



Tyler Museum of Art's Lesson: Harry Worthman, *Anthurium*

Table of Contents

Harry Worthman, <i>Anthurium</i>	2
Art Vocabulary.....	3
Bibliography: Resources for Vocabulary and Lesson Plan.....	8
Elementary School Texas TEKS.....	11
Elementary School Art Activities.....	17
Middle School Texas TEKS.....	19
Middle School Art Activities.....	23
High School Texas TEKS.....	25
High School Art Activities.....	30

Lesson Plan: Harry Worthman, *Anthurium*



Harry Worthman, *Anthurium*, 1957, oil on canvas, 30 inches X 30 inches, Tyler Museum of Art, Tyler, Texas.

<https://tylermuseum.pastperfectonline.com/webobject/4EB337E4-08D5-4616-913A-897497172010>

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, and Still Life Painting

Art Vocabulary

Activity Vocabulary:

Harry Worthman:

- Harry Worthman was born in 1909 and died in 1989.¹
- Exhibiting an interest in art from an early age, his parents encouraged and supported him in his artistic endeavors.²
- He studied at the Art Students League in New York City. Here, he learned how to develop his Naturalistic style and create expressive paintings of people, animals, and landscapes.³
 - o Later, in 1935, he studied sculpture at the National Academy of Design and Cooper Union.⁴
- Worthman later met Beula May Doblin, a fellow student, who would later become his wife and lifelong supporter of his artistic career.⁵
- In 1941, Worthman, his wife and their only child Sabra Elaine moved to San Antonio, Texas.⁶
- In the next few years, he received a draft to the United States Army to serve in World War II. During this time, he was a medical technician for the 180th General Hospital. His time in the Army allowed him to paint the various landscapes and people of Europe.⁷
- He was honorably discharged in 1946, where he returned to the United States. Beginning his painting career in earnest, he made various sketches, drawings, and paintings of American Life.⁸
 - o One such painting belongs to a two-painting series entitled “The Great American Artists Series.” Originally planned to honor famous artists that made a significant impact on American Culture, the collection ended with two paintings: one painting of Norman Rockwell in his studio, and the other of the American Choreographer and dancer Ted Shawn.⁹
- After Worthman’s mother passed away from pancreatic cancer in 1948, the family moved to Houston, Texas. Harry Worthman became known as a Texas Painter from this point forward, living in the Houston region for the remainder of his life.¹⁰

¹ “Past Exhibitions: Harry Worthman: A Life in Art,” *Tyler Museum of Art: Exhibitions*, updated February 6, 2006, accessed May 10, 2023, <http://www.mypawprint.com/TMA/Worthman.htm>.

² Ibid.

³ Kimberly Bush Tomio, “Harry Worthman: Life in Art – An Essay,” in *Harry Worthman: A Life in Art*, (Longview: Hudson Printing and Graphic Design, 2005), 7.

⁴ Ibid.

⁵ Kimberly Bush Tomio, “Harry Worthman: Life in Art – An Essay,” in *Harry Worthman: A Life in Art*, 8.

⁶ Ibid.

⁷ Ibid.

⁸ Kimberly Bush Tomio, “Harry Worthman: Life in Art – An Essay,” in *Harry Worthman: A Life in Art*, 9.

⁹ Ibid.

¹⁰ Ibid.

Tyler Museum of Art

- Most known for his portraits, he worked from a charcoal sketch and a photograph to create a “Pleasing Portrait”. The final painting reflects the subject’s idealized appearance, character, and style.¹¹
- An exhibition of his work was held at the Tyler Museum of Art, beginning in November 17, 2005 and closing in February 26, 2006. Titled *Harry Worthman: A Life in Art*, the showcase catalogued his artistic career through his drawings, sketches, pastel works, and paintings.¹²

Harry Worthman’s Still Life Painting – *Anthurium*:

- Worthman’s painting *Anthurium* depicts a blooming anthurium flower sitting in a decorative vase.
- The flower takes up a majority of the space and provides the bright complementary colors of deep green, pink, and red.
- The vase sits on a table. A beige curtain provides the background and folds to cover the table.
- On the table is a small ceramic figure of a camel titled *Recumbent Camel*.¹³
 - o Originating from China in the middle of the twentieth century, the ceramic exhibits a camel at rest.¹⁴
 - o He has a decorative saddle that contains the imagery of a lion’s face.
 - o The camel’s head is raised, and based on its placement, appears to be looking at the anthurium flower.

