



# **Tyler Museum of Art's Lesson:**

## **Melissa Miller, *Anima***

### **Table of Contents**

Melissa Miller, <i>Anima</i> .....	2
Art Vocabulary.....	3
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.....	22
High School Texas TEKS.....	24
High School Art Activities.....	30

## Lesson Plan: Melissa Miller, *Anima*



Melissa Miller, *Anima*, not dated (n.d.), color etching on paper, 11 inches X 14 inches, Tyler Museum of Art, Tyler, Texas.

<https://tylermuseum.pastperfectonline.com/webobject/07C2395B-C6E3-4DD1-93C5-409324313219>

**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, Pen Technique, Illustrative Design, Literature's Connection to Art via Aesop's Fables

## Art Vocabulary

### Activity Vocabulary:

#### Melissa Miller:

- Melissa Miller was born in 1951. She currently lives and creates artwork in Austin, Texas.<sup>1</sup>
- She studied at the Museum of Fine Arts School in Houston, Texas for one year. Then, three years later in 1974, Miller trained at the Yale Summer School of Music and Art in New Haven, Connecticut. That same year, she received her Bachelors of Fine Art from the University of New Mexico.<sup>2</sup>
- Between 1998 through 2011, Miller taught at the University of Texas at Austin.<sup>3</sup>
- Her artwork expresses illustrated narratives that are inspired by fables, human interactions with each other, and how humans affect animals in different environments.<sup>4</sup>
- In late 2016 and extending into early 2017, the Tyler Museum of Art held an exhibition of Miller's work. The exhibition was titled *Flora and Fauna*.<sup>5</sup>
- She has exhibited her artwork in the Whitney Biennial and the Venice Biennial, as well as, having her artwork collected by the Tyler Museum of Art, The Dallas Museum of Art, and other major museums.<sup>6</sup>

#### Illustration:

- An illustration is a method of telling a story using artistic images. Illustrators, who create these narratives, use a variety of art materials to convey a story in either a single scene or an extended panel.<sup>7</sup>
- The artform of illustration evolved with the current art trends. Walt Reed, an illustration historian, explained that the first forms of illustration were the ancient cave paintings that alerted hunters to the animals in the region.<sup>8</sup>

#### Etching:

- A popular style of printmaking is a method known as etching. The process requires the artist to cover a metal plate in a wax or asphaltum and "draw" onto the plate by removing

---

<sup>1</sup> Melissa Miller, "C.V. of Melissa Miller," *Moody Gallery*, updated 2019, accessed January 4, 2023, <https://www.moodygallery.com/attachment/en/60c9025a3bbbca36cc6988a2/TextOneColumnWithFile/617869448d2de27ca36a41d4>.

<sup>2</sup> Ibid.

<sup>3</sup> "Melissa Miller: Paintings," *Talley Dunn Gallery*, updated February 15, 2014, accessed January 4, 2023, <https://talleydunn.com/project/melissa-miller-paintings/>.

<sup>4</sup> Ibid.

<sup>5</sup> Melissa Miller, "C.V. of Melissa Miller," *Moody Gallery*, <https://www.moodygallery.com/attachment/en/60c9025a3bbbca36cc6988a2/TextOneColumnWithFile/617869448d2de27ca36a41d4>.

<sup>6</sup> Melissa Miller and Michael Duncan, "Melissa Miller: Book Description," *University of Texas Press*, updated 2023, accessed January 5, 2023, <https://utpress.utexas.edu/9780292714229/melissa-miller/>.

<sup>7</sup> Walt Reed, "History of Illustration," *Norman Rockwell Museum*, updated 2015, accessed January 5, 2023, <https://www.illustrationhistory.org/history>.

<sup>8</sup> Ibid.

