

Tyler Museum of Art



Tyler Museum of Art's Lesson:

Donald Vogel, Series of 5 Paintings:

It Looks Like Rain, The First Drops, It is Fun Walking in the Rain, A Gust of Wind, and It is No Longer Fun

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Lesson Plan:

Donald Vogel, Series of 5 Paintings:

It Looks Like Rain, The First Drops, It is Fun Walking in the Rain, A Gust of Wind, and It is No Longer Fun



Donald Vogel, *It Looks Like Rain*, 1942, Oil on Panel, Tyler Museum of Art, Tyler, Texas

<https://tylermuseum.pastperfectonline.com/webobject/C6F078B3-CB7B-4A64-9B5A-328598893801>



Donald Vogel, *The First Drops*, 1942, Oil on Panel, Tyler Museum of Art, Tyler, Texas

<https://tylermuseum.pastperfectonline.com/webobject/EC008D1F-FF9F-4496-87FF-104669079972>

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Donald Vogel, *It Is Fun Walking in the Rain*, 1942, Oil on Panel, Tyler Museum of Art, Tyler, Texas

<https://tylERMuseum.pastperfectonline.com/webobject/BB4781C0-673F-447A-98C3-544137711122>



Donald Vogel, *The First Drops*, 1942, Oil on Panel, Tyler Museum of Art, Tyler, Texas

<https://tylERMuseum.pastperfectonline.com/webobject/E1B39356-42FF-48BE-8E2B-329116982323>

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Donald Vogel, *It Is No Longer Fun*, 1942, Oil on Panel, Tyler Museum of Art, Tyler, Texas

<https://tylERMuseum.pastperfectonline.com/webobject/4E1D4255-9D6A-44F6-AA3A-363647165428>

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, Storytelling, and Art Portfolio

Art Vocabulary

Activity Vocabulary:

Donald Vogel:

- Donald Vogel was born in 1917 and died in 2004.¹
- He began studying art with Eleanor Onderdonk at the Witte Memorial Museum in San Antonio.²
- After graduating high school, he trained at the Art Institute of Chicago.³
- Due to the constraints caused by the Great Depression, he left the institute in 1940 to become part of the Work Progress Administration (WPA) Easel Project.⁴
 - o This was part of the New Deal Program to help artists be able to support themselves.⁵
 - o As part of the program, he was able to paint and draw throughout the entire day. Paired with his experience in at the art institute, he built a stronger grasp of painterly figures.⁶
- In 1942, he moved to Dallas. Here, he held his first solo show at the Dallas Museum of Art.⁷
- He established the Valley House Gallery in 1954, which is still in operation today and seen as one of the oldest art galleries in Texas.⁸

A Series of 5 Paintings:



- ***It Look Like Rain, 1942, Oil on Panel***
 - o This is the first artwork in a series of paintings that depict a humorous rainy-day event.

¹ “Vogel, Donald S.,” in *Fine Arts Estates*, updated 2010, accessed April 10, 2024, <https://fineartestates.com/artist/1116>.

² Donald Vogel, “Introduction.” *Donald S. Vogel: Retrospective*, edited by Cheryl Vogel, Laura Green, and Kathleen Green, (Dallas: Valley House Gallery, 1998), 10.

³ Ibid.

⁴ Ibid, 11

⁵ Ibid.

⁶ Ibid.

⁷ Ibid, 12.

⁸ Ibid.

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- The painting shows a painterly rendering of a woman in a dress. The woman's facial features are not easily defined. These mannerisms are not needed, as the emotion of the full series is seen in the woman's poses that react to the environment.
 - This is the "Vogel Girl", found in the artist's painting after 1939. She is not based on a real woman. Instead, he paint a gesturally rendition of a woman using flowing brush strokes and minimal details⁹.
- She carries a closed umbrella in her hands.
- She is walking along the sidewalk.
- A small tree grows along the sidewalk.
- The composition is mostly yellow with small highlights of green and blue. This color palette is consistent throughout the series.
- The title of the painting is written to appear as though it is the current thoughts of the woman.