Still Life:

- A still life is a collection of natural materials, plants, and man-made objects that are arranged to create an interesting composition.¹⁵
- 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.¹⁶
 - o The concept of representing the temporary nature of life refers to the Latin phrase *momento mori*, which translates to ‘remember, you must die’.¹⁷

Oil Paint:

- Oil paint is developed from mixing vibrant pigments in a thick slow-drying oil.¹⁸

¹¹ Kimberly Bush Tomio, “Harry Worthman: Life in Art – An Essay,” in *Harry Worthman: A Life in Art*, 11.

¹² Kimberly Bush Tomio, “Introduction,” in *Harry Worthman: A Life in Art*, (Longview: Hudson Printing and Graphic Design, 2005), 6.

¹³ Kimberly Bush Tomio, “Checklist of Works in the Exhibition,” in *Harry Worthman: A Life in Art*, (Longview: Hudson Printing and Graphic Design, 2005), 56.

¹⁴ Ibid.

¹⁵ “Art Term: Still Life,” Tate Modern Museum, updated 2022, accessed September 7, 2022, <https://www.tate.org.uk/art/art-terms/s/still-life>.

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ “Art Term: Oil Paint,” Tate Modern Museum, updated 2023, accessed May 10, 2023, <https://www.tate.org.uk/art/art-terms/o/oil-paint>.

Tyler Museum of Art

- Due to the chemical makeup of the medium, the artist can create thin layers that dry like a glaze or thick opaque layers that create tangible texture on the canvas.¹⁹

Anthurium:

- Anthurium is a type of flower that naturally grows in tropical environments.²⁰
- It is slightly toxic to people and pets. The flower can cause skin sensitivity and, if eaten, digestive problems.²¹
- Despite this, the plant is beautiful. Its common color patterns are red, yellow, pink, and violet pedals with a yellow pollen dispenser in the center.²²
- Each flower has a specific meaning that, when placed into a bouquet, creates a special message or idea.
 - o Anthurium flowers are often associated with happiness, hospitality, and abundance.²³

Elements of Design²⁴:

- 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

¹⁹ Ibid.

²⁰ “Anthurium,” *North Carolina State University: North Carolina Extension Gardener Plant Toolbox*, updated 2022, accessed May 10, 2023, <https://plants.ces.ncsu.edu/plants/anthurium/>.

²¹ Ibid.

²² Ibid.

²³ “Anthurium Flower – Meaning, Symbolism, and Colors,” *Flower Meanings*, updated 2022, accessed May 10, 2023, <https://flowermeanings.org/anthurium-flower-meaning/>.

²⁴ Rosalins Ragan, “Elements of Art,” in *Art Talk*, 61 – 211, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

Tyler Museum of Art

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 Design²⁵:

- 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.

²⁵ Rosalins Ragan, "Principles of Design," in *Art Talk*, 211 - 347, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

Tyler Museum of Art

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.

Bibliography: Resources for Vocabulary and Lesson Plan

- “Anthurium.” *North Carolina State University: North Carolina Extension Gardener Plant Toolbox*. Updated 2022. Accessed May 10, 2023. <https://plants.ces.ncsu.edu/plants/anthurium/>.
- “Art Term: Oil Paint.” *Tate Modern Museum*. Updated 2023. Accessed May 10, 2023. <https://www.tate.org.uk/art/art-terms/o/oil-paint>.
- “Art Term: Still Life.” *Tate Modern Museum*. Updated 2022. Accessed September 7, 2022. <https://www.tate.org.uk/art/art-terms/s/still-life>.
- Office of the Secretary of State. “§117.102: Art, Kindergarten, Adopted 2013.” *Texas Education Agency: Education*, updated 2013, accessed January 5, 2022, [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=102](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=102).
- Office of the Secretary of State. “§117.105: Art, Grade 1, Adopted 2013.” *Texas Education Agency: Education*, updated 2013, accessed January 5, 2022, [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=105](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=105).
- Office of the Secretary of State. “§117.108: Art, Grade 2, Adopted 2013.” *Texas Education Agency: Education*, updated 2013, accessed January 5, 2022, [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=108](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=108).
- Office of the Secretary of State. “§117.111: Art, Grade 3, Adopted 2013.” *Texas Education Agency: Education*, updated 2013, accessed January 5, 2022, [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=111](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=111).
- Office of the Secretary of State. “§117.114: Art, Grade 4, Adopted 2013.” *Texas Education Agency: Education*, updated 2013, accessed January 5, 2022, [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=114](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=114).
- Office of the Secretary of State. “§117.117: Art, Grade 5, Adopted 2013.” *Texas Education Agency: Education*, updated 2013, accessed January 5, 2022, [https://texreg.sos.state.tx.us/public/readtac\\$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).

