



Tyler Museum of Art's Lesson:

Sedrick Huckaby, *Big Momma's Room*

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Lesson Plan:

Sedrick Huckaby, *Big Momma's Room*



Sedrick Huckaby. *Big Momma's Room*. 2008. Oil on canvas, 36 x 36 in. Tyler Museum of Art, Tyler, Texas.

<https://tylermuseum.pastperfectonline.com/Webobject/1C67DE21-B9FA-48B1-8C58-703249647960>

Culture: American

Subject: Fine Art, Art History

Collection: Tyler Museum of Art's Permanent Collection

Grades: High School

Topics: Artistic Practices, Art History, Critical Thinking, Perspective, Painting

Art Vocabulary

Activity Vocabulary:

Sedrick Huckaby:

- Sedrick Huckaby was born in Fort Worth, Texas in 1975.¹
- He received his B.F.A. from Boston University in 1997, then his M.F.A. from Yale University in 1999.²
- His paintings and drawings mostly focus on themes of faith, family, community, and heritage.³
- He is known for making a large scale of painting, his current largest piece being an 80-foot, four-part painting titled *A Love Supreme*.⁴
- After earning his M.F.A., he spent time traveling the U.S. and Europe, studying old master's paintings, before returning to Fort Worth.⁵
- He has participated in multiple residencies and fellowships including the Davison Family Fellowship from the Amon Carter Museum of American Art and an Elaine De Kooning House residency.⁶
- His works are part of permanent collections including the Amon Carter Museum of American Art, the Modern Art Museum of Fort Worth, and the Whitney Museum of American Art.⁷
- He has been the recipient of the Guggenheim Fellowship, an American Academy of Arts and Letters Award, a Joan Mitchell foundation grant, and was the Texas State Artist for the year 2018.⁸
- He is married to fellow artist Letitia Huckaby, with whom he has had three children, Rising Sun, Halle Lujah, and Rhema Rain Huckaby.⁹

Oil Paint:

- A form of slow-drying paint in which pigment is suspended in a drying vegetable oil, typically made from nuts or seeds.¹⁰

¹ Sedrick Huckaby, "Sedrick Huckaby: C.V.," *Huckaby Studios*, updated 2022, accessed February 21, 2024, <https://talleydunn.com/wp-content/uploads/2023/08/Sedrick-Huckaby-FULL-CV-2023.pdf>

² "Sedrick Huckaby," *Talley Dunn Gallery*, updated 2022, accessed February 21, 2024, <https://talleydunn.com/project/sedrick-huckaby/>

³ Sedrick Huckaby, "Sedrick: About," *Huckaby Studios*, updated 2022, accessed February 20, 2024, <https://huckabystudios.com/about/sedrick>

⁴ Ibid.

⁵ Ibid.

⁶ Ibid.

⁷ "Sedrick Huckaby," *Talley Dunn Gallery*, <https://talleydunn.com/project/sedrick-huckaby/>

⁸ Ibid.

⁹ Ibid.

¹⁰ "Art Term: Oil Paint," *Tate Modern Museum*, accessed February 21, 2024, <https://www.tate.org.uk/art/art-terms/o/oil-paint>

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- This slow-drying process allows artists to work on a painting over a longer period of time than some other paint mediums.¹¹

Genre Scene:

- Genre Scene paintings depict scenes of everyday life.¹²
- They style was developed in the seventeenth century where paintings, usually small in scale, depicted scenes of peasant life or drinking in taverns.¹³
- In the nineteenth century, the scenes in genre paintings shifted toward more exciting, fleeting moments of modern life in fast-growing cities such as London and Paris.¹⁴

Elements of Design¹⁵:

- 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.

¹¹ Ibid.

¹² “Art Term: Genre Scene,” *Tate Modern Museum*, accessed February 21, 2024, <https://www.tate.org.uk/art/art-terms/g/genre-painting>

¹³ Ibid.

¹⁴ Ibid.

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

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 Design¹⁶:

- 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.

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

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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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 composition of Sedrick Huckaby's *Big Momma's Room*;
- Analyze an artwork and the way objects are arranged and displayed within it;
- Create a 2D painting that makes use of perspective and depth.

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:Cr1.1.1a: Use multiple approaches to begin creative endeavors.
 - VA:Cr1.2.1a: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.1a: Hypothesize ways in which art influences perception and understanding of human experiences.
 - VA:Re.7.2.1a: 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:Re8.1.1a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

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- 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.

High School Accomplished:

- Creating:
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 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.
- 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.

High School Advanced:

- Creating:
 - 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.
- Responding:
 - 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.

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 composition of Sedrick Huckaby's *Big Momma's Room*;
- Analyze an artwork and the way objects are arranged and displayed within it;
- Create a 2D painting that makes use of perspective and depth.

Texas High School TEKS:

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

Level I:

- §117.302.c.1.A / B / C
 - 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;
- §117.302.c.2.A / B / D / F
 - Creative Expression:
 - use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - communicate a variety of applications for design solutions;
 - 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.

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- §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
 - Critical Evaluation and Response
 - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;

Level II:

- §117.303.c.1.A / B / C / 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
 - Creative Expression:
 - create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
- §117.303.c.3.B
 - Historical and Cultural Relevance:
 - analyze specific characteristics in artwork from a variety of cultures;

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- §117.303.c.4.A / B / C
 - Critical Evaluation and Response:
 - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - use responses to artwork critiques to make decisions about future directions in personal work;

Level III:

- §117.304.c.1.B / C / D
 - Foundations: Observation and Perception:
 - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
 - explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork.
- §117.304.c.2.A / B / D
 - Creative Expression:
 - create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
 - solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
- §117.304.c.4.A / B / C
 - 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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- 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;

Level IV:

- §117.305.c.1.A / B / C / D
 - Foundations: Observation and Perception:
 - consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination;
 - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
 - discriminate between art media and processes to express complex visual relationships such as content, meaning, message, and metaphor using extensive art vocabulary.
- §117.305.c.2.D
 - Creative Expression:
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
- §117.305.c.4.A / B / C
 - 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;

High School Art Activities:

Questions for High School Students:

1. Examine Sedrick Huckaby, *Big Momma's Room*. Identify where each element of art is located in the artwork.
2. Examine Sedrick Huckaby, *Big Momma's Room*. Identify where each principle of art is located in the artwork.
3. Discuss the choices Huckaby made in this piece:
 - a. Who do you think “Big Momma” is and what does this room represent?
 - b. What emotion does this room convey to you?
 - c. Why do you think Huckaby chose to create this room with thick layers of paint?

Activity: High School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Pencil, Watercolor Paper, Acrylic Paint/Watercolor Paint, Water Cup, Paintbrushes, Napkins
- **Subject:** 2D, Perspective, Elements and Principles of Design, 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 purpose of this assignment is for students to learn how to use perspective and depth in a common scene of everyday life.

Students will begin with a concept of the room they want to create, with at least two walls visible and furniture within the room. The room may be real or imagined, or the teacher may present an image for the students to reference. When the students have complete the drawing, they will then use acrylic paint and/or watercolor paint to finish the work.

Activity: High School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** 2D, Perspective, Elements and Principles of Design, 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

After the students have completed their artwork, they will write a one to two page artist statement where they will answer the following prompts:

- What techniques did you use to create the sense of perspective and depth in your painting?

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- How did you arrange the room in your piece? What did you use for inspiration?
- How are the Elements and Principles of Design present in your artwork?
- Compare and contrast the formal qualities of your work to Huckaby's *Big Momma's Room*. Be sure to use art vocabulary and clearly explain the similarities and differences between your work and Huckaby's work.