



Tyler Museum of Art's Lesson Plan: Manuel Jiménez, *Gazelle*

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Lesson Plan: Manuel Jiménez, *Gazelle*



Manuel Jimenez, *Gazelle*, n.d., Wood, brads, aniline dyes, acrylic paint, 9.75 x 7.75 x 14.63 inches, Tyler Museum of Art, Tyler, Texas, United States.
<https://tylermuseum.pastperfectonline.com/webobject/3B2FB8A4-876C-4A8C-AF03-564212762895>

Culture: Mexico

Subject: Mexican Folk Art, Mexico, Folk Art, Art History

Collection: Tyler Museum of Art's Boeckman Collection

Grades: Elementary School

Topics: Artistic Practices, Art History, Critical Thinking

Art Vocabulary

Activity Vocabulary:

Manuel Jiménez:

- An Oaxacan wood carver from the village of Arrazola is credited as being one of two artisans with which the Oaxacan woodcarvings originated from.¹ He followed on the heels of Pedro Linares, who is famous for his paper mâché alebrijes and while Oaxacan wood carvings can be known as alebrijes, they are also known as just Oaxacan wood carvings.²

Folk Art:³

- 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:
 - o To celebrate a holiday, festival, religious observance, or tradition; o Used in the home as a utilitarian object, such as a bowl or a jar.
 - o Handmade by people who live in specific regions, such as artists from Mexico.
 - o Made with art skills that were passed down through the family or learned from regional artists.
 - o And, made for both the regional population and foreigners who visit the country.

Elements of Design:⁴

- 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.

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.

¹ Michael Chibnik, "Advertising Oaxacan Woodcarvings," In *Human Organization*, Winter 2008, Vol. 67, No. 4 (Winter 2008), Society for Applied Anthropology, <https://www.jstor.org/stable/44127801>, 364.

² Ibid, 365.

³ Rachel Anthony, "Tyler Museum of Art Lesson: Irene Aguilar's *Angel, Playing Horn*," *Tyler Museum of Art Education Blog*, updated January 6, 2022, accessed May 19, 2022, <https://tylERMuseum.art/2022/01/06/lesson-plan-irene-aguilars-angel-playing-horn/>.

⁴ Ibid.

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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:⁵

- 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.

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.

⁵ Ibid.

Bibliography: Resources for Vocabulary and Lesson Plan

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- 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$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=105).
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- Office of the Secretary of State. "§117.114: Art, Grade 4, Adopted 2013." *Texas Education Agency: Education*, updated 2013, accessed January 5, 2022, [https://texreg.sos.state.tx.us/public/readtac\\$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).
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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 Manuel Jiménez created a gazelle out of wood;
- And, students will identify an animal and create a drawing of themselves with the animal.

Texas Elementary School TEKS: Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade

Kindergarten:

- §117.102.b.1.A B
 - 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 / C
 - Creative Expression:
 - create artworks using a variety of lines, shapes, colors, textures, and forms;
 - use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms.
- §117.102.b.3. A / B / C
 - 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;
- §117.102.b.4.A
 - Critical Evaluation and Response:
 - express ideas about personal artworks or portfolios;

First Grade:

- §117.105.b.1.A / B
 - Foundations: Observation and Perception:

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- 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 / D
 - 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;
 - 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 / C
 - 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;
 - identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.
- §117.108.b.3. A / B / C
 - Historical and Cultural Relevance:
 - 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;

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- analyze how art affects everyday life and is connected to jobs in art and design;
- §117.108.b.4. A / C
 - Critical Evaluation and Response:
 - support reasons for preferences in personal artworks;
 - compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self evaluations or exhibitions.

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 / 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, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.
- §117.111.b.3. A / B / C / D
 - 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;
 - investigate the connections of visual art concepts to other disciplines.
- §117.111.b.4. A / B / C
 - Critical Evaluation and Response

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- 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 or contemporary artists in real or virtual portfolios, galleries, or art museums;
- compile collections of personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self assessment or exhibition.

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 / 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;
 - 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;
 - investigate connections of visual art concepts to other disciplines.
- §117.114.b.4. A / B / C
 - Critical Evaluation and Response

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- 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;
- compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios.

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 / C
 - 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;
- §117.117.b.4. A / B / C
 - 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 (Manuel Jiménez, Gazelle). Identify where each element of art is located in the folk art.
2. Examine (Manuel Jiménez, Gazelle). Identify where each principle of art is located in the folk art.
3. Why is Folk Art important in Mexico?
4. How do you identify Folk Art?

Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Coloring Pencil, Graphite Pencil, and Paper
- **Subject:** Color, Learning about Cultural Artworks
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Single Day Project

Students will discuss Manuel Jiménez's Gazelle and the traditional and artistic aspects of Folk Art. Then, the students will choose an animal and create their own interpretation of a Oaxacan (alebrije) wood carving. The student can choose to include themselves within the drawing.

Remember, Oaxacan wood carvings are fantastical and whimsical. The animal can be realistic with a whimsical pattern.

Activity: Elementary School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Research, Artwork Analysis
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Research Paper

After the student creates their artwork, the student will make an artist statement. It can consist of a paragraph or more. The student will explain what animal they selected, why it was chosen, why it is important to them, and why their figure is paired with the selected print. The goal is for the student to explain their reason for creating the artwork. Additionally, it allows the student to draw a comparison between their interpretation of folk art and Manuel Jiménez's Gazelle. The teacher can decide if the student will read their artist's statements in a presentation to the class.