## Tyler Museum of Art

the covering with a pen tool. Then, the metal plate is placed in a chemical acid bath to burn the “drawn” imagery into the plate. Then, the artist will roll ink on treated plate, place a piece of paper on top, and roll it through a printing press. The result is an etching print.<sup>9</sup>

### **Ink Application and Styles:**

- Many students may not have access to a printing press that supports the etching process. So, for the following art activity, students will use ink pens to create their artwork. The teacher can choose from the following ink pen styles, which will be the primary style employed by the students.
- When creating an ink-based artwork, there is a variety of ways to apply the medium to a piece.<sup>10</sup>
  - Standard Ink Pen (Non-Dip Pen):<sup>11</sup>
    - These pens can be purchased from any store and contain ink inside of the pen. By applying pressure, the artist can draw ink onto the chosen surface.
  - Pen and Ink Method (Dip Pen):<sup>12</sup>
    - This method is a traditional style of ink drawing. The artist dips a pen tool into a cup that is filled with ink. Dipping the applicator into the ink will allow the liquid to pool into the pen’s limited reservoir. Then, the artist draws with the pen, which applies the ink to the paper like a standard ink pen. When the pen’s reservoir is depleted, the artist will dip the pen back into the ink cup to refill the pen tool.
  - Brush Technique:<sup>13</sup>
    - Similar to painting, the artist will first dip the brush into the ink cup. Then, the artist will paint the ink onto the chosen areas. To create a wash effect, the artist will add water to the ink to create a transparent color. The more water that is added to the mixture, the more transparent the hue becomes.

### **Watercolors:**

- When the students have finished their ink drawing using one or multiple of the above ink styles, the students can choose to add watercolor to their artwork.
- 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 become transparent. The artist can use water to blend color together to create subtle

---

<sup>9</sup> “Art Term: Etching,” *Tate Modern*, updated 2021, accessed January 5, 2023, <https://www.tate.org.uk/art/art-terms/e/etching>.

<sup>10</sup> “Ink,” *The Metropolitan Museum of Art*, updated 2022, accessed January 5, 2023, <https://www.metmuseum.org/about-the-met/Collection-Areas/drawings-and-prints/materials-and-techniques/drawing/ink>.

<sup>11</sup> Ibid.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid.

## Tyler Museum of Art

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.<sup>14</sup>

### Elements of Design:<sup>15</sup>

- 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.

---

<sup>14</sup> "Art Term: Watercolour," *Tate Modern*, updated 2022, accessed January 5, 2023, <https://www.tate.org.uk/art/art-terms/w/watercolour>.

<sup>15</sup> Rosalins Ragan, "Elements of Art," in *Art Talk*, 61 – 211, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

## **Principles of Design:<sup>16</sup>**

- 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.

---

<sup>16</sup> Rosalins Ragan, "Principles of Design," in *Art Talk*, 211 - 347, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

## Bibliography: Resources for Vocabulary and Lesson Plan

- “Art Term: Etching.” *Tate Modern*. Updated 2021. Accessed January 5, 2023. <https://www.tate.org.uk/art/art-terms/e/etching>.
- “Art Term: Watercolour.” *Tate Modern*. Updated 2022. Accessed January 5, 2023. <https://www.tate.org.uk/art/art-terms/w/watercolour>.
- “Ink.” *The Metropolitan Museum of Art*. Updated 2022. Accessed January 5, 2023. <https://www.metmuseum.org/about-the-met/Collection-Areas/drawings-and-prints/materials-and-techniques/drawing/ink>.
- “Melissa Miller: Paintings.” *Talley Dunn Gallery*. Updated February 15, 2014. Accessed January 4, 2023. <https://talleydunn.com/project/melissa-miller-paintings/>.
- Miller, Melissa. “C.V. of Melissa Miller.” *Moody Gallery*. Updated 2019. Accessed January 4, 2023. <https://www.moodygallery.com/attachment/en/60c9025a3bbbca36cc6988a2/TextOneColumnWithFile/617869448d2de27ca36a41d4>.
- Miller, Melissa and Duncan, Michael. “Melissa Miller: Book Description.” *University of Texas Press*. Updated 2023. Accessed January 5, 2023. <https://utpress.utexas.edu/9780292714229/melissa-miller/>.
- 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,



## Tyler Museum of Art

[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).

