



Tyler Museum of Art's Lesson: Mary Bonner, *Washing Day*

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Lesson Plan: Mary Bonner, *Washing Day*



Mary Bonner, *Washing Day*, 1924, plate etching with hand-applied color, 7 inches X 6 inches, Tyler Museum of Art, Tyler, Texas.

<https://tylermuseum.pastperfectonline.com/webobject/963BD4C6-586D-4110-B735-315497942730>

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 Purpose of Printmaking

Art Vocabulary

Activity Vocabulary:

Mary Bonner:

- Mary Bonner was born in 1887 and died in 1935.¹
- She attended the San Antonio Academy in 1901. Later, she studied at the University of Texas in Austin between 1904 to 1906.²
 - o Though she enjoyed the university, she found her ability to study art was severely limited. Men had more freedom to study a wide assortment of art, whereas women were encouraged to create and learn about the imagery of motherhood.³
- She traveled to New York for a brief time before traveling abroad to France. She studied with Édouard Henri Léon to study printmaking methods.⁴
- Her work of Texas iconography and landscapes impressed the Paris art critics, becoming her most well-known work.⁵
 - o Her prints that showcased cowboys and broncos were the most popular. These works were inspired from Greek friezes found carved into ancient marble. When she received acclaim, she created works of motherhood on her own terms.⁶
- Returning to Texas, she established herself as part of the San Antonio Art League.⁷

Etching:

- A popular style of printmaking is a method known as etching.⁸
- The process requires the artist to cover a metal plate in a wax or asphaltum and “draw” onto the plate by removing the covering with a pen tool.⁹
- Then, the metal plate is placed in a chemical acid bath to burn the “drawn” imagery into the plate.¹⁰

¹ Mary Carolyn Hollers George, “Bonner, Mary Anita,” *Texas State Historical Association*, published 1952, updated January 25, 2018, accessed August 23, 2023, <https://www.tshaonline.org/handbook/entries/bonner-mary-anita>.

² Ibid.

³ “Mary Bonner (American, b. 1887, d.1935)”, *The McNay Art Museum*, updated 2023, accessed September 21, 2023, <https://collection.mcnayart.org/persons/143/mary-bonner-american-b1887-d1935>.

⁴ Mary Carolyn Hollers George, “Bonner, Mary Anita,” *Texas State Historical Association*, <https://www.tshaonline.org/handbook/entries/bonner-mary-anita>.

⁵ Ibid.

⁶ “Fine Art by Mary Bonner,” *Harry Halff Fine Art*, updated 2022, accessed September 21, 2023, <https://www.harryhalff.com/mary-bonner/>.

⁷ Mary Carolyn Hollers George, “Bonner, Mary Anita,” *Texas State Historical Association*, <https://www.tshaonline.org/handbook/entries/bonner-mary-anita>.

⁸ “Art Term: Etching,” *Tate Modern*, updated 2021, accessed January 5, 2023, <https://www.tate.org.uk/art/art-terms/e/etching>.

⁹ Ibid.

¹⁰ Ibid.

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- Next, the artist will clean the plate, roll ink on treated plate, place a piece of paper on top, and roll it through a printing press.¹¹
- The result is an etching print.¹²

Hand-Applied Color on a Print:

- Hand-applied color is a color option available for the artist.¹³
- Instead of creating a series of plates that would provide color to a print, the artist can choose to paint or color the print.¹⁴
- The work often begins as a black and white print. Then, the artist decides if the piece should have a painterly style or a controlled dry-marking style.¹⁵
- From this decision, the art can either paint the print with watercolors or add color with coloring pencils/ dry pigmented medium.¹⁶
- Based on Mary Bonner's print, it appears as though she painted a light wash of watercolor paint on her print.¹⁷

Genre Scene:

- A genre scene is a style of painting that showcases a moment of everyday life.¹⁸
- This scene is specific to the time period of the figures, ranging from ancient history to contemporary events.¹⁹
- This style of painting can provide a view of the past and provide social commentary on the conditions and reality of the selected moment.²⁰

Elements of Design²¹:

- 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:

¹¹ Ibid.

¹² Ibid.

¹³ "Awash in Color: The Interior Museum's Hand-Tinted Photographs," *United States Department of the Interior*, updated December 18, 2020, accessed September 21, 2023, <https://www.doi.gov/interiormuseum/awash-color-interior-museums-hand-tinted-photographs>.