- ***The First Drops, 1942, Oil on Panel***

- This is the second painting in the series.
- The woman continues to walk along the sidewalk. The viewer can tell this because the background changes. The viewer can, now, see two small trees along the sidewalk.
- She has moved the umbrella to be in front of her to begin opening it to provide protection from the incoming rain.
- Her hair and the dress are lightly blown backwards to depict the a light breeze.



- ***It is Fun Walking in the Rain, 1942, Oil on Panel***

⁹ Donald Vogel, "Introduction." *Donald S. Vogel: Retrospective*, 11.

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- This is the third painting in the series.
- The woman maintains her path along the sidewalk. In the background, the viewer sees a yellow vehicle driving along the road. Additionally, the top of a small tree is viewer in the top left corner.
- The umbrella now covers the woman's face as she does her best to keep herself dry.
- The wind continues to blow, as evidenced by the movement of the dress and the ribbon around her waist.
- Vogel renders rain drops as light scratches on the surface of the composition. The lines start at the top left of the painting and angle towards the lower right corner.
- The title continues to reaffirm that the woman is enjoying the stroll through the rain.



- ***A Gust of Wind, 1942, Oil on Panel***

- This is the fourth artwork in the series.
- The perspective of the painting shifts, so the viewer is looking at a 3/4 angle of the sidewalk scene.
- The woman, however, is turned away from the viewer. This provides a side view of the woman.
- The title helps clarify that a gust of wind sweeps past the woman, prompting her to turn.
- The wind is strong, causing the woman to try and hold onto her umbrella.
- Her arms are arranged in a triangular pose to brace against the wind.
- Her dress is billowing in the wind and the rain continues to fall.
- The new angle of this location allows the viewer to see the road and the possible buildings that sit on the other side of the road.



- ***It is No Longer Fun, 1942, Oil on Panel***

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- This is the last artwork in the series and serves as the conclusion to the narrative.
- The wind gust has succeeded in flipping the umbrella inside out.
- The woman is viewed in a side profile as she tries to keep the umbrella from slipping out of her grasp.
- Her hair and dress billow in front of her as the tree limbs above her bend low in the gust.
- The title provides a final view into the thoughts of the woman. The humorous finality of “It is no longer fun” is relatable and honest for any viewer.
- Seeing the five paintings in context creates a simple story of a good day soured by the strength of nature.

Regionalism:

- Texas Regionalism was a movement started by the Texas artist Jerry Bywaters in 1928. He believed that art must be a reflection of life and the artist’s surroundings, originally classifying the style as Lone Star Regionalism.¹⁰
- This method of art focused on the mundane scenes of Texas life by depicting real objects and places. The style allows artists, such as Vogel, to use Impressionist elements to the compositions to heighten the design.¹¹
- Vogel’s work was celebrated for his use of Regionalism in a 1944 group exhibition of North Texans in New York.¹²

Illustration:

- Illustration is a method of telling stories of human experience.¹³
- The first examples of illustration were found in the cave paintings in Lascaux, France. Here, the ancient artists painted depictions of wildlife, myths, and celebrations.¹⁴
- The methods of illustration evolved over time, expressing the stories and histories of the people of various ages. These artworks include illuminated manuscripts in religious texts, advertisements for businesses, posters for entertainment venues, collections of artwork that shows a sequence of events, and the illustrations in books.¹⁵

¹⁰ Patrick Stewart, “Art Terms: Lone Star Regionalism,” *Dallas Museum of Art*, updated 2014, accessed September 14, 2021, <https://collections.dma.org/essay/JWVpzdM9>.

¹¹ “Texas Regionalism,” *Amon Carter Museum of American Art*, updated May 11, 2014, accessed September 14, 2021, <https://www.cartermuseum.org/exhibitions/texas-regionalism>.

¹² Donald Vogel, “Dallas: A Home At Last,” in *Memories and Images: The World of Donald Vogel and Valley House Gallery*, (Denton: University of North Texas Press, 2000), 59.

