

### **Proportion**

- Relationship of elements in regard to the whole and each other

### **Variety**

- Diversity and contrast whether it be in size, colors, or different shapes

### **Emphasis**

- Stressing differences

### **Balance**

- Equilibrium and stability in a work

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<sup>2</sup> "Principles and Elements," Massachusetts College of Art and Design,

## Bibliography: Resources for Vocabulary and Lesson Plan

Office of the Secretary of State. “§117.202: Art, Middle School 1, Adopted 2013.” *Texas Education Agency: Education*, updated 2013, accessed January 5, 2022, [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=2&ch=117&rl=202](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=202).

Office of the Secretary of State. “§117.203: Art, Middle School 2, Adopted 2013.” *Texas Education Agency: Education*, updated 2013, accessed January 5, 2022, [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=2&ch=117&rl=203](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=203).

Office of the Secretary of State. “§117.204: Art, Middle School 3, Adopted 2013.” *Texas Education Agency: Education*, updated 2013, accessed January 5, 2022, [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=2&ch=117&rl=204](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=204).

“Principles and Elements.” Massachusetts College of Art and Design. Accessed 13 April 2022. [massart.edu/sites/default/files/Principles%20and%20Elements.pdf](https://massart.edu/sites/default/files/Principles%20and%20Elements.pdf)  
Tate. “Collage.” Art Terms. Accessed 21 April 2022, <https://massart.edu/sites/default/files/Principles%20and%20Elements.pdf>

## **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 how the Huichol mask and gourd show symmetry;
- Identify the use of color and balance throughout the pieces;
- Identify how the Huichol's spirituality informs their work;
- Students will mimic Huichol processes to create a beaded work.

### **Texas Middle School TEKS:**

#### **Art 1, Art 2, Art 3**

##### **Art 1:**

- §117.202.c.1.A / B / C / D
  - 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;
    - discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.
- §117.202.c.1.A / B / C
  - 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;
    - produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.

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- §117.202.c.3.A / B / C / D
  - 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;
    - explain the relationships that exist between societies and their art and architecture;
    - explore career and avocational opportunities in art such as various design, museum, and fine arts fields.
- §117.202.c.4.A / B / C / D / E
  - 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;
    - develop a portfolio;
    - 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.

**Art 2:**

- §117.203.b.1.A / B / C / D
  - 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;
    - 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 / B / C / D
  - 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;

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- apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;
- use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination.
- §117.203.b.3.A / B / C / D
  - 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;
    - 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 / C / D / E
  - 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;
    - develop a portfolio that demonstrates progress;
    - investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art;
    - demonstrate an understanding of and apply proper exhibition etiquette.

**Art 3:**

- §117.203.b.1.A / B / C / D
  - 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;

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- compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately.
- §117.203.b.1.A / B / C / 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;
    - create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;
    - 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 / B / C / D
  - 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;
    - 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 / B / C / D
  - Critical Evaluation and Response:
    - create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;
    - analyze original artworks and portfolios 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;
    - understand and demonstrate proper exhibition etiquette.

## Middle School Art Activities:

### Questions for Middle School Students:

1. Examine *Mask covered mosaic of seed beads imagery* and *Gourd with beaded interior*. Identify where each element of art is located in the folk art.
2. Examine *Mask covered mosaic of seed beads imagery* and *Gourd with beaded interior*. Identify where each principle of art is located in the folk art.
3. Examine the religious significances of *Mask covered mosaic of seed beads imagery* and *Gourd with beaded interior*.
4. Discuss how these practices are important to the Huichol and how they preserve their culture.

### Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Oval wooden shape, Mod Podge (or transparent glue), Brushes, Variety of Seed beads, Tweezers (if needed), Scrap paper and pencils
- **Subject:** Art History, Folk Art, Collage, 2D Composition, Shapes, Elements and Principles of Design
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Single Day

Students will make a mask using the symbols they learned from the *Beaded Mask* and the *Beaded Gourd*. They will apply the glue adhesive with paint brushes, imitating how the Huichol use beeswax to adhere the beads. They then will create a composition with the symbols to create imagery with the beads. The students may map out their composition on a piece of paper before glueing the beads. When glueing the beads the students may use tweezers to get a more percise application.

### Activity: Middle School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Art History, Folk Art, Collage, 2D Composition, Shapes, Elements and Principles of Design
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Single day

Students will write an artists statement explaining their work and the symbols used. They will also break down their work and identify the elements and principles most prevalent in their piece.