



Tyler Museum of Art's Lesson:

David Bates, *Magnolia and Lemon*

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Lesson Plan: David Bates, *Magnolia and Lemon*



David Bates, *Magnolia and Lemon*, 1999, woodcut on Japanese paper with over painting, 32.5 inches X 26.5 inches, Tyler Museum of Art, Tyler, Texas.

<https://tylermuseum.pastperfectonline.com/webobject/E7B19050-7F34-4540-9778-766992247040>

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, Printmaking, Painting, Abstract Art, and Modernism

Art Vocabulary

Activity Vocabulary:

David Bates:

- David Bates was born in Dallas, Texas in 1952 and he is still alive today.
- He gained his Bachelor of Fine Arts from the Southern Methodist University in 1975.
- Later, he earned his Master of Fine Arts from SMU in 1978, after studying in the Whitney Museum of American Arts Independent Study Program.
- He exhibited his work throughout America in his early years. This led to him participating in the Whitney Biennial in 1987.
- His work alters space and dimensions, focusing on everyday objects, animals, plants, and people. He depicts them with a Modernist style that is based in line, color, and shape.

Still Life:

- A still life is a collection of natural materials, plants, and man-made objects that are arranged to create an interesting composition. The goal is to present the objects to either exemplify color and space or to showcase owned objects and illustrate the temporary nature of life.
 - o The concept of representing the temporary nature of life refers to the Latin phrase *momento mori*, which translates to 'remember, you must die'.

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.

Modernism:

- Modernism is an art movement that was mainly employed by artists in the early 1900's. Artists within the movement would mix natural elements with industrial colors and forms. Contemporary artists, who create artwork today, reference and use the style to create abstract compositions.

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.

Woodcuts:

- Woodcut prints are a type of relief printmaking process. It is considered to be one of the oldest methods of printmaking, using simple tools with the aid of chemical or metal components. To create a woodblock print:

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- First, you will draw a sketch of your design on a sheet of paper.
- Once the image is complete, you will flip the paper over and apply charcoal to the back of the piece.
- Then, you will place the charcoal-backed paper into your chosen woodblock, with the charcoal side down.
- Afterwards, you will re-draw the image by drawing on top of the original image. This will transfer the drawing to the woodblock.
- When the drawing is transferred, you will use a marker to trace the transferred linework on the woodblock.
- Now that the drawing is transferred and marked, you can begin carving the wood.
 - Using a wood block, gouge, chisel, or a wood knife, an artist can carefully carve away the wood from the drawing. Specifically, the goal is to carve away the areas that will not be inked.
- After the woodblock is sufficiently carved, the artist will apply ink to the block. The artist will use a dauber to roll the chosen color of ink onto the wood block.
- Then, the artist will put a piece of damp paper on top of the wood block and roll it through the printing press.
- The result is a woodblock print.

Acrylic Paint:

- Acrylic paint is a type of water-based paint commonly used by practicing artists. Originally developed in the 1960's, it dries quickly and can be layered to create opaque compositions and translucent washes.

Watercolor Paint:

- Watercolors are a type of paint that requires water to activate the pigments. When a little water is added, the colors are slightly opaque. However, when more water is added, the color becomes transparent. The artist can use water to blend color together to create subtle blends of hues. Watercolor paint is produced as a liquid paste and a dry cake of color. Either watercolor medium can be activated and used with water.

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.

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.

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.

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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 David Bate's use of printmaking and painting in his composition *Magnolia and Lemon*;
- Identify David Bate's use of Modernism in his composition *Magnolia and Lemon*;
- Use Styrofoam printmaking techniques to create either 1 print or a series of 3 prints;
- Use watercolor paints to add color to the print(s);
- And, create modernist/abstract prints using a mixture of printmaking and watercolors.

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 / B
 - o Historical and Cultural Relevance:
 - identify simple subjects expressed in artworks;
 - share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork;

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

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- 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
 - 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;
- §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.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

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- 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;
 - use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums;
 - 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 Bates' composition *Magnolia and Lemon*. Identify where each element of art is located in the art.
2. Examine David Bates' composition *Magnolia and Lemon*. Identify where each principle of art is located in the art.
3. What is abstract art?
4. What is Modernism?
5. Why do you think David Bates painted on top of his print?
6. What is a still life?
7. Why do you think David Bates chose to print and paint a magnolia and a lemon?

Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** white Styrofoam sheets, pencil, drawing paper, ink, ink tray, ink roller, and watercolor paint, paint brush, water cup, paper towel
- **Subject:** Printmaking, Painting, Still Life, Abstract Art, Modernism
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Extended Project

The students will learn about David Bates' composition *Magnolia and Lemon* as well as his process of painting on his woodblock print. Afterwards, the students will create a Styrofoam print of a still life.

For the younger grade levels, the teacher can arrange a still life for the students to create. Likewise, for older students, they can select from objects collected by the teacher. The still life can range between 3 – 5 objects. Once the still life is set, the students will draw their still life on a piece of paper that is 4 inches X 10 inches. When the drawing is complete, the teacher will give the students a rectangular sheet of Styrofoam that also measures 4 inches X 10 inches. The student will place the paper on top of the Styrofoam sheet and trace over their drawing using pressure.