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.



## Tyler Museum of Art

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

Reed, Walt. "History of Illustration." *Norman Rockwell Museum*. Updated 2015. Accessed January 5, 2023. <https://www.illustrationhistory.org/history>.

## **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;
- Learn about Melissa Miller's methods of illustration, etching, and color placement in her print *Anima*,
- Learn and practice working with ink in either standard pen, dip pen, or brush style,
- Create a composition that is an illustrative scene from one of Aesop's fables;
- Create the composition using a type and style of ink pen with an option to include watercolor for added color;
- And, explain which of Aesop's fables is illustrated in the finished composition.

### **Texas Elementary School TEKS:**

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

##### **Kindergarten:**

- §117.102.b.1.B
  - Foundations: Observation and Perception:
    - identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment.
- §117.102.b.2. A / B / C
  - Creative Expression:
    - create artworks using a variety of lines, shapes, colors, textures, and forms;
    - arrange components intuitively to create artworks;
    - 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 / D
  - Historical and Cultural Relevance:
    - identify simple subjects expressed in artworks;
    - identify the uses of art in everyday life;
    - relate visual art concepts to other disciplines.

## Tyler Museum of Art

- §117.102.b.4.A / B / C
  - 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.B
  - Foundations: Observation and Perception:
    - identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.
- §117.105.b.2. A / B / C
  - Creative Expression:
    - invent images that combine a variety of lines, shapes, colors, textures, and forms;
    - place components in orderly arrangements to create designs;
    - 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 / D
  - Historical and Cultural Relevance:
    - identify simple ideas expressed in artworks through different media;
    - discuss the use of art in everyday life;
    - relate visual art concepts to other disciplines.
- §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.

## Tyler Museum of Art

**Second Grade:**

- §117.108.b.1.B
  - Foundations: Observation and Perception:
    - identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.
- §117.108.b.2. A / B / C
  - Creative Expression:
    - express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space;
    - create compositions using the elements of art and principles of design;
    - identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.
- §117.108.b.3. A / C / D
  - 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;
    - relate visual art concepts to other disciplines.
- §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. A / B / C
  - Creative Expression
    - integrate ideas drawn from life experiences to create original works of art;

## Tyler Museum 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 / C / D
  - 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;
    - investigate the connections of visual art concepts to other disciplines.
- §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. A / B / C
  - Creative Expression:
    - integrate ideas drawn from life experiences to create original works of art;
    - create compositions using the elements of art and principles of design; and
    - produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials.

## Tyler Museum of Art

- §117.114.b.3. A / C / D
  - Historical and Cultural Relevance:
    - compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions;
    - connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers;
    - investigate connections of visual art concepts to other disciplines.
- §117.114.b.4. A / B / C
  - Critical Evaluation and Response
    - 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. 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 / C / D
  - 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;

## Tyler Museum of Art

- connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers;
  - investigate connections of visual art concepts to other disciplines.
- §117.117.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 Melissa Miller's etching *Anima*. Identify where each element of art is located in the art.
2. Examine Melissa Miller's etching *Anima*. Identify where each principle of art is located in the art.
3. What do you think is happening in Melissa Miller's *Anima*?
  - a. Why do you think she chose to use a coyote and a fox as the two animals?
  - b. Is it successful? Why or why not?
4. What is an illustrator?
  - a. What jobs can an illustrator do?
5. What are the similarities and differences between Melissa Miller's etching of *Anima* and your finished ink drawing?
6. How did you and your group plan and create your collaborative Aesop's Fable ink project?

### Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Pencil, Multi-Media Paper, A Selection of Aesop's Fables, A Style of Ink Pen: Either Standard Pen, Dip Pen and Ink, or Ink Brush, and Optional: Watercolors, Brushes, Water Cups, and Paper Towels
- **Subject:** Pen Technique, and Illustrative Design, and Literature's Connection to Art via Aesop's Fables
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Extended Project

Students will study Melissa Miller's etching *Anima*. Then, the class will begin their illustrative ink pen project.

