



Tyler Museum of Art's Lesson Plan:

Solis Workshop/ Jose Solis, Candlesticks. ca. 1992. Tonalá, Jalisco, Mexico

Table of Contents

Solis Workshop/ Jose Solis, <i>Candlesticks</i> . ca. 1992. Tonalá, Jalisco, Mexico	2
Art Vocabulary.....	3
Bibliography: Resources for Vocabulary and Lesson Plan.....	7
Elementary School Texas TEKS.....	8
Elementary School Art Activities	13

Lesson Plan: Solis Workshop/ Jose Solis, Candlesticks. ca. 1992. Tonalá, Jalisco, Mexico



Solis Workshop/ Jose Solis, Candlesticks. ca. 1992. Tonalá, Jalisco, Mexico. Clay, slip. Decorated, fired. (Orange daisy leaf pattern around base). 12 ¼ in x 5 1/8 in x 5 1/8 in diameter, 2010.1.134 & 2010.1.135 (Grid pattern around base). 13 in x 5 3/8 in x 5 1/4 in diameter 2010.1.136, Tyler Museum of Art, Gift of Laura and Dan Boeckman.

<https://tylermuseum.pastperfectonline.com/webobject/9544F57B-242A-4C34-88DA-434038974702>.

Culture: Mexico

Subject: Fine Arts, Art History, Folk Art

Collection: Tyler Museum of Art's Boeckman Collection

Grades: Elementary School

Topics: Artistic Practices, Art History, Critical Thinking

Art Vocabulary

Activity Vocabulary:

Solis Workshop:

- The Solos Workshop is now running by the Solis-Hernandez family, that are mainly from Zinapécuaro, Michuacan, Mexico. It is believed to have begun with a ceramicist that signed his pots with Taller Solis H. Tradicion 1850. They are well-known as being experts in the Barro Bruñido (burnished clay) technique used on their utilitarian dishes, where they used a stone to produce the shine on greenware. They are fired in homemade wood burning kilns. The family has their works showcased at the Pochteca Gallery in Tucson, Arizona where the owners are patrons of some of the works that are displayed and sold there.¹

Tonala:

- Tonala, Jalisco, Mexico is one of the largest in this region producing ceramics and there are many techniques although they are well-known for their “aromatic earthenware” made with the Barro Bruñido (burnished clay) technique. This can be achieved by using a corncob, a piece of worn wood, or a piece of pyrite to bring the clay to a bright shine. It is believed that the water is in the purist form when poured from one of these vessels because of the burnishing. It is also believed that these vessels have a nice aroma when filled with water and that the clay has a good taste. To include, some miniatures are made just for food, and are not baked as long so that they will taste better.²

Pottery:

- Objects made of clay that have been fired. This includes porcelain, stoneware, and earthenware.³

Earthenware:

- Pottery that has been fired and is permeable and porous. It is usually brown or red in color.⁴

¹ Pochteca Gallery, “Collecting: The Creative World Of Solis Family Workshop,” Tucson: *Pochteca*, 2020. Accessed 10 March 2022. <https://pochtecagallery.com/blogs/news/the-creative-world-of-solis-family-workshop>.

² Alberto Ruy Sánchez Lacy, Charlotte Broad, Otto Schöndube B., María Concepción García Sainz, María Angeles Albert, Kurt Hollander, Gutierre Aceves Piña, Karen Cordero Reiman, and Rubén Páez Kano. “Ceramics From Tonala.” *Artes de México*, no. 14 (1998): 82–88. Accessed 10 March 2022. <http://www.jstor.org/stable/24326917>.

³ Robin Hopper, and Daniel Rhodes, *Clay and Glazes for the Potter: Third Edition*, 328-330, Iola: Krause Publications, 2000.

⁴ Ibid

Tyler Museum of Art

Greenware:

- An object made from clay that has not been fired.

Wood burning kilns:

- This is always fired outdoors, sometimes a hole is dug and the pottery is completely surrounded by the wood, others use bricks and clay to enclose the top and the fire has to be watched at all times.

Slip:

- This is a mixture of clay and water, and sometimes a colorant is added.

Elements of Design⁵

Line

- A mark left in the path of a moving point.
- A mark with length and direction(s).
- Lines can be: vertical, horizontal, diagonal, straight, curved, angular or bent, thick or wide, thin, blurred, fuzzy, controlled, or meandering. Lines can create an outline or contour.
- Lines are often used to define space or direct the movement of your eyes.

Shape

- An enclosed space defined and determined by other art elements such as line, color, value and texture. Shape refers to a closed space made when a line connects to itself.

Form

- An enclosed space defined and determined by other art elements such as line, color, value and texture. Form refers to a shape that is or appears to be three dimensional, having weight, width and depth.