¹³ “The History of Illustration,” in *Norman Rockwell Museum*, updated 2024, accessed April 25, 2024, <https://www.illustrationhistory.org/history>.

¹⁴ *Ibid.*

¹⁵ *Ibid.*

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- In the modern day, the most common forms of illustration are animated movies, children's books, and illustrated classical literature.¹⁶

Elements of Design¹⁷:

- Artists use the elements of design to create the foundation of the artwork. The elements of art include: line, shape, form, space, color, and texture.

Line:

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

Shape:

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

Form:

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

Space:

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

Color:

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

Texture:

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

¹⁶ Ibid.

¹⁷ Rosalins Ragan, "Elements of Art," in *Art Talk*, 61 – 211, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

Principles of Design¹⁸:

- Artists used principles of design to build upon the foundational elements of design. This includes the following: rhythm, movement, balance, proportion, variety, emphasis, and unity.

Rhythm/ Pattern:

- A principle of design; this term defines the repetitive imagery and elements of design found in a composition.

Movement:

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

Balance:

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

Proportion:

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

Variety:

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

Emphasis:

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

Unity:

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

¹⁸ 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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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;
- Discuss the art style found in Donald Vogel's series of five paintings;
- Discuss the use of Regionalism and Illustration found in Donald Vogel's series of five paintings;
- Create a series of small paintings that illustrate a sequence of events;
- And, write an artist statement that explains your sequence and your painting style.

National Learning Standards for Visual Arts:

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

Pre-Kindergarten:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.Pka: Engage in self-directed play with materials;
 - VA:Cr1.2.Pka: Engage in self-directed, creative making.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.PKa: Use a variety of artmaking tools;
 - VA:Cr2.3.PKa: Create and tell about art that communicates a story about a familiar place or object.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.PKa: Share and talk about personal artwork.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.PKa: Recognize art in one's environment.

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- 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:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.Ka: Engage in exploration and imaginative play with materials.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.3.Ka: Create art that represents natural and constructed environments.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.Ka: Explain the process of making art while creating.
- 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.

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- Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.Ka: Explain reasons for selecting a preferred artwork
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.Ka: Create art that tells a story about a life experience.
 - 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:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.1a: Engage collaboratively in exploration and imaginative play with materials.
 - VA:Cr1.2.1a: Use observation and investigation in preparation for making a work of art.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.1a: Explore uses of materials and tools to create works of art or design.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.1a: Use art vocabulary to describe choices while creating art.
- 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
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.

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- VA:Re9.1.1a: Classify artwork based on different reasons for preferences.
- Connecting:
 - 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:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.2.2a: Make art or design with various materials and tools to explore personal interests, questions, and curiosity
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.2a: Discuss and reflect with peers about choices made in creating artwork
- 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
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.2a: Create works of art about events in home, school, or community life

Third Grade:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.3a: Elaborate on an imaginative idea.
 - VA:Cr1.2.3a: Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.3a: Create personally satisfying artwork using a variety of artistic processes and materials.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.3a: Elaborate visual information by adding details in an artwork to enhance emerging meaning.
- 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 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.3a: Develop a work of art based on observations of surroundings.
 - 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.

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Fourth Grade:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.4a: Brainstorm multiple approaches to a creative art or design problem.
 - VA:Cr1.2.4a: Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.4a: Explore and invent art-making techniques and approaches.
 - VA:Cr2.2.4a: When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
 - VA:Cr2.3.4a: Document, describe, and represent regional constructed environments.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.4a: Revise artwork in progress on the basis of insights gained through peer discussion.
- 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

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- VA:Cn11.1.4a: Through observation, infer information about time, place, and culture in which a work of art was created.

Fifth Grade:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.5a: Combine ideas to generate an innovative idea for art-making.
 - VA:Cr1.2.5a: Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.5a: Experiment and develop skills in multiple art-making techniques and approaches through practice.
 - VA:Cr2.2.5a: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
 - VA:Cr2.3.5a: Identify, describe, and visually document places and/or objects of personal significance.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.5a: Create artist statements using art vocabulary to describe personal choices in art-making.
- 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.

