



Tyler Museum of Art's Lesson:

Billy Hassell, *Roadrunner Near Marfa*

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Lesson Plan:

Billy Hassell, *Roadrunner Near Marfa*



Billy Hassell, *Roadrunner Near Marfa*, 2007, oil paint on canvas, Tyler Museum of Art, Tyler, Texas

<https://tylermuseum.pastperfectonline.com/webobject/CDA833BD-769B-401F-9FD6-361458377998>

Culture: American

Subject: Fine Art, Art History

Collection: Tyler Museum of Art's Permanent Collection

Grades: Elementary School, Middle School and High School

Topics: Artistic Practices, Art History, Critical Thinking, and Conservation of Animals

Art Vocabulary

Activity Vocabulary:

Billy Hassell:

- Billy Hassell was born in 1956 and is still making art today.¹
- He received his Bachelor of Fine art at Notre Dame. Then, he gained his Master of Fine Arts at the University of Massachusetts in Amherst.²
- His artwork blends realism and Modernism to create a unique representation of nature.³
- His primary influences are Folk Art from Mexico as well as American and Japanese woodblock prints.⁴
- His compositions use Modernist patterns, shapes, and colors to convey different animals in accurate habitats.⁵
- In addition to painting scenes of animals in Modernist environments, he is devoted to helping conservation efforts. He has allowed various conservation agencies to use his artwork in promotion of preserving the environment.⁶
- His goal with these works is to help people understand the beauty of nature and why the environment should be protected.⁷

Modernism:

- Modernism is an art movement that was mainly employed by artists in the early 1900's.⁸
- Artists within the movement would mix natural elements with industrial colors and forms.⁹
- Contemporary artists, who create artwork today, reference and use the style to create abstract compositions.¹⁰

Roadrunner Near Marfa:

- The roadrunner is in the foreground of the composition and directly interacting with the viewer's space.
- Beyond the bird, the composition appears to stretch back into the distance.
- The artist accomplished this by gradually painting the objects in the landscape in a smaller perspective.

¹ "Billy Hassell," *Foltz Gallery*, updated 2024, accessed April 15, 2024, <https://foltzgalleries.com/artist/billy-hassell>.

² Ibid.

³ Linda J. Reaves, "The State Parks Centennial Artists," in *The Art of Texas State Parks: A Centennial Celebration, 1923 – 2023*, edited by Andrew Sansom and Linda J. Reaves, (College Station: Texas AM University Press, 2023), 200.

⁴ Ibid.

⁵ "Billy Hassell," *Foltz Gallery*, <https://foltzgalleries.com/artist/billy-hassell>.

⁶ Ibid.

⁷ Linda J. Reaves, "The State Parks Centennial Artists," in *The Art of Texas State Parks: A Centennial Celebration, 1923 – 2023*, 200.

⁸ "Art Term: Modernism," *Tate Modern Museum of Art*, updated 2024, accessed September 6, 2024, <https://www.tate.org.uk/art/art-terms/m/modernism>.

⁹ Ibid.

¹⁰ Ibid.

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- For example, the mountains in the background are smaller than the roadrunner.
- The visual shift in scale reveals that the mountains are in the distance and the roadrunner is in the foreground.

Oil Painting:

- A form of slow-drying paint in which pigment is suspended in a drying vegetable oil, typically made from nuts or seeds.¹¹
- This slow-drying process allows artists to work on a painting over a longer period of time than some other paint mediums.¹²

Texas Biomes in Resources:

- Texas Ecoregions: Texas Parks and Wildlife
 - o <https://tpwd.texas.gov/education/hunter-education/online-course/wildlife-conservation/texas-ecoregions#:~:text=Generally%2C%20Texas%20is%20divided%20into,%2C%20and%20the%20Trans%2DPecos.>
- Texas Natural Regions: Texas Parks and Wildlife
 - o Big Bend Country:
 - <https://tpwd.texas.gov/education/resources/texas-junior-naturalists/regions/big-bend>
 - o Gulf Coast:
 - <https://tpwd.texas.gov/education/resources/texas-junior-naturalists/regions/gulf-coast>
 - o Hill Country:
 - <https://tpwd.texas.gov/education/resources/texas-junior-naturalists/regions/hill-country>
 - o Panhandle:
 - <https://tpwd.texas.gov/education/resources/texas-junior-naturalists/regions/panhandle-plains>
 - o Pineywoods:
 - <https://tpwd.texas.gov/education/resources/texas-junior-naturalists/regions/pineywoods>
 - o Prairies and Lakes:
 - <https://tpwd.texas.gov/education/resources/texas-junior-naturalists/regions/prairies-and-lakes>
 - o South Texas Plains:
 - <https://tpwd.texas.gov/education/resources/texas-junior-naturalists/regions/south-texas-plains>