Space

- The area around, above, below and within an artwork. It can be described as:
- Two-dimensional (2D) or three dimensional (3D)

⁵ Elizabeth Lisot-Nelson, "Elements of Art and Principles of Design.pdf," Art History Department, University of Texas at Tyler, Access Date 20 April 2022.

https://uttyler.instructure.com/courses/29020/assignments/566728?module_item_id=1277434.

Tyler Museum of Art

- Flat, shallow, or deep
- Open or closed
- Positive (subject) or negative (background)
- The illusion of space can be created with perspective, shading, overlapping, or relative scale. The perception of space can be created or distorted with optical illusions.

Color

- Hue: a different name for a color
- Value: lightness or darkness of a color
- Value changes in color are called: tints when they are lighter than the original color
 - Shade: Color that are darker than the original color
 - Intensity or saturation: when the color is not dulled or muted from the original color
- When the spectrum is organized as a color wheel, the colors are divided into:
 - Primary: red, blue, and yellow
 - Secondary: orange, green, and violet)
 - Tertiary colors: examples include orange-red and blue-green.
 - Analogous: color next to each other on the color wheel
 - Complementary: colors that are opposite on the color wheel
 - Warm or Cool colors: warm colors move forward in the composition and cool colors recede in the composition

Texture

- A surface quality that can be seen (simulated texture) or felt (actual texture)

Principles of Design⁶

Design

- The composition of an artwork. Intentionally arranging the elements of art (listed above) using the principles of organization to create a unified artwork.

Balance

- Parts of a composition can be described as having weight or dominance. The arrangement of these elements to create a sense of visual stability or tension is called balance. This is

⁶ Elizabeth Lisot-Nelson, "Elements of Art and Principles of Design.pdf," Art History Department, University of Texas at Tyler, Access Date 20 April 2022.
https://uttyler.instructure.com/courses/29020/assignments/566728?module_item_id=1277434.

Tyler Museum of Art

sometimes also referred to as symmetry. Balance can be symmetrical (or formal), asymmetrical (informal), or radial (around a central point, like a flower.)

Emphasis/Dominance

- The importance given to certain objects in an artwork. Where your eye goes first. The center of attention. The “center of attention is also called the focal point. A painting can have a main focal point with secondary focal points. Contrast creates emphasis and determines the focal point. This can be contrast in color, value, texture, shape, space or line.

Proportion

- The relationship of the parts of an artwork to the whole, or of one part to another. Related to size or scale. (Can also refer to quantity or degree.)

Movement/Rhythm

- Movement refers to how elements are arranged to draw your eye through an artwork or imply a sense of motion. (Some sculpture, video etc. may have actual motion.)

Rhythm

- A special kind of movement created by repeated components in an artwork. It refers to the visual tempo or beat as the viewer’s eyes jump rapidly or glide smoothly from one related element to the next.

Repetition/Pattern

- An element that is repeated in a planned way to create rhythm or unity.

Variety

- Using the art elements to create differences in an artwork that add visual interest.

Harmony

- The accentuating of similarities within an artwork to create unity. The opposite of variety. Components that share common traits.

Unity

- A successful combination of art elements that creates a sense of wholeness and visual completion in an artwork. How the artwork functions as a whole, unified piece.

Bibliography: Resources for Vocabulary and Lesson Plan

Hopper, Robin, and Daniel Rhodes, *Clay and Glazes for the Potter: Third Edition*, 25-28, 253, 328-330, Iola: Krause Publications, 2000.

Lacy, Alberto Ruy Sánchez, Charlotte Broad, Otto Schöndube B., María Concepción García Sainz, María Angeles Albert, Kurt Hollander, Gutierre Aceves Piña, Karen Cordero Reiman, and Rubén Páez Kano. "Ceramics From Tonalá." *Artes de México*, no. 14 (1998): 82–88. Accessed 10 March 2022. <http://www.jstor.org/stable/24326917>.

Lisot-Nelson, Elizabeth, "Elements of Art and Principles of Design.pdf," Art History Department, University of Texas at Tyler, Access Date 20 April 2022. https://uttyler.instructure.com/courses/29020/assignments/566728?module_item_id=1277434.

Office of the Secretary of State. "§117.102: Art, Kindergarten, 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=102](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=102).

Office of the Secretary of State. "§117.105: Art, Grade 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=105](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=105).

Office of the Secretary of State. "§117.108: Art, Grade 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=108](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=108).

Office of the Secretary of State. "§117.111: Art, Grade 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=111](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=111).

Office of the Secretary of State. "§117.114: Art, Grade 4, 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=114](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=114).

Office of the Secretary of State. "§117.117: Art, Grade 5, 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=117](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=117).

Pochteca Gallery, "Collecting: The Creative World Of Solis Family Workshop," Tucson: *Pochteca*, 2020. Accessed 10 March 2022. <https://pochtecagallery.com/blogs/news/the-creative-world-of-solis-family-workshop>.