After the student has traced the drawing, they will remove the paper to see an indentation in the Styrofoam. To reinforce the image that is marked into the Styrofoam sheet, the student will trace with pressure the transferred indentation. Then, the students will move to the printing stage of the project. The teacher can help the students roll the ink onto the Styrofoam sheet or choose to have the students ink their own sheets. The ink will be lightly rolled over the surface of the sheet to avoid getting ink into the indentations. Once ink is rolled onto the Styrofoam, the student will press the Styrofoam sheet ink-side down onto their paper. Then, they will press the sheet onto the paper to ensure the ink is transferred onto the paper. Afterwards, the student will pull the sheet off

of the paper and their print will be revealed. The students will place the print on a drying rack to fully dry.

Once the print has dried, the students will receive watercolor paint, a paintbrush, a water cup, and a paper towel from the teacher. The students will add color to their prints, painting inside the printed lines. Next, the students will paint a mixture of shapes, lines, and colors in the background of the print. This will reference the Modernist lines and colors that surround David Bates' composition. Once the students have finished their pieces, they will place them on the drying rack.

To complete the print, the students will write artist information below the print. In three columns, the students will write the following: Column 1 "The Student's Name", Column 2: "The Artwork Title", and Column 3: "The Art Medium Used to create the Piece."

An optional addition to the project: If the teacher chooses, the students can make multiple prints from their Styrofoam sheet, creating an edition of painted prints.

Activity: Elementary School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Printmaking, Painting, Still Life, Abstract Art, Modernism
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Extended Project

After the students have completed their painted prints, the students will write a summarizing artists statement. The students will identify what items were used in their still life and why they chose the lines, color, and shapes in the background of the print. This artist statement will be glued to the back of the print.

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;
- Identify David Bate's use of printmaking and painting in his composition *Magnolia and Lemon*;
- Identify David Bate's use of Modernism in his composition *Magnolia and Lemon*;
- Use Styrofoam printmaking techniques to create a series of 3 prints;
- Use watercolor paints to add color to the prints;
- And, create modernist/abstract prints using a mixture of printmaking and watercolors.

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.
 - 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.
- §117.202.c.1.A / C

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- §117.202.c.3.A / B
 - o Historical and Cultural Relevance:
 - identify the influence of historical and political events in artworks;
 - identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;
- §117.202.c.4.A / B / C / D
 - o 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;
 - 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
 - o 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 / C
 - o 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.A / B
 - o Historical and Cultural Relevance:
 - analyze ways that global, cultural, historical, and political issues influence artworks;

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- 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;
- §117.203.b.4.A / B / C / 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;
 - develop a portfolio that demonstrates progress;
 - 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 / 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.A / B
 - Historical and Cultural Relevance:
 - analyze ways in which global, contemporary, historical, and political issues have influenced art;

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- 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 / 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;
 - understand and demonstrate proper exhibition etiquette.

Middle School Art Activities:

Questions for Middle School Students:

1. Examine David Bates' composition *Magnolia and Lemon*. Identify where each element of art is located in the art.
2. Examine David Bates' composition *Magnolia and Lemon*. Identify where each principle of art is located in the art.
3. What is abstract art?
4. What is Modernism?
5. Why do you think David Bates painted on top of his print?
6. What is a still life?
7. Why do you think David Bates chose to print and paint a magnolia and a lemon?

Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** white Styrofoam sheets, pencil, drawing paper, ink, ink tray, ink roller, and watercolor paint, paint brush, water cup, paper towel
- **Subject:** Printmaking, Painting, Still Life, Abstract Art, Modernism
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Project

The students will learn about David Bates' composition *Magnolia and Lemon* as well as his process of painting on his woodblock print. Afterwards, the students will create a series of three Styrofoam prints that depict a still life.

For the younger grade levels, the teacher can arrange a still life for the students to create. Likewise, for older students, they can select from objects collected by the teacher. The still life can range between 3 – 5 objects. Once the still life is set, the students will draw their still life on a piece of paper that is 4 inches X 10 inches. When the drawing is complete, the teacher will give the student a rectangular sheet of Styrofoam that also measures 4 inches X 10 inches. The student will place the paper on top of the Styrofoam sheet and trace over their drawing using pressure.

After the students have traced the drawing, they will remove the paper to see an indentation in the Styrofoam. To reinforce the image that is marked into the Styrofoam sheet, the student will trace with pressure the transferred indentation. Then, the students will move to the printing stage of the project. The teacher can help the students roll the ink onto the Styrofoam sheet or choose to have the students ink their own sheets. The ink will be lightly rolled over the surface of the sheet to avoid getting ink into the indentations. Once ink is rolled onto the Styrofoam, the student will press the Styrofoam sheet ink-side down onto their paper. Then, they will press the sheet onto the paper to ensure the ink is transferred onto the paper. Afterwards, the student will pull the sheet off

of the paper and their print will be revealed. The students will place the print on a drying rack to fully dry. To create a series, the students will print two more prints using the same Styrofoam sheet.