First, students will practice using either the standard ink pens, the traditional dip pens, or ink brushes. The teacher will determine which of these options is the most appropriate for each grade level to create a finished ink composition. The teacher will spend approximately 2 to 5 days teaching the students how to work with the ink pens. Specifically, practicing different widths of line, how to do various levels of line shading, and building a composition with ink.

Once the students are familiar with ink pens, the teacher will assign the students specific scenes from a selected handful of Aesop's Fables. Students will be placed into groups, and each person in the group will create one scene from the group's fable.

**Here is a link to all of Aesop's Fables in Google Books' Public Domain Publications:**

[https://www.google.com/books/edition/The\\_Fables\\_of\\_%C3%86sop/15I4AQAAMAAJ?hl=en&gbpv=1&printsec=frontcover](https://www.google.com/books/edition/The_Fables_of_%C3%86sop/15I4AQAAMAAJ?hl=en&gbpv=1&printsec=frontcover)

Each person will create a pencil drawing of their composition and have it approved by the teacher. Once approved, the students will use their chosen style of ink pen to create the composition. When the ink drawing is completed, the teacher can allow the students to use watercolors to add color to the compositions.

To complete the project, the students will present their completed works to the class. The scenes will be arranged in order to tell the story of their fable.

For 3<sup>rd</sup> grade through 5<sup>th</sup> grade students: each student will explain their group's fable and describe the created scenes. The goal is for the majority of the narrative to be represented in the group's collected compositions.

## **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;
- Learn about Melissa Miller's methods of illustration, etching, and color placement in her print *Anima*,
- Learn and practice working with ink in either standard pen, dip pen, or brush style,
- Create a composition that is an illustrative scene from one of Aesop's fables;
- Create the composition using a type and style of ink pen with an option to include watercolor for added color;
- And, explain which of Aesop's fables is illustrated in the finished composition.

## **Texas Middle School TEKS:**

### **Art 1, Art 2, Art 3**

#### **Art 1:**

- §117.202.c.1.A / B / C / D
  - Foundations: Observation and Perception:
    - identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
    - understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately;
    - understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately;
    - discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.
- §117.202.c.1.B / C
  - Creative Expression:
    - apply the art-making process to solve problems and generate design solutions;

## Tyler Museum of Art

- 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.3.B / C / D
  - 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;
    - explore career and avocational opportunities in art such as various design, museum, and fine arts fields.
- §117.202.c.4.A / B / D / E
  - Critical Evaluation and Response
    - create written or oral responses to artwork using appropriate art vocabulary;
    - analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
    - investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art;
    - understand and demonstrate proper exhibition etiquette.

**Art 2:**

- §117.203.b.1.A / B / C / D
  - Foundations: Observation and Perception:
    - identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
    - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;
    - compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately;
    - understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.
- §117.203.b.1.B / C / D
  - Creative Expression:
    - apply the art-making process to solve problems and generate design solutions;

## Tyler Museum of Art

- 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;
- use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination.
- §117.203.b.3.B / C / D
  - 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;
    - compare and contrast relationships that exist between a society's art and its music, literature, and architecture;
    - identify career and avocational choices in art such as various design, museum, and fine arts fields.
- §117.203.b.4.A / B / D / E
  - 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;
    - investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art;
    - demonstrate an understanding of and apply proper exhibition etiquette.

