



Tyler Museum of Art’s Lesson Plan:
Anonymous, *Olla with Cats*

Table of Contents

Anonymous, *Olla with Cats*.....2

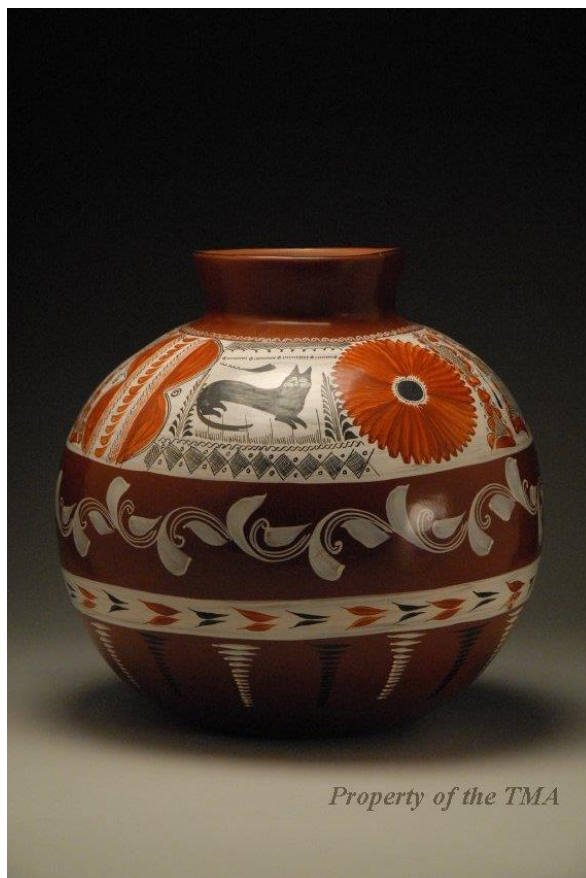
Art Vocabulary.....3

Bibliography: Resources for Vocabulary and Lesson Plan.....5

High School Texas TEKS.....6

High School Art Activities.....10

Lesson Plan: Anonymous, *Olla with Cats*



Anonymous. *Olla with Cats*. c. 1993, Tzintzuntzan, Michoacan, Mexico. 15 $\frac{3}{4}$ x 14 $\frac{1}{2}$ x 15 in. Clay with slip decorations. Tyler Museum of Art, Gift of Laura and Dan Boeckman. 2010.01.200

<https://tylermuseum.pastperfectonline.com/Webobject/6C713FE2-43ED-484E-ADDE-761578499410>

Culture: Mexico

Subject: Fine Art, Folk Art, Art History

Collection: Tyler Museum of Art's Boeckman Collection

Grades: High School

Topics: Artistic Practices, Art History, Critical Thinking, and International Art.

Art Vocabulary

Activity Vocabulary:

Olla

- A type of ceramic jar, typically unglazed, and primarily used for cooking soups or stews.

Ceramics

- A ceramic is any of the various hard, brittle, heat-resistant and corrosion-resistant materials made by shaping and then firing an inorganic, nonmetallic material, such as clay, at a high temperature.¹

Slip Decoration

- An application of a contrasting layer and color of slip to decorate ware.²

Elements of Design³

Line

- An element of art defined by a point moving in space. Line may be two-or three-dimensional, descriptive, implied, or abstract.

Shape

- An element of art that is two-dimensional, flat, or limited to height and width.

Form

- An element of art that is three-dimensional and encloses volume; includes height, width AND depth (as in a cube, a sphere, a pyramid, or a cylinder). Form may also be free flowing.

Space

- An element of art by which positive and negative areas are defined or a sense of depth achieved in a work of art.

Color

- An element of art made up of three properties: hue, value, and intensity.

¹ *Ceramic*. The Free Dictionary. Farlex. Accessed April 24, 2022.

[https://www.thefreedictionary.com/ceramic#:~:text=\(s%C9%99%2Dr%C4%83m%E2%80%B2%C4%ADk\),2](https://www.thefreedictionary.com/ceramic#:~:text=(s%C9%99%2Dr%C4%83m%E2%80%B2%C4%ADk),2).

² Arthur E. Dodd and David Murfin, *Dictionary of Ceramics* (London: The Institute of Materials, 1994).

³ *Principles and Elements*, Massachusetts College of Art and Design, accessed 24 April 2022, massart.edu/sites/default/files/Principles%20and%20Elements.pdf

Tyler Museum of Art

- Hue: the name of color
- Value: a hue's lightness and darkness (a color's value changes when white or black is added)
- Intensity: quality of brightness and purity (high intensity = color is strong and bright; low intensity = color is faint and dull)

Texture

- An element of art that refers to the way things feel, or look as if they might feel if touched.