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- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.5a: Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.
 - 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;
- Discuss the art style found in Donald Vogel's series of five paintings;
- Discuss the use of Regionalism and Illustration found in Donald Vogel's series of five paintings;
- Create a series of small paintings that illustrate a sequence of events;
- And, write an artist statement that explains your sequence and your painting style.

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 / C
 - Historical and Cultural Relevance:
 - identify simple subjects expressed in artworks;

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- 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;
- §117.102.b.4.A
 - Critical Evaluation and Response:
 - express ideas about personal artworks or portfolios;

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 / 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
 - Critical Evaluation and Response:
 - explain ideas about personal artworks;

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.

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- §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 / 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;
- §117.108.b.4. A
 - Critical Evaluation and Response:
 - support reasons for preferences in personal artworks;

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.
- §117.111.b.3. A / B / C
 - Historical and Cultural Relevance:
 - identify simple main ideas expressed in artworks from various times and places;

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- compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures;
- connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers;
- §117.111.b.4. A
 - 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;

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;
- §117.114.b.4. A
 - 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.

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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
 - 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;

Elementary School Art Activities:

Questions for Elementary School Students:

1. Examine Donald Vogel's series of five paintings: *It Looks Like Rain*, *The First Drops*, *It is Fun Walking in the Rain*, *A Gust of Wind*, and *It is No Longer Fun*. Identify where each element of art is located in the artwork.
2. Examine Donald Vogel's series of five paintings: *It Looks Like Rain*, *The First Drops*, *It is Fun Walking in the Rain*, *A Gust of Wind*, and *It is No Longer Fun*. Identify where each principle of art is located in the artwork.
3. What is an illustration? Give an example.
4. What is Regionalism?
5. Describe an event or a celebration in your region (local area)?

Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Watercolor Paint or Tempera Paint, Paintbrush, Water Cup, Pencil, Markers, Large Piece of Construction Paper, and Three Pieces of Mixed Media Paper
- **Subject:** Regionalism, Illustration, and Painting
- **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:** Extended Project

The class will study Donald Vogel's series of five paintings titled *It Looks Like Rain*, *The First Drops*, *It is Fun Walking in the Rain*, *A Gust of Wind*, and *It is No Longer Fun*. The teacher will discuss the Regionalism and Illustration methods found in these paintings. Then, the students will create a series of three paintings that depicts three different moments of an event. Similar to Donald Vogel's series of moments in the rain, the students will create a beginning, middle, and ending scene paintings. The students will select a scene based on regional events or everyday moments that occur in their city, town, or rural area.

For Early Childhood – 1st Grade:

- The class will discuss different types of illustrated scenes of everyday life.
- The teacher will give the students three printed scenes that, when placed in the correct order, will show an illustrated moment.
- The teacher will ask the class to decide which of the three scenes should be first.
- The class will continue until the series is labeled: first scene, second scene, and third scene.
- Once the scenes are organized, the teacher will tell the students to begin coloring their scene with markers.

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- If the teacher feels the students are ready, the teacher can chose to allow the students to work with watercolors.
- When the scenes are fully colored, the students will glue the scenes to a large piece of construction paper in the correct order.

For 2nd Grade – 3rd Grade:

- The class will discuss different types of illustrated scenes of everyday life.
- The teacher will let the students pick from three different scenarios.
- The students will get three pieces of mixed media paper.
- On each of the pieces of paper, the students need to draw three separate scenes that are representative of the selected scenario.
- Once the scenes are completed and approved by the teacher, the students will be able to color their scenes with markers.
- If the teacher feels the students are ready, the teacher can chose to allow the students to work with watercolors.
- When the scenes are fully colored, the students will glue the scenes to a large piece of construction paper in the correct order.

