



**Tyler Museum of Art’s Lesson:
David Row’s *Untitled (Black)***

Table of Contents

Davis Row’s *Untitled (Black)*.....1

Art Vocabulary.....2

Bibliography: Resources for Vocabulary and Lesson Plan.....7

Elementary School Texas TEKS.....10

Elementary School Art Activities.....16

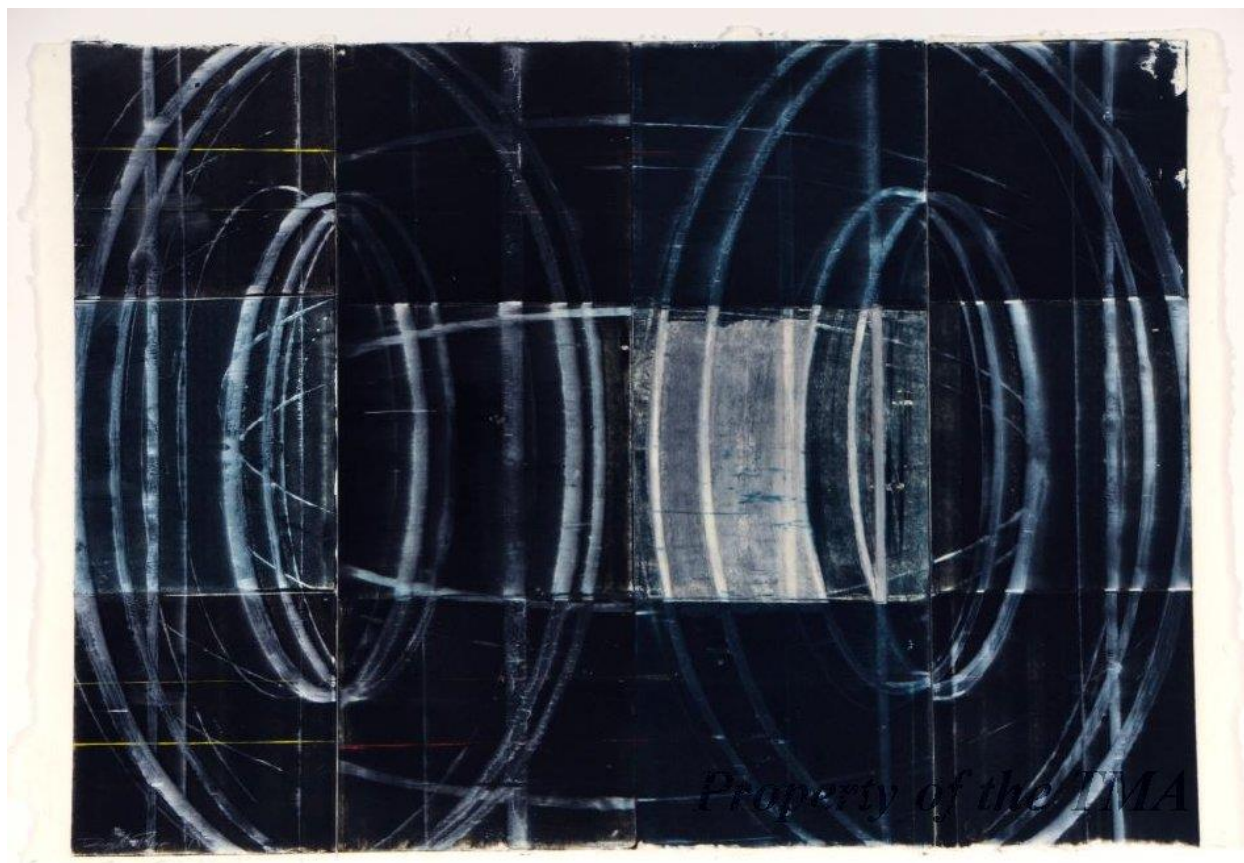
Middle School Texas TEKS.....18

Middle School Art Activities.....21

High School Texas TEKS.....23

High School Art Activities.....28

Lesson Plan: David Row's *Untitled (Black)*



David Row, *Untitled (Black)*, 1997, monotype print, 22 inches X 33 inches, Tyler Museum of Art, Tyler, Texas.