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ "Art Term: Genre Painting," *Tate Modern*, updated 2022, accessed September 22, 2023, <https://www.tate.org.uk/art/art-terms/g/genre-painting>.

¹⁹ Ibid.

²⁰ Ibid.

²¹ Rosalins Ragan, "Elements of Art," in *Art Talk*, 61 – 211, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

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- An element of design; line is created on a surface with a pointed moving tool. Lines can range in size, width, texture, and presentation. Common types of line are vertical, horizontal, diagonal, zig-zag, and curved.

Shape:

- An element of design; shape is a two-dimensional enclosed space that represents either an organic shape or a geometric shape. Geometric shapes include squares, circles, rectangles, triangles and other standard geometric shapes. Organic shapes include natural non-geometric shapes that are developed from curvilinear lines.

Form:

- An element of design; form is a three-dimensional enclosed space that represents organic and geometric shapes in a third space. Geometric forms include cubes, spheres, triangular prisms, rectangular prisms, and cones. Organic shapes include three-dimensional forms observed in nature, such as trees, rivers, and rocks.

Space:

- An element of design; this term defines the surface area between, before, and behind an object in a composition.

Color:

- An element of design; this term defines the pigments used in a painting. Color can be organized into categories, such as: hues, values, complements, and intensity.

Texture:

- An element of design; this term defines an artwork's surface. The artist's use of the chosen medium creates either implied or actual texture.

Principles of Design²²:

- 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:

²² Rosalins Ragan, "Principles of Design," in *Art Talk*, 211 - 347, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

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- A principle of design; this term defines the visual movement observed in a painting. This can be identified as kinetic movement or implied movement. Additionally, movement can be defined as how the viewer's eye moves throughout the composition.

Balance:

- A principle of design; this term defines the arrangement of the presented imagery with the elements of design. It refers to either asymmetrical compositions or symmetrical compositions.

Proportion:

- A principle of design; this term defines the comparative size between objects in the composition. It can refer to the imagery within a painting or the size between a sculpture and a real object.

Variety:

- A principle of design; this term defines the combination of imagery, objects, and ideas in an artwork.

Emphasis:

- A principle of design; this term defines the most prominent area in a composition. The viewer's eye is drawn to this point because the artist used a mixture of the elements and principles of design.

Unity:

- A principle of design; this term defines how the elements and principles of design are combined within a composition.

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Elementary School Lesson Plans:

National Learning Standards

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;
- Study the etching and hand-coloring process of Mary Bonner's artwork *Washing Day*;
- Identify the artist's choice to hand-color a print instead of creating a series of color plates;
- And, write a short response to the following questions that are presented to each grade level:
 - o Why would an artist choose to hand-color a print instead of creating a colorful print?
 - o Do you think Mary Bonner's work is a successful example of a hand-colored print? Why or why not?

National Learning Standards for Visual Arts:

Pre-Kindergarten, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade

Pre-Kindergarten:

- Creating:
 - o Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.3.PKa: Create and tell about art that communicates a story about a familiar place or object.
- Presenting:
 - o Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.PKa: Identify reasons for saving and displaying objects, artifacts, and artwork.
 - o Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.PKa: Identify places where art may be displayed or saved.
 - o Anchor Standard 6:

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- Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.PKa: Identify where art is displayed both inside and outside of school.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.PKa: Recognize art in one's environment.
 - VA:Re.7.2.PKa: Distinguish between images and real objects.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.PKa: Interpret art by identifying and describing subject matter.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.PKa: Select a preferred artwork.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.PKa: Explore the world using descriptive and expressive words and art-making.
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.PKa: Recognize that people make art.

Kindergarten:

- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.Ka: Select art objects for personal portfolio and display, explaining why they were chosen.
 - Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.Ka: Explain the purpose of a portfolio or collection.
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.Ka: Explain what an art museum is and distinguish how an art museum is different from other buildings.

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- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.Ka: Identify uses of art within one's personal environment.
 - VA:Re.7.2.Ka: Describe what an image represents.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.Ka: Interpret art by identifying subject matter and describing relevant details.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.Ka: Explain reasons for selecting a preferred artwork
- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.Ka: Identify a purpose of an artwork.