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 how the Solis Workshop created the designs on the candlesticks.
- Create a candlestick.

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:
 - 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 / 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
 - 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;
- §117.102.b.4.A / B
 - o Critical Evaluation and Response:
 - express ideas about personal artworks or portfolios;
 - express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers;

Tyler Museum of Art

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 / 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 / B / C
 - Historical and Cultural Relevance:
 - identify simple ideas expressed in artworks through different media;
 - demonstrate an understanding that art is created globally by all people throughout time;
 - discuss the use of art in everyday life;
- §117.105.b.4.A / B / C
 - Critical Evaluation and Response:
 - explain ideas about personal artworks;
 - 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. 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 / B / C
 - Historical and Cultural Relevance:

Tyler Museum of Art

- 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;
- analyze how art affects everyday life and is connected to jobs in art and design;
- §117.108.b.4. A / B
 - Critical Evaluation and Response:
 - support reasons for preferences in personal artworks;
 - 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;

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 / B / C
 - 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;
 - 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;
- §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

Tyler Museum of Art

or contemporary artists in real or virtual portfolios, galleries, or art museums;

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 / C
 - 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; and
 - produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials.
- §117.114.b.3. A / B / C
 - 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;
 - 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;
- §117.114.b.4. A / B
 - 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.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 / C
 - 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;
 - produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials.
- §117.117.b.3. A / B / 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;
 - compare the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures;
 - investigate connections of visual art concepts to other disciplines.
- §117.117.b.4. A / B
 - 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 Solis Workshop/ Jose Solis, Candlesticks. ca. 1992. Identify where each element of art is located in the folk art.
2. Examine Solis Workshop/ Jose Solis, Candlesticks. ca. 1992. Identify where each principle of art is located in the folk art.
3. What is the first thing that catches the eye line or color? Where is it located?
4. Examine the quality of the medium. Identify the combination of geometric designs with organic designs.
5. Does the artist convey a theme?

Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
- **Materials: For those without clay:** Aluminum Foil, Copy paper, colored paper, tissue paper or colored napkins, masking tape, glue sticks, acrylic paint or watercolor
- **For those with clay:** clay, water, vegetable oil, fine sand paper, any polished stone with smooth edges that is easy to hold or metal spoon (be aware this will wear down the surface of the spoon and get some metal in the clay)
- **Subject:** Candlestick, Slip Decorating, Burnished Clay for those with clay,
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Extended Project

For those without clay: Take the foil and crunch it, twist it, and mold it into the shape of a candlestick. Wrap the candlestick with tape. Then, the paper can be glued onto the foil. Next, the tissue paper and the colored napkins can be used for areas with curves such as the top of the candlestick and the flared lip that catches the excess wax. The acrylic paint can be used as slip to decorate the paper. The colored paper can be used to cut out shapes to be glued on. The tissue paper and the colored napkins can be used to make flowers by cutting out 4in x 4in squares (or smaller if needed) and layering them in the chosen colors then fold them in half and cut the shape of petals chosen by the student then glue each layer on. Wait till it dries to shape the flowers.

For those with clay: Knead the clay and begin forming a candlestick. Let the clay dry to leather hard texture. Then, use the fine sandpaper to make it smooth. Apply water and rub the candlestick to cover any scratches. Once the candlestick is dry, barely wet a small spot and, while cradling the artwork, use the polished stone or spoon to push down onto the artwork in a circular motion. For a glossy shine, apply the vegetable oil in a thin layer let it soak into the clay for about fifteen minutes, then burnish again. Clay and water can be mixed to make a slip for decorating the candlestick. Burnished clay should be fired at a cone 018, this low temperature is to keep it from

losing the shine.⁷ For more information on this see the link below. If Air-dry clay is used it can be sanded and burnished but it cannot be baked or fired and this process makes it more flammable.

Activity: Elementary School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Candlestick, Artwork Analysis, Elements of Design
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Extended Project.

After the student creates their artwork, the student will compare and contrast the Elements of Design in their own work with the elements of design in the Solis Workshop/ Jose Solis, Candlesticks. This comparison of both works can be done as a class presentation or it can consist of a paragraph.

⁷ Sumi von Dassow, “Going Low Tech: A Step-by-Step Guide to Burnishing Pottery An Introduction to Burnishing Pottery,” in *Ceramic Arts Network Daily*, Mar 25, 2022, Westerville: *The American Ceramic Society* 2022.
<https://ceramicartsnetwork.org/daily/article/Going-Low-Tech-A-Step-by-Step-Guide-to-Burnishing-Pottery#:~:text=Any%20kind%20of%20stone%20that,perfectly%20smooth%2C%20slightly%20rounded%20surface.>