<https://tylermuseum.pastperfectonline.com/webobject/1A44ACFD-C121-4099-8B7B-354494535719>

Culture: American

Subject: Fine Art, Art History

Collection: Tyler Museum of Art's Permanent Collection

Grades: Elementary School, Middle School and High School

Topics: Artistic Practices, Art History, Critical Thinking

Art Vocabulary

Activity Vocabulary:

David Row:

- David Row is a contemporary abstract printmaker, painter, and sculptor. He was born in 1949 and he continues to make art in the present day. Row was influenced by his studies at Yale University, an abstract painting group in New York City, and cultural fabric designs from India. He designs his artwork to express unique angles, curvierlinear designs that appear to be in continual motion, and combining fragments to create a semi-whole composition. His work is designed by implementing the concepts of tension and intersection in his work. The effect causes his pieces to have a energetic quality.

Printmaking:

- A process of art making that allows an artist to create multiple copies of an image. The image is created by placing ink over a plate that was manipulated by the artist. This process includes lithography.

Monotype:

- A monotype is a printmaking process that creates a singular, unique print.
- To make a monotype:
 - o First you get either a polished metal plate, a clean glass square, or a plastic tray.
 - o Then, using either printmaking ink or paint, create an image on the plate/tray using a paint brush.
 - The image can be realistic and depict nature, animals, or people.
 - Likewise, it can be abstract and be made from shapes, lines, and abstracted forms.
 - o Once the image is created, get a piece of paper.
 - Remember, the ink or paint on the plate/tray must be wet for the process to work.
 - o Gently place the paper on top of the plate/tray, so that the paper is laying in the ink or paint.
 - o Next, using your hand or a press-tool (which evenly distributes weight across a surface), press the paper down onto the ink/paint.
 - o After the paper was completely pressed into the ink or paint, carefully pull the paper off of the tray to view the impressed image.
 - o Place the paper in a safe place to dry.
 - Some artists choose not wait for the ink or paint to draw and, instead, create reductive drawings.
 - In this process, the artist uses a rag or a paintbrush to remove some of the impressed ink or paint from the paper.
 - Doing so creates negative lines, shapes, and forms on the paper.

Tyler Museum of Art

- It is similar to “drawing” with an eraser on a graphite page.
- When the paper is dry, your printed monotype is complete.

Art Portfolio:

- A portfolio is a collection of an artist’s work. It can express a focus in a particular subject, a chronological display of the artist’s style, or a curated presentation of the artist’s best work. A portfolio can be either a digital archive or a physical collection of artwork.

Abstract Art:

- An abstract composition uses a variety of shapes, lines, colors, and patterns to create a mood, an expression of a concept, or a unique view of something from nature.

Artist Statement:

- An artist statement is designed to explain the artist’s compositional decisions made in the development of the artwork. The statement can range between 250 words to three pages.

Elements of Design:

- 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.

Tyler Museum of Art

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:

- 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.

Tyler Museum of Art

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.

Bibliography: Resources for Vocabulary and Lesson Plan

- “Art Term: Abstract Art.” *Tate Modern*. Updated 2021. Accessed January 19, 2022. <https://www.tate.org.uk/art/art-terms/a/abstract-art>.
- “Art Term: Monotype.” *Museum of Modern Art in New York*. Updated 2021. Accessed January 19, 2022. <https://www.moma.org/collection/terms/monotype>.
- “Art Term: Monotype.” *Tate Modern*. Updated 2021. Accessed January 19, 2022. <https://www.tate.org.uk/art/art-terms/m/monotype>.
- “David Row.” *Art in Embassies: U.S Department of State*. Updated 2021. Accessed January 19, 2022. https://art.state.gov/personnel/david_row/.
- “David Row.” *Two Palms Gallery*. Updated 2022. Accessed January 19, 2022. <https://www.twopalms.us/artists/david-row#tab:slideshow>.
- Edwards, Katie Robinson. “Abstraction and Nonobjectivity.” In *Midcentury Modern Art in Texas*. Austin: University of Texas Press, 2014. Page 89. https://www.google.com/books/edition/Midcentury_Modern_Art_in_Texas/PC7TAwAAQBAJ?hl=en&gbpv=1&dq=coreen+spellman+book&pg=PA89&printsec=frontcover.
- 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).

Tyler Museum of Art

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).

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).

Office of the Secretary of State. “§117.302: Art, Level I, 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=302](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=302).

Office of the Secretary of State. “§117.303: Art, Level II, 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=303](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=303).

Office of the Secretary of State. “§117.304: Art, Level III, 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=304](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=304).

Office of the Secretary of State. “§117.305: Art, Level IV, 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=305](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=305).