Once the prints have dried, the students will receive watercolor paint, a paintbrush, a water cup, and a paper towel from the teacher. The students will add color to their prints, painting inside the printed lines. Next, the students will paint a mixture of shapes, lines, and colors in the background of each print. Each of the three prints can have the same imagery or use different shapes, lines, and colors. This will reference the Modernist lines and colors that surround David Bates' composition. Once the students have finished their pieces, they will place them on the drying rack.

To complete the print, the students will write artist information below each print. In three columns, the students will write the following: Column 1 "The Student's Name", Column 2: "The Artwork Title", Column 3: "The Art Medium Used to create the Piece", and Column 4: "The Number of the Print in the Series (Example 1 of 1)".

Activity: Middle School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Printmaking, Painting, Still Life, Abstract Art, Modernism
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Project

After the students have completed their painted prints, the students will write a summarizing artist's statement that discusses the three compositions. The students will explain what items were used in their still life and why they chose the lines, color, and shapes in the background of each print. This artist statement can be glued to the back of the print or the student can put the three prints and the artist statement in a 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;
- Identify David Bate's use of printmaking and painting in his composition *Magnolia and Lemon*;
- Identify David Bate's use of Modernism in his composition *Magnolia and Lemon*;
- Use Styrofoam printmaking techniques to create a series of 3 prints;
- Use watercolor paints to add color to the prints;
- And, create modernist/abstract prints using a mixture of printmaking and watercolors.

Texas High School TEKS:

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

Level I:

- §117.302.c.1.A / B / C / D
 - Foundations: Observation and Perception:
 - consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;
 - 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.
 - 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;
- §117.302.c.2.A / D / F

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- demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
- §117.302.c.3.A / B
 - Historical and Cultural Relevance
 - compare and contrast historical and contemporary styles while identifying general themes and trends;
 - 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.A / B / C / D
 - 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;
 - 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;

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- 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 / 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 / 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 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;
 - 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 artworks to provide evidence of learning;

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 / 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;

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- 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;
- §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.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;

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- 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.
- §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 Bates' composition *Magnolia and Lemon*. Identify where each element of art is located in the art.
2. Examine David Bates' composition *Magnolia and Lemon*. Identify where each principle of art is located in the art.
3. What is abstract art?
4. What is Modernism?
5. Why do you think David Bates painted on top of his print?
6. What is a still life?
7. Why do you think David Bates chose to print and paint a magnolia and a lemon?

Activity: High School Fine Arts

- **Activity Setting:** Classroom and/or outdoor location
- **Materials:** white Styrofoam sheets, pencil, drawing paper, ink, ink tray, ink roller, and watercolor paint, paint brush, water cup, paper towel
- **Subject:** Printmaking, Painting, Still Life, Abstract Art, Modernism
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Extended Project

The students will learn about David Bates' composition Magnolia and Lemon as well as his process of painting on his woodblock print. Afterwards, the students will create a series of three Styrofoam prints that depict a still life.

The students will arrange a still life from objects collected by the teacher. The still life can range between 3 – 5 objects. Once the still life is set, the students will draw their still life on a piece of paper that is 4 inches X 10 inches. When the drawing is complete, the teacher will give the students a rectangular sheet of Styrofoam that also measures 4 inches X 10 inches. The students will place the paper on top of the Styrofoam sheet and trace over their drawing using pressure.

After the students have traced the drawing, they will remove the paper to see an indentation in the Styrofoam. To reinforce the image that is marked into the Styrofoam sheet, the student will trace with pressure the transferred indentation. Then, the students will move to the printing stage of the project. The teacher can help the students roll the ink onto the Styrofoam sheet or choose to have the students ink their own sheets. The ink will be lightly rolled over the surface of the sheet to avoid getting ink into the indentations. Once ink is rolled onto the Styrofoam, the student will press the Styrofoam sheet ink-side down onto their paper. Then, they will press the sheet onto the paper to ensure the ink is transferred onto the paper. Afterwards, the student will pull the sheet off of the paper and their print will be revealed. The students will place the print on a drying rack to

fully dry. To create a series, the students will print two more prints using the same Styrofoam sheet.

Once the prints have dried, the students will receive watercolor paint, a paintbrush, a water cup, and a paper towel from the teacher. The students will add color to their prints, painting inside the printed lines. Next, the students will paint a mixture of shapes, lines, and colors in the background of each print. Each of the three prints can have the same imagery or use different shapes, lines, and colors. This will reference the Modernist lines and colors that surround David Bates' composition. Once the students have finished their pieces, they will place them on the drying rack.

To complete the print, the students will write artist information below each print. In three columns, the students will write the following: Column 1 "The Student's Name", Column 2: "The Artwork Title", Column 3: "The Art Medium Used to create the Piece", and Column 4: "The Number of the Print in the Series (Example 1 of 1)".

Activity: High School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Printmaking, Painting, Still Life, Abstract Art, Modernism
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Extended Project

After the students have completed their painted prints, the students will write a summarizing artist's statement that discusses the three compositions. The students will explain what items were used in their still life and why they chose the lines, color, and shapes in the background of each print. This artist statement will be included with the three prints and placed in the students' art portfolio.