For 4th Grade – 5th Grade:

- The class will discuss different types of illustrated scenes of everyday life.
- The teacher will let the students either pick from three different scenarios or create their own scenario.
- The students will get three pieces of mixed media paper.
- On each of the pieces of paper, the students need to draw three separate scenes that are representative of the selected scenario.
- Once the scenes are completed and approved by the teacher, the students will be able to color their scenes with watercolors.
- When the scenes are fully colored, the students will glue the scenes to a large piece of construction paper in the correct order.

Activity: Elementary School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Regionalism, Illustration, and Writing
- **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:** Extended Project

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After the students have completed their artworks, they will write an artist statement that will answer the following questions:

- What is the story that the paintings are telling?
- Who is the main character?
- What is the setting of the story?
- Explain what is happening in the first scene.
- Explain what is happening in the second scene.
- Explain what is happening in the last scene.
- Why did you choose this story?

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;
- Discuss the art style found in Donald Vogel's series of five paintings;
- Discuss the use of Regionalism and Illustration found in Donald Vogel's series of five paintings;
- Create a series of small paintings that illustrate a sequence of events;
- And, write an artist statement that explains your sequence, your painting style, and how you incorporated Regionalism into the artworks.

National Learning Standards for Visual Arts:

Sixth Grade, Seventh Grade, and Eighth Grade

Sixth Grade:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art.
 - VA:Cr1.2.6a: Formulate an artistic investigation of personally relevant content for creating art.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work

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- 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:Re8.1.6a: 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:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.6a: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.
 - 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:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.7a: Apply methods to overcome creative blocks.
 - VA:Cr1.2.7a: Develop criteria to guide making a work of art or design to meet an identified goal.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
 - VA:Cr2.3.7a: Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

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- Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.7a: Reflect on and explain important information about personal artwork in an artist statement or another format.
- 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.
 - 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:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.8a: Document early stages of the creative process visually and/or verbally in traditional or new media.
 - VA:Cr1.2.8a: Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.

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- VA:Cr2.1.8a: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.
 - VA:Cr2.2.8a: Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.
 - VA:Cr2.3.8a: Select, organize, and design images and words to make visually clear and compelling presentations.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.8a: Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
- 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.
 - 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 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.8a: Make art collaboratively to reflect on and reinforce positive aspects of group identity.
 - 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;
- Discuss the art style found in Donald Vogel's series of five paintings;
- Discuss the use of Regionalism and Illustration found in Donald Vogel's series of five paintings;
- Create a series of small paintings that illustrate a sequence of events;
- And, write an artist statement that explains your sequence, your painting style, and how you incorporated Regionalism into the artworks.

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 / B / C
 - o Creative Expression:
 - create original artworks based on direct observations, original sources, personal experiences, and the community;

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- apply the art-making process to solve problems and generate design solutions;
- produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.
- §117.202.c.3.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 / B / 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 the art-making process to solve problems and generate design solutions;

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- 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;
 - 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 / B / C
 - Creative Expression:
 - create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community;
 - apply the art-making process to solve problems and generate design solutions;

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- 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;
 - 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 Donald Vogel's series of five paintings: *It Looks Like Rain*, *The First Drops*, *It is Fun Walking in the Rain*, *A Gust of Wind*, and *It is No Longer Fun*. Identify where each element of art is located in the artwork.
2. Examine Donald Vogel's series of five paintings: *It Looks Like Rain*, *The First Drops*, *It is Fun Walking in the Rain*, *A Gust of Wind*, and *It is No Longer Fun*. Identify where each principle of art is located in the artwork.
3. What is an illustration? Give an example.
4. Do you think Vogel's series of artworks are a good example of illustration? Why or why not?
5. What is Regionalism?
6. Describe an event or a celebration in your region (local area)?

Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Watercolor Paint or Tempera Paint, Paintbrush, Water Cup, Pencil, Markers, Large Piece of Construction Paper, and Three Pieces of Mixed Media Paper
- **Subject:** Regionalism, Illustration, and Painting
- **National Learning Standards:** Sixth Grade, Seventh Grade, and Eighth Grade
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Project

The class will study Donald Vogel's series of five paintings titled *It Looks Like Rain*, *The First Drops*, *It is Fun Walking in the Rain*, *A Gust of Wind*, and *It is No Longer Fun*. The teacher will discuss the Regionalism and Illustration methods found in these paintings. Then, the students will create a series of three paintings that depicts three different moments of an event. Similar to Donald Vogel's series of moments in the rain, the students will create a beginning, middle, and ending scene paintings. The students will select a scene based on regional events or everyday moments that occur in their city, town, or rural area.

- The class will discuss different types of illustrated scenes of everyday life.
- The teacher will let the students either pick from three different scenarios or create their own scenario.
- The students will get three pieces of mixed media paper.
- On each of the pieces of paper, the students need to draw three separate scenes that are representative of the selected scenario.

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- Once the scenes are completed and approved by the teacher, the students will be able to color their scenes with watercolors.
- When the scenes are fully colored, the students will glue the scenes to a large piece of construction paper in the correct order.

Activity: Middle School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Regionalism, Illustration, and Writing
- **National Learning Standards:** Sixth Grade, Seventh Grade, and Eighth Grade
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Project

After the students have completed their artworks, they will write an artist statement that will answer the following questions:

- What is the story that the paintings are telling?
- Who is the main character?
- What is the setting of the story?
- Explain what is happening in the first scene.
- Explain what is happening in the second scene.
- Explain what is happening in the last scene.
- Why did you choose this story to create?

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;
- Discuss the art style found in Donald Vogel's series of five paintings;
- Discuss the use of Regionalism and Illustration found in Donald Vogel's series of five paintings;
- Create a series of small paintings that illustrate a sequence of events;
- And, write an artist statement that explains your sequence, your painting style, and how you incorporated Regionalism into the artworks.

National Learning Standards for Visual Arts:

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

High School Proficient:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.Ia: Use multiple approaches to begin creative endeavors.
 - VA:Cr1.2.Ia: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.Ia: Engage in making a work of art or design without having a preconceived plan.
 - VA:Cr2.2.Ia: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.

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- VA:Cr3.1.Ia: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- 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 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.Ia: Document the process of developing ideas from early stages to fully elaborated ideas.
 - 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:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.IIa: Individually or collaboratively formulate new creative problems based on student’s existing artwork.
 - VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.

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- VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
 - VA:Cr2.2.IIa: Demonstrate awareness of ethical implications of making and distributing creative work.
 - VA:Cr2.3.IIa: Redesign an object, system, place, or design in response to contemporary issues.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.IIa: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - 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:Re8.1.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:Re9.1.IIa: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.IIa: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.
 - 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:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.IIIa: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
 - VA:Cr1.2.IIIa: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.IIIa: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
 - VA:Cr2.2.IIIa: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
 - VA:Cr2.3.IIIa: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.IIIa: Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
- 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.
 - 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.

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- VA:Re9.1.IIIa: Construct evaluations of a work of art or collection of works based on differing sets of criteria.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.IIIa: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
 - 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;
- Discuss the art style found in Donald Vogel's series of five paintings;
- Discuss the use of Regionalism and Illustration found in Donald Vogel's series of five paintings;
- Create a series of small paintings that illustrate a sequence of events;
- And, write an artist statement that explains your sequence, your painting style, and how you incorporated Regionalism into the artworks.

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;
 - 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
 - o Creative Expression:
 - use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;

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- 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.A / B
 - Historical and Cultural Relevance
 - compare and contrast historical and contemporary styles while identifying general themes and trends;
 - describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
- §117.302.c.4.A / B / C / D
 - Critical Evaluation and Response
 - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning;
 - select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

Level II:

- §117.303.c.1.A / B / C / D
 - Foundations: Observation and Perception:
 - use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks;
 - identify and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks;
 - identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks;
 - explore suitability of art media and processes to express specific ideas such as content, meaning, message, appropriation, and metaphor relating to visual themes of artworks using art vocabulary accurately.
- §117.303.c.2.A / D / F
 - Creative Expression:
 - create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;

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- 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.
- §117.303.c.3.A / B
 - Historical and Cultural Relevance:
 - examine selected historical periods or styles of art to identify general themes and trends;
 - analyze specific characteristics in artwork from a variety of cultures;
- §117.303.c.4.A / B / C / D / 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;
 - construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning;
 - select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

Level III:

- §117.304.c.1.A / B / C / D
 - Foundations: Observation and Perception:
 - analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively;
 - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - 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.