Ragan, Rosalins. “Elements of Art.” In *Art Talk*, 61 – 211. Edited by Bennett and McKnight Division. San Francisco: Glencoe Publishing Company, 1988.

Ragan, Rosalins. “The Principles of Design.” In *Art Talk*, 211 – 347. Edited by Bennett and McKnight Division. San Francisco: Glencoe Publishing Company, 1988.

Tyler Museum of Art

Tramrand Institute. "David Row." *The University of New Mexico College of Fine Arts*. Updated 2021. Accessed January 19, 2022. <https://tamarind.unm.edu/artist/david-row/>.

Tomio, Kimberly Bush. "Object Record: Untitled (Black)." *Tyler Museum of Art*. Updated 2021. Accessed January 19, 2022. <https://tylermuseum.pastperfectonline.com/webobject/1A44ACFD-C121-4099-8B7B-354494535719>.

Torrano, Anthony. "David Row: Biography." *Loretta Howard Gallery*. Updated 2022. Accessed January 19, 2022. <https://www.lorettahoward.com/artists/david-row/biography>.

Zanis, Liz, and Spira, Freyda. "What is Printmaking?" *The Metropolitan Museum of Art*. Updated 2021. Accessed January 19, 2022. <https://www.metmuseum.org/about-the-met/collection-areas/drawings-and-prints/materials-and-techniques/printmaking>.

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;
- Students will learn about monotype printmaking methods;
- Students will make monotypes using shapes, lines, and colors;
- Students will make between 3 – 5 monotypes to create a monotype portfolio;
- And, students will make an artist statement to accompany the monotype portfolio.

Texas Elementary School TEKS:

Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade

Kindergarten:

- §117.102.b.1.A / 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 / C
 - o 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 / C
 - o Historical and Cultural Relevance:
 - identify simple subjects expressed in artworks;
 - identify the uses of art in everyday life;
- §117.102.b.4.A / B / C
 - o Critical Evaluation and Response:
 - express ideas about personal artworks or portfolios;

Tyler Museum of Art

- express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers;
- compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.

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 / C
 - Creative Expression:
 - invent images that combine a variety of lines, shapes, colors, textures, and forms;
 - increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.
- §117.105.b.3. A / C
 - Historical and Cultural Relevance:
 - identify simple ideas expressed in artworks through different media;
 - 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.
 - compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.

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;

Tyler Museum of Art

- 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 / C
 - Creative Expression:
 - express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space;
 - 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 / C
 - Historical and Cultural Relevance:
 - interpret stories, content, and meanings in a variety of artworks;
 - analyze how art affects everyday life and is connected to jobs in art and design;
- §117.108.b.4. A / B / C
 - 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;
 - 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.B / C
 - Foundations: Observation and Perception:
 - 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. B / C
 - Creative Expression
 - 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.

Tyler Museum of Art

- §117.111.b.3. A / C
 - Historical and Cultural Relevance:
 - identify simple main ideas expressed in artworks from various times and places;
 - 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 / C
 - 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 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.B / C
 - Foundations: Observation and Perception:
 - 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. B / C
 - Creative Expression:
 - 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 / 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;
 - 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;

Tyler Museum of Art

- §117.114.b.4. A / B / C
 - 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;
 - 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.B / C
 - Foundations: Observation and Perception:
 - 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. B / C
 - Creative Expression:
 - 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 / 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;
 - 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;
- §117.117.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;
 - 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

Tyler Museum of Art

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.

Elementary School Art Activities:

Questions for Elementary School Students:

1. Examine David Row's *Untitled (Black)*. Identify where each element of art is located in the folk art.
2. Examine David Row's *Untitled (Black)*. Identify where each principle of art is located in the folk art.
3. What is the difference between a monotype and a painting?
4. What is David Row's monotype abstract?
5. How do you make abstract art?
6. How do you make a portfolio?
7. What is an artist statement?

Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Watercolor Paper or Drawing Paper, Tempera Paint, Paint Brushes, Plastic Trays, and Charcoal Pencils/ Graphite Pencils/ Ink Pens
- **Subject:** Printmaking, Monotypes, Abstract Art, Portfolios, and Artist Statements
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Two to Three Day Project

Students will learn about monotypes and study David Row's monotype *Untitled (Black)*. The class will create a monotype portfolio. Each student will receive a plastic tray, a paint pallet with tempera paint, paint brushes, and five pieces of either drawing paper or watercolor paper. The students will paint shapes, lines and forms on the plastic tray. Make sure the students are using enough paint so that it does not dry on the tray. Once the paint is applied, the students will place their paper on top of the wet paint on the tray. Next, they will pat and press on the paper to ensure the paint has transferred to the paper. Then, they will carefully pull the paper off of the tray and set it on a drying rack. The paper will exhibit a unique monotype print.