First Grade:

- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.1a: Explain why some objects, artifacts, and artwork are valued over others.
 - Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.1a: Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.1a: Select and describe works of art that illustrate daily life experiences of one's self and others
 - VA:Re.7.2.1a: Compare images that represent the same subject
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.1a: Interpret art by categorizing subject matter and identifying the characteristics of form

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- Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.1a: Classify artwork based on different reasons for preferences.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.1a: Identify times, places, and reasons by which students make art outside of school.
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.1a: Understand that people from different places and times have made art for a variety of reasons.

Second Grade:

- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.2a: Categorize artwork based on a theme or concept for an exhibit.
 - Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.2a: Distinguish between different materials or artistic techniques for preparing artwork for presentation
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.2a: Perceive and describe aesthetic characteristics of one's natural world and constructed environments
 - VA:Re.7.2.2a: Categorize images based on expressive properties
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.2a: Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.2a: Use learned art vocabulary to express preferences about artwork

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- Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.2a: Compare and contrast cultural uses of artwork from different times and places.

Third Grade:

- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA:Pr4.1.3a: Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.
 - Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.3a: Identify exhibit space and prepare works of art including artists' statements, for presentation.
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.3a: Identify and explain how and where different cultures record and illustrate stories and history of life through art.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.3a: Speculate about processes an artist uses to create a work of art.
 - VA:Re.7.2.3a: Determine messages communicated by an image.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.3a: Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.3a: Evaluate an artwork based on given criteria.
- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.3a: Recognize that responses to art change depending on knowledge of the time and place in which it was made.

Fourth Grade:

- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.4a: Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.
 - Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.4a: Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.4a: Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.4a: Compare responses to a work of art before and after working in similar media.
 - VA:Re.7.2.4a: Analyze components in visual imagery that convey messages.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.4a: Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.4a: Apply one set of criteria to evaluate more than one work of art.
- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.4a: Through observation, infer information about time, place, and culture in which a work of art was created.

Fifth Grade:

- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.5a: Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
 - Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.5a: Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.5a: Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.5a: Compare one's own interpretation of a work of art with the interpretation of others.
 - VA:Re.7.2.5a: Identify and analyze cultural associations suggested by visual imagery.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.5a: Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.5a: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.5a: Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Elementary School Lesson Plans:

Texas Essential Knowledge and Skills (TEKS)

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;
- Study the etching and hand-coloring process of Mary Bonner's artwork *Washing Day*;
- Identify the artist's choice to hand-color a print instead of creating a series of color plates;
- And, write a short response to the following questions that are presented to each grade level:
 - o Why would an artist choose to hand-color a print instead of creating a colorful print?
 - o Do you think Mary Bonner's work is a successful example of a hand-colored print? Why or why not?

Texas Elementary School TEKS:

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

Kindergarten:

- §117.102.b.1.A / B
 - o Foundations: Observation and Perception:
 - gather information from subjects in the environment using the senses;
 - identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment.
- §117.102.b.3. A / B / C
 - o Historical and Cultural Relevance:
 - identify simple subjects expressed in artworks;
 - share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork;
 - identify the uses of art in everyday life;

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- §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.3. A / B / C
 - 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;
 - discuss the use of art in everyday life;
- §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.
- §117.108.b.3. A / B / C
 - 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;
 - analyze how art affects everyday life and is connected to jobs in art and design;

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- §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.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;

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- discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- §117.114.b.3. A / B
 - Historical and Cultural Relevance:
 - compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions;
 - compare purpose and content in artworks created by historical and contemporary men and women, making connections to various cultures;
- §117.114.b.4. A / B / C
 - Critical Evaluation and Response
 - evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists.
 - use methods such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums;

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.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 / 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;

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- 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;

Elementary School Art Activities:

Questions for Elementary School Students:

1. Examine Mary Bonner's etching titled *Washing Day*. Identify where each element of art is located in the artwork.
2. Examine Mary Bonner's etching titled *Washing Day*. Identify where each principle of art is located in the artwork.
3. What is an etching?
4. What is hand-coloring on a print?
5. How do you hand-color a print?
6. What is a genre painting?
7. Do you think genre paintings are important works of art? Why or why not?

Activity: Elementary School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Printmaking, Critical Thinking, Artwork Analysis, and Formal Analysis
- **National Learning Standards:** Pre-Kindergarten, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Either a Single Day Project or an Extended Project

The class will study the print titled *Washing Day* by Mary Bonner. After a class discussion, the students will begin writing an artwork analysis that focuses on Bonner's work. The students will answer the following questions with a written response that is scaled to the student's grade level:

- Describe what is happening in Mary Bonner's print *Washing Day*.
- Why would an artist choose to hand-color a print instead of creating a colorful print?
- Do you think Mary Bonner's work is a successful example of a hand-colored print? Why or why not?
 - o The students should use art vocabulary as well as the elements and principles of art to explain their reasoning.