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- §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;
 - 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 / D / E / F
 - Critical Evaluation and Response:
 - interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness;
 - use responses to artwork critiques to make decisions about future directions in personal work;
 - construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning;
 - 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;

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- 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:
 - produce an original body of artwork that integrates information from a variety of sources, including original sources, and demonstrates sustained self-directed investigations into specific themes such as a series or concentration of works;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - create artwork, singularly and in a series, by selecting from a variety of art materials and tools appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.
- §117.305.c.3.A / B
- Historical and Cultural Relevance:
 - research and report on selected historical periods, artists, general themes, trends, and styles of art;
 - analyze and evaluate the influence of contemporary cultures on artwork;
- §117.305.c.4.A / B / C / D / E / F
- Critical Evaluation and Response:
 - develop evaluative criteria to justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on a high level of creativity and expertise in one or more art areas;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and the measure of uniqueness;
 - use responses to artwork critiques to make decisions about future directions in personal work;
 - construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning;
 - 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 Donald Vogel's series of five paintings: *It Looks Like Rain*, *The First Drops*, *It is Fun Walking in the Rain*, *A Gust of Wind*, and *It is No Longer Fun*. Identify where each element of art is located in the artwork.
2. Examine Donald Vogel's series of five paintings: *It Looks Like Rain*, *The First Drops*, *It is Fun Walking in the Rain*, *A Gust of Wind*, and *It is No Longer Fun*. Identify where each principle of art is located in the artwork.
3. What is an illustration? Give an example.
4. Do you think Vogel's series of artworks are a good example of illustration? Why or why not?
5. What is Regionalism?
6. Do you believe Donald Vogel's series of artworks are a good example of Regionalism? Explain your answer.
7. Describe an event or a celebration in your region (local area)?

Activity: High School Fine Arts

- **Activity Setting:** Classroom and/or outdoor location
- **Materials:** Watercolor Paint or Tempera Paint, Paintbrush, Water Cup, Pencil, Markers, Large Piece of Construction Paper, and Three Pieces of Mixed Media Paper
- **Subject:** Regionalism, Illustration, and Painting
- **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:** Extended Project

The class will study Donald Vogel's series of five paintings titled *It Looks Like Rain*, *The First Drops*, *It is Fun Walking in the Rain*, *A Gust of Wind*, and *It is No Longer Fun*. The teacher will discuss the Regionalism and Illustration methods found in these paintings. Then, the students will create a series of three paintings that depicts three different moments of an event. Similar to Donald Vogel's series of moments in the rain, the students will create a beginning, middle, and ending scene paintings. The students will select a scene based on regional events or everyday moments that occur in their city, town, or rural area.

- The class will discuss different types of illustrated scenes of everyday life.
- The teacher will let the students either pick from three different scenarios or create their own scenario.
- The students will get three pieces of mixed media paper.

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- On each of the pieces of paper, the students need to draw three separate scenes that are representative of the selected scenario.
- Once the scenes are completed and approved by the teacher, the students will be able to color their scenes with watercolors.
- When the scenes are fully colored, the students will place the three works together in a portfolio.

Activity: High School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Regionalism, Illustration, and Writing
- **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:** Extended Project

After the students have completed their artworks, they will write an artist statement that will answer the following questions:

- What is the story that the paintings are telling?
- Who is the main character?
- What is the setting of the story?
- Explain what is happening in the first scene.
- Explain what is happening in the second scene.
- Explain what is happening in the last scene.
- Why did you choose this story to create?
- How did you reference Donald Vogel's painting in your composition?