To create a portfolio of three – five monotypes, the students will clean the tray in a sink or with a wet rag and begin the process again. The goal is for the students to create three – five unique abstract monotypes using this printing method.

When the three – five artworks are completed, the students will add a variety of patterns, shapes, or a mixture of both onto their prints to complete the portfolio. The teacher can decide if the students will use charcoal pencils, graphite pencils, or ink pens for the additive element.

Activity: Elementary School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Printmaking, Monotypes, Abstract Art, Portfolios, and Artist Statements
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Two to Three Day Project

After the students have completed their monotype portfolios, they will create an artist statement. In it, the students will explain how they designed their abstract monotypes, and why they chose their colors. For older elementary classes, the students will explain why their monotypes are abstract. Students should use art vocabulary and the principles and elements of design to explain their prints.

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 learn about monotype printmaking methods;
- Students will make monotypes using shapes, lines, and colors;
- Students will make between 4 – 6 monotypes to create a monotype portfolio;
- And, students will make an artist statement to accompany the monotype portfolio.

Texas Middle School TEKS:

Art 1, Art 2, Art 3

Art 1:

- §117.202.c.1.B / C / D
 - Foundations: Observation and Perception:
 - 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 / C
 - Creative Expression:
 - create original artworks based on direct observations, original sources, personal experiences, and the community;
 - produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.

Tyler Museum of Art

- §117.202.c.3.B / C
 - Historical and Cultural Relevance:
 - 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;
- §117.202.c.4.A / B / C
 - 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;

Art 2:

- §117.203.b.1.B / C / D
 - Foundations: Observation and Perception:
 - 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 / 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 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.3.B
 - Historical and Cultural Relevance:
 - 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;

Tyler Museum of Art

- §117.203.b.4.A / B / C
 - 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;

Art 3:

- §117.203.b.1.B / C / D
 - Foundations: Observation and Perception:
 - 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 / C
 - Creative Expression:
 - create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community;
 - 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.3. B
 - Historical and Cultural Relevance:
 - 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;
- §117.203.b.4.A / B
 - 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;

Middle School Art Activities:

Questions for Middle School Students:

1. Examine David Row's *Untitled (Black)*. Identify where each element of art is located in the folk art.
2. Examine David Row's *Untitled (Black)*. Identify where each principle of art is located in the folk art.
3. What is the difference between a monotype and a painting?
4. What is David Row's monotype abstract?
5. How do you make abstract art?
6. How do you make a portfolio?
7. What is an artist statement?

Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Watercolor Paper or Drawing Paper, Tempera Paint, Paint Brushes, Plastic Trays, and Charcoal Pencils/ Graphite Pencils/ Ink Pens
- **Subject:** Printmaking, Monotypes, Abstract Art, Portfolios, and Artist Statements
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Two to Three Day Project

Students will learn about monotypes and study David Row's monotype *Untitled (Black)*. The class will create a monotype portfolio. Each student will receive a plastic tray, a paint pallet with tempera paint, paint brushes, and six pieces of either drawing paper or watercolor paper. The students will paint shapes, lines and forms on the plastic tray. The students can paint complex imagery, such as animals and figures, with the abstract line and shapes. Make sure the students are using enough paint so that it does not dry on the tray. Once the paint is applied, the students will place their paper on top of the wet paint on the tray. Next, they will pat and press on the paper to ensure the paint has transferred to the paper. Then, they will carefully pull the paper off of the tray and set it on a drying rack. The paper will exhibit a unique monotype print.

To create a portfolio of four – six monotypes, the students will clean the tray in a sink or with a wet rag and begin the process again. The goal is for the students to create four – six unique abstract monotypes using this printing system.

When the three – five artworks are completed, the students will add a variety of patterns, shapes, or a mixture of both onto their prints to complete the portfolio. The teacher can decide if the students will use charcoal pencils, graphite pencils, or ink pens for the additive element.