Middle School Lesson Plans:

National Learning Standards

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;
- Study the etching and hand-coloring process of Mary Bonner's artwork *Washing Day*;
- Identify the artist's choice to hand-color a print instead of creating a series of color plates;
- And, write a short response to the following questions that are presented to each grade level:
 - o Why would an artist choose to hand-color a print instead of creating a colorful print?
 - o Do you think Mary Bonner's work is a successful example of a hand-colored print? Why or why not?
 - o Compare and contrast Mary Bonner's *Washing Day* to another print that features the hand-coloring technique. This work can be from the Tyler Museum of Art's collection.
 - Here is a link to the TMA's online permanent collection:
<https://tylermuseum.pastperfectonline.com/RandomImages>

National Learning Standards for Visual Arts:

Sixth Grade, Seventh Grade, and Eighth Grade

Sixth Grade:

- Presenting:
 - o Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.6a: Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.
 - o Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.6a: Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

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- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value.
 - VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re.8.1.6a: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re.9.1.6a: Develop and apply relevant criteria to evaluate a work of art.
- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.

Seventh Grade:

- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.7a: Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.7a: Compare and contrast viewing and experiencing collections and exhibitions in different venues.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.7a: Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

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- VA:Re.7.2.7a: Analyze multiple ways that images influence specific audiences.
- Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.7a: Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.
- Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.7a: Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.
- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.7a: Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

Eighth Grade:

- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA:Pr4.1.8a: Develop and apply criteria for evaluating a collection of artwork for presentation.
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.8a: Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.8a: Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
 - VA:Re.7.2.8a: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.

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- VA:Re8.1.8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
- Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.8a: Create a convincing and logical argument to support an evaluation of art.
- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.8a: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Middle School Lesson Plans:

Texas Essential Knowledge and Skills (TEKS)

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;
- Study the etching and hand-coloring process of Mary Bonner's artwork *Washing Day*;
- Identify the artist's choice to hand-color a print instead of creating a series of color plates;
- And, write a short response to the following questions that are presented to each grade level:
 - o Why would an artist choose to hand-color a print instead of creating a colorful print?
 - o Do you think Mary Bonner's work is a successful example of a hand-colored print? Why or why not?
 - o Compare and contrast Mary Bonner's *Washing Day* to another print that features the hand-coloring technique. This work can be from the Tyler Museum of Art's collection.
 - Here is a link to the TMA's online permanent collection:
<https://tylERMuseum.pastperfectonline.com/RandomImages>

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;

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- discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.
- §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.3.A / B
 - Historical and Cultural Relevance:
 - analyze ways that global, cultural, historical, and political issues influence artworks;
 - 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:

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- 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.3.A / B
 - Historical and Cultural Relevance:
 - analyze ways in which global, contemporary, historical, and political issues have influenced 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 Mary Bonner's etching titled *Washing Day*. Identify where each element of art is located in the artwork.
2. Examine Mary Bonner's etching titled *Washing Day*. Identify where each principle of art is located in the artwork.
3. What is an etching?
4. What is hand-coloring on a print?
5. How do you hand-color a print?
6. What is a genre painting?
7. Do you think genre paintings are important works of art? Why or why not?

Activity: Middle School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Printmaking, Critical Thinking, Artwork Analysis, and Formal Analysis
- **National Learning Standards:** Sixth Grade, Seventh Grade, and Eighth Grade
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Either a Single Day Project or an Extended Project

The class will study the print titled *Washing Day* by Mary Bonner. After a class discussion, the students will begin writing an artwork analysis that focuses on Bonner's work. The students will answer the following questions with a written response that is scaled to the student's grade level:

- Describe what is happening in Mary Bonner's print *Washing Day*.
- Why would an artist choose to hand-color a print instead of creating a colorful print?
- Do you think Mary Bonner's work is a successful example of a hand-colored print? Why or why not?
- Compare and contrast Mary Bonner's *Washing Day* to another print that features the hand-coloring technique. This work can be from the Tyler Museum of Art's collection.
 - o Use art vocabulary as well as the elements and principles of art to compare the two artworks.
 - o Use research methods and source citations to help explain your reasoning.
 - o Here is a link to the TMA's online permanent collection:
<https://tylermuseum.pastperfectonline.com/RandomImages>