**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.B / C / D / E

## Tyler Museum of Art

- Creative Expression:
  - apply the art-making process to solve problems and generate design solutions;
  - create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;
  - use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination;
  - create experimental artworks using installation, performance, or collaboration.
- §117.203.b.3.B / C / D
  - 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;
    - evaluate the relationships that exist among a society's art, music, theatre, and dance;
    - compare and contrast career and avocational opportunities in art such as various design, museum, and fine arts fields.
- §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 Melissa Miller's etching *Anima*. Identify where each element of art is located in the art.
2. Examine Melissa Miller's etching *Anima*. Identify where each principle of art is located in the art.
3. What do you think is happening in Melissa Miller's *Anima*?
  - a. Why do you think she chose to use a coyote and a fox as the two animals?
  - b. Is it successful? Why or why not?
4. What is an illustrator?
  - a. What jobs can an illustrator do?
5. What are the similarities and differences between Melissa Miller's etching of *Anima* and your finished ink drawing?
6. How did you and your group plan and create your collaborative Aesop's Fable ink project?

### Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Pencil, Multi-Media Paper, A Selection of Aesop's Fables, A Style of Ink Pen: Either Standard Pen, Dip Pen and Ink, or Ink Brush, and Optional: Watercolors, Brushes, Water Cups, and Paper Towels
- **Subject:** Pen Technique, and Illustrative Design, and Literature's Connection to Art via Aesop's Fables
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Project

Students will study Melissa Miller's etching *Anima*. Then, the class will begin their illustrative ink pen project.

First, students will practice using either the standard ink pens, the traditional dip pens, or ink brushes. The teacher will determine which of these options is the most appropriate for each grade level to create a finished ink composition. The teacher will spend approximately 2 to 5 days teaching the students how to work with the ink pens. Specifically, practicing different widths of line, how to do various levels of line shading, and building a composition with ink.

Once the students are familiar with ink pens, the teacher will assign the students specific scenes from a selected handful of Aesop's Fables. Students will be placed into groups, and each person in the group will create one scene from the group's fable.



**Here is a link to all of Aesop's Fables in Google Books' Public Domain Publications:**

[https://www.google.com/books/edition/The\\_Fables\\_of\\_%C3%86sop/15I4QAAMAAJ?hl=en&gbpv=1&printsec=frontcover](https://www.google.com/books/edition/The_Fables_of_%C3%86sop/15I4QAAMAAJ?hl=en&gbpv=1&printsec=frontcover)

Each person will create a pencil drawing of their composition and have it approved by the teacher. Once approved, the students will use their chosen style of ink pen to create the composition. When the ink drawing is completed, the teacher can allow the students to use watercolors to add color to the compositions.

To complete the project, the students will present their completed works to the class. The scenes will be arranged in order to tell the story of their fable. Each student will explain their group's fable and describe the created scenes. The goal is for the majority of the narrative to be represented in the group's collected compositions.

## **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;
- Learn about Melissa Miller's methods of illustration, etching, and color placement in her print *Anima*,
- Learn and practice working with ink in either standard pen, dip pen, or brush style,
- Create a composition that is an illustrative scene from one of Aesop's fables;
- Create the composition using a type and style of ink pen with an option to include watercolor for added color;
- And, explain which of Aesop's fables is illustrated in the finished composition.

## **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.
- §117.302.c.2.A / B / C / D / E / F
  - Creative Expression:
    - use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
    - communicate a variety of applications for design solutions;

## Tyler Museum of Art

- use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
- create original artwork to communicate thoughts, feelings, ideas, or impressions;
- collaborate to create original works of art;
- 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.B / C / D
  - Historical and Cultural Relevance
    - describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
    - collaborate on community-based art projects;
    - compare and contrast career and avocational opportunities in art.
- §117.302.c.4.A / B / 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;
    - 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.