¹¹ “Art Term: Oil Paint,” *Tate Modern Museum*, updated 2024, accessed February 21, 2024, <https://www.tate.org.uk/art/art-terms/o/oil-paint>.

¹² Ibid.

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- Wildlife Fact Sheets – Amphibians, Birds, Fish, Invertebrates, Mammals, Plants, Reptiles: Texas Park and Wildlife
 - o <https://tpwd.texas.gov/huntwild/wild/species/>
- Threatened, Endangered, and Protected Animals: Texas Parks and Wildlife
 - o <https://tpwd.texas.gov/education/hunter-education/online-course/wildlife-conservation/threatened-endangered-and-protected-animals>
- Native Plant Database: Native Plant Society of Texas
 - o <https://www.npsot.org/resources/native-plants/native-plants-database/>
- Trees of Texas - List of Trees: Texas A&M Forest Service
 - o <http://texastreeid.tamu.edu/content/listOfTrees/>

Elements of Design¹³:

- 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.

¹³ Rosalins Ragan, "Elements of Art," in *Art Talk*, 61 – 211, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

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Space:

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

Color:

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

Texture:

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

Principles of Design¹⁴:

- 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.

¹⁴ 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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Variety:

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

Emphasis:

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

Unity:

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

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Elementary School Lesson Plans:

National Learning Standards

Goals:

Elementary School Students of all levels will be able to do the following:

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Learn about endangered species that live in Texas;
- Discuss the conservation efforts used to protect these animals;
- Create an artwork that showcases one of the endangered species in Texas;
- And, research the endangered animal depicted in the artwork and the conservation efforts to protect this animal.

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:Cr2.2.PKa: Share materials with others;
 - 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.
- Presenting:
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.PKa: Identify where art is displayed both inside and outside of school.

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- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.PKa: Recognize art in one's environment.
 - VA:Re.7.2.PKa: Distinguish between images and real objects.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.PKa: Interpret art by identifying and describing subject matter.
- 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.
 - VA:Cr1.2.Ka: Engage collaboratively in creative art-making in response to an artistic problem.
 - 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.
- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.Ka: Select art objects for personal portfolio and display, explaining why they were chosen.

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

First Grade:

- 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:Cr2.2.1a: Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.1a: Use art vocabulary to describe choices while creating art.
- Presenting:
 - Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.1a: Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work

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

Second Grade:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.2a: Brainstorm collaboratively multiple approaches to an art or design problem
 - VA:Cr1.2.2a: Make art or design with various materials and tools to explore personal interests, questions, and curiosity
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.2a: Experiment with various materials and tools to explore personal interests in a work of art or design
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.2a: Discuss and reflect with peers about choices made in creating artwork

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- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.2a: Categorize artwork based on a theme or concept for an exhibit.
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.2a: Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities
- 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
 - 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 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.2a: Compare and contrast cultural uses of artwork from different times and places.

Third Grade:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.3a: Elaborate on an imaginative idea.
 - 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.

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- VA:Cr3.1.3a: Elaborate visual information by adding details in an artwork to enhance emerging meaning.
- Presenting:
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.3a: Identify and explain how and where different cultures record and illustrate stories and history of life through art.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.3a: Speculate about processes an artist uses to create a work of art.
 - VA:Re.7.2.3a: Determine messages communicated by an image.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.3a: Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.3a: Evaluate an artwork based on given criteria.
- Connecting:
 - Anchor Standard 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.

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.