Principles of Design⁴

Rhythm/ Pattern

- A principle of design that indicates movement, created by the careful placement of repeated elements in a work of art to cause a visual tempo or beat.

Movement

- A principle of design used to create the look and feeling of action and to guide the viewer's eye throughout the work of art.

Balance

- A way of combining elements to add a feeling of equilibrium or stability to a work of art. Major types are symmetrical and asymmetrical.

Proportion

- A principle of design that refers to the relationship of certain elements to the whole and to each other.

Variety

- A principle of design concerned with diversity or contrast. Variety is achieved by using different shapes, sizes, and/or colors in a work of art.

Emphasis/Contrast

- A way of combining elements to stress the differences between those elements.

Unity/Harmony

- A way of combining similar elements in an artwork to accent their similarities (achieved through use of repetitions and subtle gradual changes).

⁴ *Principles and Elements*, Massachusetts College of Art and Design, accessed 24 April 2022, massart.edu/sites/default/files/Principles%20and%20Elements.pdf

Bibliography: Resources for Vocabulary and Lesson Plan

Dodd, Arthur E., and David Murfin. *Dictionary of Ceramics*. London: The Institute of Materials, 1994.

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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).

“Ceramic.” The Free Dictionary. Farlex. Accessed April 24, 2022.
[https://www.thefreedictionary.com/ceramic#:~:text=\(s%C9%99%2Dr%C4%83m%E2%80%B2%C4%ADk\),2](https://www.thefreedictionary.com/ceramic#:~:text=(s%C9%99%2Dr%C4%83m%E2%80%B2%C4%ADk),2).

“Principles and Elements.” Massachusetts College of Art and Design. Accessed 24 April 2022.
massart.edu/sites/default/files/Principles%20and%20Elements.pdf

High School Lesson Plans

Goals:

High School Students of all Levels will be able to do the following:

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Identify the differences between decorative art and utility art;
- Create a 2D sketch and use it to create a 3D ceramic pot.

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.
- §117.302.c.3. B
 - Historical and Cultural Relevance

Tyler Museum of Art

- describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
- §117.302.c.4.A / B
 - 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;

Level II:

- §117.303.c.1.A / B / C
 - 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;
- §117.303.c.2.A / D
 - 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;
- §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
 - 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;

Tyler Museum of Art

- 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;

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
 - 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;
- §117.304.c.3. B
 - Historical and Cultural Relevance:
 - distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork;
- §117.304.c.4.A / B / C / D
 - 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;

Tyler Museum of Art

- 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;
- use responses to artwork critiques to make decisions about future directions in personal work;

Level IV:

- §117.305.c.1.A / B / C
 - 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;
- §117.305.c.2.A / B / D
 - 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;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
- §117.305.c.3.B
 - Historical and Cultural Relevance:
 - analyze and evaluate the influence of contemporary cultures on artwork;
- §117.305.c.4.A / B / C / D
 - 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;
 - use responses to artwork critiques to make decisions about future directions in personal work;

High School Art Activities:

Questions for High School Students:

1. Examine *Olla with Cats*. Identify where each element of art is located in the folk art.
2. Examine *Olla with Cats*. Identify where each principle of art is located in the folk art.
3. Discuss the design choices the artist used in *Olla with Cats*.
 - a. Why did the artist choose a cat?
 - b. Why did they paint a black cat for the design?
 - c. Why did they paint orange flowers around the black cat?
4. Describe the differences between decorative and utility art.
 - a. What purpose could this *olla* have served?

Activity: High School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Pen/Pencil, Paper, Air-Dry Clay, Tempera Paint
- **Subject:** Art History, Folk Art, 2D Composition, 3D Composition, Shapes, Elements and Principles of Design
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Extended Project

Students will study *Olla with Cats*. They will each create a 2D sketch of an *olla*. Each student will individually sketch their own jar in a similar shape as the piece. They will each choose one animal and one flower and utilize them in the sketches. Next, they will add colors and finalize their sketches. The end result should not be identical to *Olla with Cats*, each student's work should be different.

After the sketch is complete, the students will replicate the shape of the jar with the air-dry clay that is at least 5 inches in all dimensions. Once the jar is complete and has fully dried, they will use the tempera paint and create the designs from their sketches.

Activity: High School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Art History, Folk Art, Ceramics
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Single Day

Students will write an artist statement about their piece. They will go into detail about the design choices they made. Next, they will compare their piece to the *Olla with Cats*. They will go into

Tyler Museum of Art

detail about the similarities and differences in techniques, usage of the elements and principles of design, and cultural choices made for both pieces. They should produce 3-4 paragraphs.