## Tyler Museum of Art

- §117.303.c.2.A / B / C / D / E / 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;
    - apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions;
    - use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
    - create original artwork to communicate thoughts, feelings, ideas, or impressions;
    - collaborate to create original works of art;
    - 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.B / C / D
  - Historical and Cultural Relevance:
    - analyze specific characteristics in artwork from a variety of cultures;
    - collaborate on community-based art projects;
    - examine and research career, entrepreneurial, and avocational opportunities in art.
- §117.303.c.4.A / 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;
    - 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.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;

## Tyler Museum of Art

- compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
- explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork.
- §117.304.c.2.A / B / C / D / E / 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;
    - solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions;
    - use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
    - create original artwork to communicate thoughts, feelings, ideas, or impressions;
    - collaborate to create original works of art;
    - 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.B / C / D
  - Historical and Cultural Relevance:
    - distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork;
    - collaborate on community-based art projects;
    - examine, research, and develop a plan of action for relevant career, entrepreneurial, and avocational art opportunities within a global economy.
- §117.304.c.4.A / D / E
  - Critical Evaluation and Response:
    - interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas;
    - use responses to artwork critiques to make decisions about future directions in personal work;
    - construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning;

**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;
    - 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 / B / C / D / E / 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;
    - evaluate and justify design ideas and concepts to create a body of personal artwork;
    - use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
    - create original artwork to communicate thoughts, feelings, ideas, or impressions;
    - collaborate to create original works of art;
    - 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.B / C / D
  - Historical and Cultural Relevance:
    - analyze and evaluate the influence of contemporary cultures on artwork;
    - collaborate on community-based art projects;
    - examine, research, and develop a plan of action for relevant career or entrepreneurial art opportunities within a global economy, justifying the choice.

## Tyler Museum of Art

- §117.305.c.4.A / D / E
  - 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;
    - use responses to artwork critiques to make decisions about future directions in personal work;
    - construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning;



## High School Art Activities:

### Questions for High School Students:

1. Examine Melissa Miller's etching *Anima*. Identify where each element of art is located in the art.
2. Examine Melissa Miller's etching *Anima*. Identify where each principle of art is located in the art.
3. What do you think is happening in Melissa Miller's *Anima*?
  - a. Why do you think she chose to use a coyote and a fox as the two animals?
  - b. Is it successful? Why or why not?
4. What is an illustrator?
  - a. What jobs can an illustrator do?
5. What are the similarities and differences between Melissa Miller's etching of *Anima* and your finished ink drawing?
6. How did you and your group plan and create your collaborative Aesop's Fable ink project?

### Activity: High School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Pencil, Multi-Media Paper, A Selection of Aesop's Fables, A Style of Ink Pen: Either Standard Pen, Dip Pen and Ink, or Ink Brush, and Optional: Watercolors, Brushes, Water Cups, and Paper Towels
- **Subject:** Pen Technique, and Illustrative Design, and Literature's Connection to Art via Aesop's Fables
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Extended Project

Students will study Melissa Miller's etching *Anima*. Then, the class will begin their illustrative ink pen project.

First, students will practice using either the standard ink pens, the traditional dip pens, or ink brushes. The teacher will determine which of these options is the most appropriate for each grade level to create a finished ink composition. The teacher will spend approximately 2 to 5 days teaching the students how to work with the ink pens. Specifically, practicing different widths of line, how to do various levels of line shading, and building a composition with ink.

Once the students are familiar with ink pens, the teacher will assign the students specific scenes from a selected handful of Aesop's Fables. Students will be placed into groups, and each person in the group will create one scene from the group's fable.

**Here is a link to all of Aesop's Fables in Google Books' Public Domain Publications:**

[https://www.google.com/books/edition/The\\_Fables\\_of\\_%C3%86sop/15I4AQAAMAAJ?hl=en&gbpv=1&printsec=frontcover](https://www.google.com/books/edition/The_Fables_of_%C3%86sop/15I4AQAAMAAJ?hl=en&gbpv=1&printsec=frontcover)

Each person will create a pencil drawing of their composition and have it approved by the teacher. Once approved, the students will use their chosen style of ink pen to create the composition. When the ink drawing is completed, the teacher can allow the students to use watercolors to add color to the compositions.

To complete the project, the students will present their completed works to the class. The scenes will be arranged in order to tell the story of their fable. Each student will explain their group's fable and describe the created scenes. The goal is for the majority of the narrative to be represented in the group's collected compositions.