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- VA:Cr2.1.4a: Explore and invent art-making techniques and approaches.
 - 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.
- Presenting:
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.4a: Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.4a: Compare responses to a work of art before and after working in similar media.
 - VA:Re.7.2.4a: Analyze components in visual imagery that convey messages.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.4a: Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.4a: Apply one set of criteria to evaluate more than one work of art.
- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.4a: Through observation, infer information about time, place, and culture in which a work of art was created.

Fifth Grade:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.

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- 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.
- Presenting:
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.5a: Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.5a: Compare one's own interpretation of a work of art with the interpretation of others.
 - VA:Re.7.2.5a: Identify and analyze cultural associations suggested by visual imagery.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.5a: Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.5a: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
- Connecting:
 - Anchor Standard 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.

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- Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.5a: 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;
- Learn about endangered species that live in Texas;
- Discuss the conservation efforts used to protect these animals;
- Create an artwork that showcases one of the endangered species in Texas;
- And, research the endangered animal depicted in the artwork and the conservation efforts to protect this animal.

Texas Elementary School TEKS:

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

Kindergarten:

- §117.102.b.1.A / B
 - Foundations: Observation and Perception:
 - gather information from subjects in the environment using the senses;
 - identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment.
- §117.102.b.2. A / B / C
 - Creative Expression:
 - create artworks using a variety of lines, shapes, colors, textures, and forms;
 - arrange components intuitively to create artworks;
 - use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms.
- §117.102.b.3. A / B
 - Historical and Cultural Relevance:
 - identify simple subjects expressed in artworks;

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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;
- §117.102.b.4.A / B
 - Critical Evaluation and Response:
 - express ideas about personal artworks or portfolios;
 - express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers;

First Grade:

- §117.105.b.1.A / B
 - Foundations: Observation and Perception:
 - identify similarities, differences, and variations among subjects in the environment using the senses;
 - identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.
- §117.105.b.2. A / B / C
 - Creative Expression:
 - invent images that combine a variety of lines, shapes, colors, textures, and forms;
 - place components in orderly arrangements to create designs;
 - increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.
- §117.105.b.3. A / B
 - Historical and Cultural Relevance:
 - identify simple ideas expressed in artworks through different media;
 - demonstrate an understanding that art is created globally by all people throughout time;
- §117.105.b.4.A / B
 - Critical Evaluation and Response:
 - explain ideas about personal artworks;
 - identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.

Second Grade:

- §117.108.b.1.A / B
 - Foundations: Observation and Perception:
 - compare and contrast variations in objects and subjects from the environment using the senses;

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- identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.
- §117.108.b.2. A / B / C
 - Creative Expression:
 - express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space;
 - create compositions using the elements of art and principles of design;
 - identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.
- §117.108.b.3. A / B
 - Historical and Cultural Relevance:
 - interpret stories, content, and meanings in a variety of artworks;
 - examine historical and contemporary artworks created by men and women, making connections to various cultures;
- §117.108.b.4. A / B
 - Critical Evaluation and Response:
 - support reasons for preferences in personal artworks;
 - compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers;

Third Grade:

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

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- §117.111.b.3. A / B
 - Historical and Cultural Relevance:
 - identify simple main ideas expressed in artworks from various times and places;
 - compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures;
- §117.111.b.4. A / B
 - Critical Evaluation and Response
 - evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists;
 - use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums;

Fourth Grade:

- §117.114.b.1.A / B / C
 - Foundations: Observation and Perception:
 - explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
 - use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity;
 - discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- §117.114.b.2. A / B / C
 - Creative Expression:
 - integrate ideas drawn from life experiences to create original works of art;
 - create compositions using the elements of art and principles of design; and
 - produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials.
- §117.114.b.3. A / B
 - Historical and Cultural Relevance:
 - compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions;
 - compare purpose and content in artworks created by historical and contemporary men and women, making connections to various cultures;

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- §117.114.b.4. A / B
 - o Critical Evaluation and Response
 - evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists.
 - use methods such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums;

Fifth Grade:

- §117.117.b.1.A / B / C
 - o 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
 - o 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
 - o Historical and Cultural Relevance:
 - compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols;
 - compare the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures;
- §117.117.b.4. A / B
 - o Critical Evaluation and Response
 - evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists;
 - use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major

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

Elementary School Art Activities:

