



Tyler Museum of Art's Lesson Plan: Josefina Aguilar Workshop, *Adam and Eve*

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Lesson Plan: Josefina Aguilar, *Adam and Eve*



Josefina Aguilar, *Adam and Eve*, 1993, City, State, Country, 7½ x 7 x 6¼ in, Clay and acrylic paint. Tyler Museum of Art, Gift of Laura and Dan Boeckman. 2010.01.363

<https://tylermuseum.pastperfectonline.com/webobject/2974027F-67D3-4567-8A62-360018163142>

Culture: Mexico

Subject: Fine Art, Art History, Folk Art

Collection: Tyler Museum of Art's Boeckman Collection

Grades: High School

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

Art Vocabulary

Activity Vocabulary:

Josefina Aguilar

- Artist from Oaxaca, Mexico who learned to make ceramic pieces from her mother.
- Known for making scenery pieces of everyday life where she had grown up.
- By the age of fifteen she started making her own figures and was recognized by Nelson Rockefeller, who bought many of her pieces.
- Her pieces are now known and sought after all over the world

Clay Ceramic

- Harvested from five meters in the ground and put through a process of drying out in the sun and rewetting in order to have the clay ready for creating more work.

Elements of Design

Line

- A line is any two points that are connected. The line can vary in thickness, shape, and texture.

Shape

- A shape is the form of a line that encloses an area. Shapes can vary from symmetrical or asymmetrical forms and geometric and organic forms.
 - Symmetrical: A form that perfectly mirrors itself when folded in half.
 - Asymmetrical: A form that does not mirror itself when folded in half.
 - Geometric: A figure that contains strict lining.
 - Organic: A figure that encloses a loosely drawn line.

Form

- A figure that is three-dimensional in which can be measured by length, width, and height.

Space

- The areas in which focuses where the object is or what is around it.

Color

- An element for creating a mood or emphasize a subject in a piece that contains three properties:
 - Hue: Refers to the name of the color.

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- Saturation: The intensity of the hues pigment that can vary from a vibrant or dull shade.
- Value: Refers to how dark or light the color can be by adding black or white.

Texture

- Describes the way something feels by touch or an assumption of what it would feel like to touch.

Principles of Design

Rhythm/ Pattern

- A repetition of a specific shape that either creates movement within a piece or emphasizes the main subject.

Movement

- Where the piece captures the viewers' eyes are captured in a specific area and guided throughout the piece on its own.

Balance

- The way the artist uses the negative and positive space to emphasize important details of the subject.

Proportion

- The variety of sizing with lines, shapes, and spaces within the piece.

Variety

- The use of different patterns, colors, shapes, lines, and textures.

Emphasis

- The use of using various elements in order to create a focus around either an object or variety of subjects.

Unity

- The combination of all the colors, subjects, colors, lines, rhythms, and etc. To tie together an overall central theme.

Bibliography: Resources for Vocabulary and Lesson Plan

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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 significance of the artwork's theme and how it relates to the culture from where it's from.
- Students will discuss the use of balance and proportion in the piece.
- Students will create their own piece of their choice that portrays a historical event or fairytale story.

Texas High School TEKS:

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

Level I:

- §117.302.C.1. A / B
 - 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;
- §117.302.c.2. A / B / C / D
 - 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;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - collaborate to create original works of art;
- §117.302.c.3. A / B
 - Historical and Cultural Relevance
 - describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;

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- compare and contrast career and avocational opportunities in art.
- §117.302.c.4. A / B
 - Critical Evaluation and Response
 - 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;
 - select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

Level II:

- §117.303.c.1. A / B / C
 - 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;
- §117.303.c.2. A / B / C / D
 - 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;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - collaborate to create original works of art;
- §117.303.c.3. A / B
 - 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 / B / C
 - Critical Evaluation and Response:
 - 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;

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- use responses to artwork critiques to make decisions about future directions in personal work;
- select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

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 / B / 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;
 - 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;
 - 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;
- §117.304.c.3. A / B / C
 - 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;

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- 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 / D / E
 - 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;
 - use responses to artwork critiques to make decisions about future directions in personal work;
 - select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings.

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;
- §117.305.c.2. A / B / 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;
 - evaluate and justify design ideas and concepts to create a body of personal artwork;
 - 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;

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- create original artwork to communicate thoughts, feelings, ideas, or impressions;
- collaborate to create original works of art;
- §117.305.c.3. A / B / C / D
 - 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;
 - 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 / D / E / F
 - 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;
 - use responses to artwork critiques to make decisions about future directions in personal work;
 - construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning;
 - evaluate a wide range of artwork to form conclusions about formal qualities, aesthetics, historical and cultural contexts, intents, and meanings.

High School Art Activities:

Questions for High School Students:

1. Examine Josefina Aguilar's *Adam and Eve*. Identify where each element of art is located in the folk art.
2. Examine Josefina Aguilar's *Adam and Eve*. Identify where each principle of art is located in the folk art.
3. Do you believe that pieces like Josefina Aguilar's should represent different historical events in a similar manner as the artwork *Adam and Eve*?
4. Do you think a piece has to be made with high quality products in order to be considered Fine Art? Explain your answer.

Activity: High School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Air-dry clay and acrylic paint
- **Subject:** Art History, Folk Art, Fine Art, Ceramics
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Extended Project

Students will study Josefina Aguilar's piece and understand its cultural influence. Students will also create a piece of art using air-dry clay and will paint the dried product with acrylic paint. This piece can signify a historical event, a fairytale, their personal heritage, or a combination of personal interests, such as hobbies, to create a unique blend that represents who they are to the viewer. The piece will need to be as big as an aluminum soda can. Once the piece is completed, students will showcase them to the class. Students will then give constructive criticism on the pieces and discuss the various elements and principles of design found in the artwork

Activity: High School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Fine Art, Folk Art, Art History, Ceramics
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Single Day Project

Students will write their artist statement for their artwork and explain how they used the Principles and Elements of Design. Students will also explain which historical event/ fairytale they chose and

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why. If the student has chosen to base their piece on their heritage they will explain the elements of it and how it represents their culture and it's historical context.