Tyler Museum of Art

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).

“Past Exhibitions: Harry Worthman: A Life in Art.” *Tyler Museum of Art: Exhibitions*. Updated February 6, 2006. Accessed May 10, 2023. <http://www.mypawprint.com/TMA/Worthman.htm>.

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

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

Tomio, Kimberly Bush. “Checklist of Works in the Exhibition.” In *Harry Worthman: A Life in Art*, 51 – 56. Longview: Hudson Printing and Graphic Design, 2005.

Tomio, Kimberly Bush. “Harry Worthman: Life in Art – An Essay”. In *Harry Worthman: A Life in Art*, 7 – 15. Longview: Hudson Printing and Graphic Design, 2005.

Tomio, Kimberly Bush. "Introduction." In *Harry Worthman: A Life in Art*, 6. Longview: Hudson Printing and Graphic Design, 2005.

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;
- Create a still life that uses a flower and an object;
- Research the provided flowers to identify their meaning and biology;
- Write an artist statement that explains how the meaning of the flower affected how the painting was created and influenced the student to select the chosen object;
- Present the painting and the artist statement to the class.

Texas Elementary School TEKS:

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

Kindergarten:

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

Tyler Museum of Art

- §117.102.b.4.A / B
 - 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;

First Grade:

- §117.105.b.1.A / B
 - Foundations: Observation and Perception:
 - identify similarities, differences, and variations among subjects in the environment using the senses;
 - identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.
- §117.105.b.2. A / 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 / B
 - 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
 - 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.

Second Grade:

- §117.108.b.1.A / B
 - Foundations: Observation and Perception:
 - compare and contrast variations in objects and subjects from the environment using the senses;
 - identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.

Tyler Museum of Art

- §117.108.b.2. A / B / C
 - Creative Expression:
 - express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space;
 - create compositions using the elements of art and principles of design;
 - identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.
- §117.108.b.3. A / B
 - 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
 - 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;

Third Grade:

- §117.111.b.1.A / B / C
 - Foundations: Observation and Perception:
 - explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
 - use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity;
 - discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- §117.111.b.2. A / B / C
 - Creative Expression
 - integrate ideas drawn from life experiences to create original works of art;
 - create compositions using the elements of art and principles of design;
 - produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.

Tyler Museum of Art

- §117.111.b.3. A / B
 - 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
 - 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;

Fourth Grade:

- §117.114.b.1.A / B / C
 - Foundations: Observation and Perception:
 - explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
 - use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity;
 - discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- §117.114.b.2. A / B / C
 - Creative Expression:
 - integrate ideas drawn from life experiences to create original works of art;
 - create compositions using the elements of art and principles of design; and
 - produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials.
- §117.114.b.3. A / B
 - 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;

Tyler Museum of Art

- §117.114.b.4. A / B
 - 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;

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
 - 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
 - Critical Evaluation and Response
 - evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists;
 - use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major

Tyler Museum of Art

historical or contemporary artists in real or virtual portfolios, galleries, or art museums;

Elementary School Art Activities:

Questions for Elementary School Students:

1. Examine Harry Worthman's painting *Anthurium*. Identify where each element of art is located in the folk art.
2. Examine Harry Worthman's painting *Anthurium*. Identify where each principle of art is located in the folk art.
3. What is a still life?
4. Why do you think flowers have a meaning?

Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Paper, Pencil, Fake Flowers, Assorted Objects, Watercolor Paint, Paintbrush, Water Cup, Paper Towels
- **Subject:** Still Life, Realistic/Naturalistic Painting Styles, Connecting Meaning with Objects
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Extended Project

Students will study Harry Worthman's painting *Anthurium*. Afterwards, the class will create a still life painting that includes a fake flower and an object. The fake flowers and the objects are to be provided by the teacher, so that each student can select one of both items.

Kindergarten – 2nd Grade Students:

- The teacher will set up a still life for the students to draw on mixed media paper.
 - o The teacher can determine if the students will refer to one large still life or individual assemblages that are placed on individual tables.
- The students will draw what they see from the still life.
 - o The teacher can choose to break down the still life into easily digestible shapes that build the image, or allow the students to use their observation skills to create the composition.
- Once the drawing is completed, the teacher will provide the students watercolor paints, paintbrushes, water cups, and paper towels.
 - o The students will paint their drawing based on the colors of the still life.
- The final drawing will be a watercolor still life painting.

3rd Grade – 5th Grade Students:

- The teacher will set up a still life for the students to draw on mixed media paper.
 - o The teacher can determine if the students will refer to one large still life or individual assemblages that are placed on individual tables.
 - o Likewise, the teacher can determine if the students can arrange their own still life with the provided items.
- The students will draw what they see from the still life.
- Once the drawing is completed, the teacher will provide the students watercolor paints, paintbrushes, water cups, and paper towels.
 - o The students will paint their drawing based on the colors of the still life.
- The final drawing will be a watercolor still life painting.

Activity: Elementary School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Still Life, Realistic/Naturalistic Painting Styles, Connecting Meaning with Objects, Artist Statement
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Extended Project

After the students have finished their paintings, the students will create an artist statement. Afterwards, the students will present their paintings and artist statements to the class.

Kindergarten – 2nd Grade Students:

- Students will write a one-paragraph artist statement that explains what they learned from Harry Worthman's methods of making a still life.

3rd Grade – 5th Grade Students:

- Students will write a one to three paragraph artist statement that explains they learned from Harry Worthman's methods of making a still life. Next, the students will research the flower from the still life. They will include important information about the flower and its meaning. Lastly, the students will explain what they learned by painting their own still life.

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;
- Create a still life that uses a flower and an object;
- Research the provided flowers to identify their meaning and biology;
- Write an artist statement that explains how the meaning of the flower affected how the painting was created and influenced the student to select the chosen object;
- Present the painting and the artist's statement to the class.

Texas Middle School TEKS:

Art 1, Art 2, Art 3

Art 1:

- §117.202.c.1.A / B / C / D
 - o Foundations: Observation and Perception:
 - identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
 - understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately;
 - understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately;
 - discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.
- §117.202.c.1.A / C
 - o Creative Expression:
 - create original artworks based on direct observations, original sources, personal experiences, and the community;
 - produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.

Tyler Museum of Art

- §117.202.c.3.A / B
 - 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 / D
 - Critical Evaluation and Response
 - create written or oral responses to artwork using appropriate art vocabulary;
 - analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art;

Art 2:

- §117.203.b.1.A / B / C / D
 - Foundations: Observation and Perception:
 - identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
 - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;
 - compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately;
 - understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.
- §117.203.b.1.A / C
 - Creative Expression:
 - create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community;
 - apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;
- §117.203.b.3.A / B
 - Historical and Cultural Relevance:
 - analyze ways that global, cultural, historical, and political issues influence artworks;

Tyler Museum of Art

- 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 / 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;
 - 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;

Tyler Museum of Art

- 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
 - Critical Evaluation and Response:
 - create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;
 - analyze original artworks and portfolios using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art;

Middle School Art Activities:

Questions for Middle School Students:

1. Examine Harry Worthman's painting *Anthurium*. Identify where each element of art is located in the artwork.
2. Examine Harry Worthman's painting *Anthurium*. Identify where each principle of art is located in the artwork.
3. What is a still life?
4. Why do you think flowers have a meaning?
5. Do you think still life paintings a form of high art? Why or why not?

Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Paper, Pencil, Fake Flowers, Assorted Objects, Acrylic Paint, Paint Palette, Paintbrush, Water Cup, Paper Towels
- **Subject:** Still Life, Realistic/Naturalistic Painting Styles, Connecting Meaning with Objects
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Project

Students will study Harry Worthman's painting *Anthurium*. Afterwards, the class will create a still life painting that includes a fake flower and an object. The fake flowers and the objects are to be provided by the teacher, so that each student can select one of both items.

- The teacher will provide a variety of fake flowers and assorted objects for the class.
- Each student will pick a fake flower and an object to organize into a still life arrangement.
 - o The teacher can help the students adjust or re-arrange the objects.
- Once the teacher approved of the objects, the students can begin drawing the still life on mixed media paper.
- When the students have completed their drawing, they can begin painting the image with acrylic paint.
 - o The students will receive the needed painting supplies to complete the assignment.
- The final artwork will be an acrylic still life painting that has a naturalistic/realistic quality.

Activity: Middle School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Still Life, Realistic/Naturalistic Painting Styles, Connecting Meaning with Objects, Artist Statement
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Project

After the students have finished their paintings, the students will create an artist statement. Afterwards, the students will present their paintings and artist statements to the class.

- Students will write a one page artist statement that explains they learned from Harry Worthman's methods of making a still life. Next, the students will research the flower from the still life. They will include important information about the flower and its meaning. Lastly, the students will explain what they learned by painting their own still life.
- This statement can be either a compare and contrast style or an informational description of Worthman and the student's 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;
- Create a still life that uses a flower and an object;
- Research the provided flowers to identify their meaning and biology;
- Write an artist statement that explains how the meaning of the flower affected how the painting was created and influenced the student to select the chosen object;
- Present the painting and the artist's statement to the class.

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 / D / F
 - Creative Expression:
 - use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.

Tyler Museum of Art

- §117.302.c.3.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 / 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.
- §117.303.c.2.A / D / F
 - Creative Expression:
 - create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media.

Tyler Museum of Art

- §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 / E
 - Critical Evaluation and Response:
 - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - use responses to artwork critiques to make decisions about future directions in personal work;
 - 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;
 - compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
 - explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork.
- §117.304.c.2.A / D / F
 - Creative Expression:
 - create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;

Tyler Museum 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.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 / 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;
 - 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;
 - 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:

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;
- 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 / 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;
 - 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 Harry Worthman's painting *Anthurium*. Identify where each element of art is located in the artwork.
2. Examine Harry Worthman's painting *Anthurium*. Identify where each principle of art is located in the artwork.
3. What is a still life?
4. Why do you think flowers have a meaning?
5. Do you think still life paintings a form of high art? Why or why not?
6. Can a still life painting have a purpose beyond a study of the elements and principles of design? Explain your answer.

Activity: High School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Paper, Pencil, Fake Flowers, Assorted Objects, Acrylic Paint, Paint Palette, Paintbrush, Water Cup, Paper Towels
- **Subject:** Still Life, Realistic/Naturalistic Painting Styles, Connecting Meaning with Objects
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Extended Project

Students will study Harry Worthman's painting *Anthurium*. Afterwards, the class will create a still life painting that includes a fake flower and an object. The fake flowers and the objects are to be provided by the teacher, so that each student can select one of both items.

- The teacher will provide a variety of fake flowers and assorted objects for the class.
- Each student will pick a fake flower and an object to arrange into a still life arrangement.
 - o The teacher can help the students adjust or re-arrange the objects.
- Once the teacher approved of the objects, the students can begin drawing the still life on mixed media paper.
- When the students have completed their drawing, they can begin painting the image with acrylic paint.
 - o The students will receive the needed painting supplies to complete the assignment.
- The final artwork will be an acrylic still life painting that has a naturalistic/realistic quality.

Activity: High School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Still Life, Realistic/Naturalistic Painting Styles, Connecting Meaning with Objects, Artist Statement
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Extended Project

After the students have finished their paintings, the students will create an artist statement. Afterwards, the students will present their paintings and artist statements to the class.

- Students will write a one to two page artist statement that explains they learned from Harry Worthman's methods of making a still life. Next, the students will research the flower from the still life. They will include important information about the flower and its meaning. Lastly, the students will explain what they learned by painting their own still life.
- This statement can be either a compare and contrast style or an informational description of Worthman and the student's compositions.