Activity: Middle School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Printmaking, Monotypes, Abstract Art, Portfolios, and Artist Statements
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Two to Three Day Project

After the students have completed their monotype portfolios, they will create an artist statement. In it, the students will explain how they designed their abstract monotypes, why they chose their colors, and why their monotypes are abstract. Students should use art vocabulary and the principles and elements of design to explain their prints. This artist statement will be included with the student's monotype portfolio.

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;
- Students will learn about monotype printmaking methods;
- Students will make monotypes using shapes, lines, and colors;
- Students will make between 4 – 6 monotypes to create a monotype portfolio;
- And, students will make an artist statement to accompany the monotype portfolio.

Texas High School TEKS:

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

Level I:

- §117.302.c.1.B / C / D
 - 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;
 - make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- §117.302.c.2.A / D / F
 - Creative Expression:
 - use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.

Tyler Museum of Art

- §117.302.c.3. B
 - Historical and Cultural Relevance
 - describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
- §117.302.c.4.A / B / C / D
 - Critical Evaluation and Response
 - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - 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;
 - construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning;
 - 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.B / C / D
 - Foundations: Observation and Perception:
 - 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;
 - explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately.
- §117.303.c.2.A / D / F
 - 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;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media.
- §117.303.c.3.A
 - Historical and Cultural Relevance:
 - examine selected historical periods or styles of art to identify general themes and trends;

Tyler Museum of Art

- §117.303.c.4.A / B / D / E
 - Critical Evaluation and Response:
 - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - 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;
 - construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning;
 - 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.B / C / D
 - Foundations: Observation and Perception:
 - 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 / D / F
 - 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;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.
- §117.304.c.3.A / B
 - 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;

Tyler Museum of Art

- §117.304.c.4.A / B / C / E / F
 - 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;
 - construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning;
 - 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. B / C / D
 - Foundations: Observation and Perception:
 - 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;
 - discriminate between art media and processes to express complex visual relationships such as content, meaning, message, and metaphor using extensive art vocabulary.
- §117.305.c.2.A / D / F
 - 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;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - create artwork, singularly and in a series, by selecting from a variety of art materials and tools appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.

Tyler Museum of Art

- §117.305.c.3.A / B
 - 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;
- §117.305.c.4.A / B / C / 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;
 - 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 David Row's *Untitled (Black)*. Identify where each element of art is located in the folk art.
2. Examine David Row's *Untitled (Black)*. Identify where each principle of art is located in the folk art.
3. What is the difference between a monotype and a painting?
4. What is David Row's monotype abstract?
5. How do you make abstract art?
6. How do you make a portfolio?
7. What is an artist statement?

Activity: High School Fine Arts

- **Activity Setting:** Classroom and/or outdoor location
- **Materials:** Watercolor Paper or Drawing Paper, Tempera Paint, Paint Brushes, Plastic Trays, and Charcoal Pencils/ Graphite Pencils/ Ink Pens
- **Subject:** Printmaking, Monotypes, Abstract Art, Portfolios, and Artist Statements
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Two to Three Day Project

Students will learn about monotypes and study David Row's monotype *Untitled (Black)*. The class will create a monotype portfolio. Each student will receive a plastic tray, a paint pallet with tempera paint, paint brushes, and six pieces of either drawing paper or watercolor paper. The students will paint shapes, lines and forms on the plastic tray. The students can paint complex imagery, such as animals and figures, with the abstract line and shapes. Make sure the students are using enough paint so that it does not dry on the tray. Once the paint is applied, the students will place their paper on top of the wet paint on the tray. Next, they will pat and press on the paper to ensure the paint has transferred to the paper. Then, they will carefully pull the paper off of the tray and set it on a drying rack. The paper will exhibit a unique monotype print.

To create a portfolio of four – six monotypes, the students will clean the tray in a sink or with a wet rag and begin the process again. The goal is for the students to create four – six unique abstract monotypes using this printing system.

When the three – five artworks are completed, the students will add a variety of patterns, shapes, or a mixture of both onto their prints to complete the portfolio. The teacher can decide if the students will use charcoal pencils, graphite pencils, or ink pens for the additive element.

Activity: High School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Printmaking, Monotypes, Abstract Art, Portfolios, and Artist Statements
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Two to Three Day Project

After the students have completed their monotype portfolios, they will create an artist statement. In it, the students will explain how they designed their abstract monotypes, why they chose their colors, and why their monotypes are abstract. Students should use art vocabulary and the principles and elements of design to explain their prints. This artist statement will be included with the student's monotype portfolio.