High School Lesson Plans:

National Learning Standards

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;
- Study the etching and hand-coloring process of Mary Bonner's artwork *Washing Day*;
- Identify the artist's choice to hand-color a print instead of creating a series of color plates;
- And, write a short response to the following questions that are presented to each grade level:
 - Why would an artist choose to hand-color a print instead of creating a colorful print?
 - Do you think Mary Bonner's work is a successful example of a hand-colored print? Why or why not?
 - Compare and contrast Mary Bonner's *Washing Day* to another print that features the hand-coloring technique. This work can be from the Tyler Museum of Art's collection.
 - Here is a link to the TMA's online permanent collection:
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National Learning Standards for Visual Arts:

High School Proficient, High School Accomplished, and High School Advanced

High School Proficient:

- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.Ia: Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
 - Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.Ia: Analyze and evaluate the reasons and ways an exhibition is presented.

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- Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.Ia: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.Ia: Hypothesize ways in which art influences perception and understanding of human experiences.
 - VA:Re.7.2.Ia: Analyze how one's understanding of the world is affected by experiencing visual imagery.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.Ia: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.Ia: Establish relevant criteria in order to evaluate a work of art or collection of works.
- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.Ia: Describe how knowledge of culture, traditions, and history may influence personal responses to art.

High School Accomplished:

- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.IIa: Analyze, select, and critique personal artwork for a collection or portfolio presentation.
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.IIa: Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work

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- VA:Re.7.1.IIa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
 - VA:Re.7.2.IIa: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re.8.1.IIa: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
- Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re.9.1.IIa: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.IIa: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

High School Advanced:

- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA:Pr4.1.IIIa: Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.IIIa: Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.IIIa: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
 - VA:Re.7.2.IIIa: Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

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- Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.IIIa: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
- Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.IIIa: Construct evaluations of a work of art or collection of works based on differing sets of criteria.
- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.IIIa: Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

High School Lesson Plans:

Texas Essential Knowledge and Skills (TEKS)

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;
- Study the etching and hand-coloring process of Mary Bonner's artwork *Washing Day*;
- Identify the artist's choice to hand-color a print instead of creating a series of color plates;
- And, write a short response to the following questions that are presented to each grade level:
 - o Why would an artist choose to hand-color a print instead of creating a colorful print?
 - o Do you think Mary Bonner's work is a successful example of a hand-colored print? Why or why not?
 - o Compare and contrast Mary Bonner's *Washing Day* to another print that features the hand-coloring technique. This work can be from the Tyler Museum of Art's collection.
 - Here is a link to the TMA's online permanent collection:
<https://tylermuseum.pastperfectonline.com/RandomImages>

Texas High School TEKS:

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

Level I:

- §117.302.c.1.A / B / C / D
 - o 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;

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- make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- §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.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;

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- §117.303.c.4.A / B / 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;
 - 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.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 / 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;

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- 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.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 / 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;
 - 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 Mary Bonner's etching titled *Washing Day*. Identify where each element of art is located in the artwork.
2. Examine Mary Bonner's etching titled *Washing Day*. Identify where each principle of art is located in the artwork.
3. What is an etching?
4. What is hand-coloring on a print?
5. How do you hand-color a print?
6. What is a genre painting?
7. Do you think genre paintings are important works of art? Why or why not?

Activity: High School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Printmaking, Critical Thinking, Artwork Analysis, and Formal Analysis
- **National Learning Standard in Visual Arts:** High School Proficient, high School Accomplished, and High School Advanced
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Either a Single Day Project or an Extended Project

The class will study the print titled *Washing Day* by Mary Bonner. After a class discussion, the students will begin writing an artwork analysis that focuses on Bonner's work. The students will answer the following questions with a written response that is scaled to the student's grade level:

- Describe what is happening in Mary Bonner's print *Washing Day*.
- Why would an artist choose to hand-color a print instead of creating a colorful print?
- Do you think Mary Bonner's work is a successful example of a hand-colored print? Why or why not?
- Compare and contrast Mary Bonner's *Washing Day* to another print that features the hand-coloring technique. This work can be from the Tyler Museum of Art's collection.
 - o Use art vocabulary as well as the elements and principles of art to compare the two artworks.
 - o Use research methods and source citations to help explain your reasoning.
 - o Here is a link to the TMA's online permanent collection:
<https://tylermuseum.pastperfectonline.com/RandomImages>