



Tyler Museum of Art’s Lesson Plan:
Jorge Guevara, *Talavera Plate with*
Hunter

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Lesson Plan: Jorge Guevara, *Talavera Plate with Hunter*



Jorge Guevara, La trinidad, Talavera Workshop in Puebla, Mexico, *Plate with Hunter*, 1999, Glazed White and Black Earthenware 14 ½" x 13 ¼". Tyler Museum of Art, Gift of Laura and Dan Boeckman. 2008.09.49

<https://tylermuseum.pastperfectonline.com/webobject/26C9CE7D-B553-4D51-A6AF-238696413617>

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:

Jorge Guevara/Guevara Family

- Jorge Guevara and his family have been producing Talavera ceramics, a form of Mexican Folk Art, in the city of Puebla since 1838 and founded the La Trinidad Talavera Workshop in 1938. The Guevara Family's Ceramics are made and decorated in the same traditional way used to make Talavera since the sixteenth century. Jorge Guevara retired from making talavera in 2005, leaving the La Trinidad workshop to his niece Alejandra Nuñez Guevara, who has been running the workshop ever since.¹
- Unlike other Mexican folk ceramic artists, the Guevara family is not very well known.

Folk Art:

- Folk Art is a style of art that is made by regional people who preserve their history, traditions, and culture in their art. Mexican Folk Art consists of various artists who work in clay, fiber, metal, wire, papier mâché, and paper. The attributes of Folk Art are:
 - To celebrate a holiday, festival, religious observance, or tradition;
 - Used in the home as a utilitarian object, such as a bowl or a jar;
 - Handmade by people who live in specific regions, such as artists from Mexico;
 - Made with art skills that were passed down through the family or learned from regional artists;
 - And, made for both the regional population and foreigners who visit the country.

Clay:

- A material that is developed from wet earth and minerals. When it is drying or heated in a kiln, the clay hardens into a ceramic object.

Ceramics

- Ceramics are generally made by taking mixtures of clay, earthen elements, powders, and water and shaping them into desired forms. Once the ceramic has been shaped, it is fired in a high temperature oven known as a kiln.²

¹ Alejandra Núñez Guevara (Talavera Artist) in discussion with the author, March 20, 2022

² Robyn L. Johnson, "What Is a Ceramic?", University of Washington. Accessed April 21, 2022.
https://depts.washington.edu/matseed/mse_resources/Webpage/Ceramics/ceramics.htm.

Ceramic Glaze

- Decorative, waterproof, paint-like substance often used to cover the surface of ceramic wares.³

Talavera Ceramics

- A style of ceramics produced in the city of Puebla, Mexico, since the sixteenth century.⁴
- Talavera Ceramics are a form of Mexican Folk Art with a utilitarian purpose.
- Talavera Ceramics are distinguished by the blue and white glaze used to decorate them, but other color, such as green, yellow and brown glazes are also utilized depending on the quality of the ceramic.⁵
- The patterns and imagery in Talavera Ceramics can be highly customized and particular to the specifications of patrons commissioning artists.⁶

Elements of Design⁷

Line

- An element of art defined by a point moving in space. Line may be two-or three-dimensional, descriptive, implied, or abstract.

Shape

- An element of art that is two-dimensional, flat, or limited to height and width.

Form

- An element of art that is three-dimensional and encloses volume; includes height, width, AND depth (as in a cube, a sphere, a pyramid, or a cylinder). Form may also be free flowing.

Space

- An element of art by which positive and negative areas are defined or a sense of depth achieved in a work of art.

³ Robyn L. Johnson, "What Is a Ceramic?"

⁴ Efraín Castro Morales, "PUEBLA Y LA TALAVERA A TRAVÉS DE LOS SIGLOS." Artes de México, no. 3 (2002): 20

⁵ Orellana and Ruy-Sánchez. "The World of Talavera", 139

⁶ Orellana and Ruy-Sánchez. "The World of Talavera", 135

⁷ "Principles and Elements." Massachusetts College of Art and Design. Accessed 13 April 2022. massart.edu/sites/default/files/Principles%20and%20Elements.pdf

Color

- An element of art made up of three properties: hue, value, and intensity.
 - Hue: name of color
 - Value: hue's lightness and darkness (a color's value changes when white or black is added)
 - Intensity: quality of brightness and purity (high intensity = color is strong and bright; low intensity = color is faint and dull) (definition)

Texture

- An element of art that refers to the way things feel or look as if they might feel if touched.

Principles of Design⁸**Rhythm/ Pattern**

- A principle of design that indicates movement, created by the careful placement of repeated elements in a work of art to cause a visual tempo or beat.

Movement

- A principle of design used to create the look and feeling of action and to guide the viewer's eye throughout the work of art.

Balance

- A way of combining elements to add a feeling of equilibrium or stability to a work of art. Major types are symmetrical and asymmetrical.

Proportion

- A principle of design that refers to the relationship of certain elements to the whole and to each other.

Variety

- A principle of design concerned with diversity or contrast. Variety is achieved by using different shapes, sizes, and/or colors in a work of art.

Emphasis

- A way of combining elements to stress the differences between those elements.

Harmony

- A way of combining similar elements in an artwork to accent their similarities (achieved through use of repetitions and subtle gradual changes)

⁸ Ibid.

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Middle School Lesson Plans

Goals:

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

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Students will describe what ceramics are in artwork;
- Students will identify the unique features of Talavera Ceramics;
- Students will identify and describe symmetry, balance and rhythm within artwork;
- Students will create a piece of ceramics, or a representation of it, similar to traditional Talavera ceramics.

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.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 / 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
 - 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;
 - 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;
- §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;
 - 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;

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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;

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;
 - 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
 - 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;
- §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;

Middle School Art Activities:

Questions for Middle School Students:

1. Examine Jorge Guevara's *Plate with Hunter*. Identify where each element of art is located in the folk art.
2. Examine Jorge Guevara's *Plate with Hunter*. Identify where each principle of art is located in the folk art.
3. Identify and discuss possible purposes for Talavera Ceramics.
 - a. In other words, What are the possible purposes for the creation of Jorge Guevara's *Plate with Hunter*? (ie, decorative, utilitarian, celebratory, etc.)
4. What are some differences between Talavera ceramics, like *Plate with Hunter*, and everyday plates and other kitchenware?

Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Air dry clay, Acrylic or Tempera paint, alternatively paper plates and markers can be used instead.
- **Subject:** Art History, Folk Art, Ceramics, 2D & 3D Design, Shapes, Elements and Principles of Design, Painting
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Single day project or an Extended Project

Students will study and observe Jorge Guevara's *Plate with Hunter*. They will discuss the traditional and artistic aspects of Talavera ceramics. The class will then use the air dry clay and acrylic paint to create a ceramic plate inspired by Talavera ceramics.

The students will use the Air Dry clay to make a plate shape, it can be round or oval shaped, and let it dry overnight. The next day they will use acrylic or tempera paint to decorate their plate in a similar manner to Traditional Talavera patterns.

Alternatively, the students can use paper plates instead of air dry clay and use acrylic paint, tempera paint or markers to decorate their plates.

Activity: Middle School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Art history, Folk Art, Ceramics,
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Single Day or Extended Project

After finishing their paper plate, or while waiting for the air dry clay to finish drying, students will create an artist statement that explains how they were inspired by the elements of Jorge Guevara's *Plate with Hunter* to create their own plate. They must also compare and contrast the process of making their plates and its purpose with traditional Talavera. They should produce at least 2 paragraphs, which can be presented to the class.