Questions for Elementary School Students:

1. Examine Billy Hassell's *Roadrunner Near Marfa*. Identify where each element of art is located in the artwork.
2. Examine Billy Hassell's *Roadrunner Near Marfa*. Identify where each principle of art is located in the artwork.
3. What is Modernism?
4. What patterns do you see in Billy Hassell's *Roadrunner Near Marfa*?
5. Why do you think Billy Hassell uses patterns to design and arrange his composition?
6. What is an endangered species?
7. What is conservation?
8. What are some ways to help protect endangered species?
9. Use the list of animals provided by the Texas Parks and Wildlife Website to discuss the endangered, threatened, and protected animals that live in Texas:
 - a. <https://tpwd.texas.gov/education/hunter-education/online-course/wildlife-conservation/threatened-endangered-and-protected-animals>
 - b. <https://tpwd.texas.gov/gis/rtest/>
 - c. https://tpwd.texas.gov/landwater/land/habitats/cross_timbers/

Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Pencil, Paper, Construction Paper, Scissors, Glue
- **Subject:** Modernism, Patterns, Conservation, Animals, Texas Environment, Pattern
- **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 students will learn about the art style of Billy Hassell and his use of patterns in his painting *Roadrunner Near Marfa*. Additionally, the students will discuss how the artist as well as the Texas Parks and Wildlife Foundation have helped conservation efforts to protect endangered Texas animals.

Afterwards, the students will create a construction paper collage of an endangered or protected animal that is found in Texas. The teacher will discuss the endangered and protected animals that are registered on the Texas Parks and Wildlife Foundation websites, which are located in the questions section above. Once the students have selected their animal, they will learn about these animals.

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For the younger students, the teacher will discuss each animal, and the students will take notes that are scaled to the student's learning level. For the older students, they will research their own selected animals. The students will learn about/research the information to answer the following questions:

- What is the selected animal(s)?
- Describe what the animal(s) looks like?
- What is the natural habitat of the animal(s)?
- What do the animal(s) eat – is the animal(s) a herbivore, a carnivore, or an omnivore?
- When was the animal(s) placed on the endangered and protected list?
- Was the animal placed on the endangered and protected list because of environmental changes, the destruction or pollution of the natural habitat, or over hunting/poaching? Explain.
- What conservation efforts are used to help protect this animal(s)?

The students who conduct research need to cite their sources appropriately. The teacher can choose to change the research methods as needed. After the students have conducted their research and learn about the animals, they will begin making their construction paper artworks.

The younger students will be given pre-drawn templates of shapes and patterns on construction paper. The teacher will assign groups of students to make different animals. The teacher will direct each group to carefully cut out each shape and pattern that matches the group's assigned animal. Once the shapes or patterns are cut out, the teacher will direct the students to apply glue to the construction paper. The students will glue their shapes and patterns onto a base piece of paper in a specific order to complete the animal.

The older students will plan how they will construct their selected animal by creating a sketch. The teacher will approve of the drawing before the students begins working with the construction paper. The sketch needs to detail the following: the specific shapes and patterns that are needed to construct the animal, and the colors needed for each shape and pattern. Once the drawing is approved, the teacher will give the student a variety of colorful construction paper. The student will draw the planned shapes and patterns on the paper. Then, the students will cut out and paste the construction paper onto a base piece of paper in their planned order. The teacher can decide if the students include a background for the animal.

To complete the project, the students will turn in a finished construction paper composition and their written endangered animal information/research.

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;
- Learn about endangered species that live in Texas;
- Discuss the conservation efforts used to protect these animals;
- Create an artwork that showcases one of the endangered species in Texas;
- And, research the endangered animal depicted in the artwork and the conservation efforts to protect this animal.

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.
 - VA:Cr2.3.6a: Design or redesign objects, places, or systems that meet the identified needs of diverse users.
 - 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.
- Presenting:
 - Anchor Standard 4:

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- Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.6a: Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.
- Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.6a: Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value.
 - VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA: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.

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- 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.
- 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.
- Presenting:
 - Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.7a: Based on criteria, analyze and evaluate methods for preparing and presenting art.
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.7a: Compare and contrast viewing and experiencing collections and exhibitions in different venues.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.7a: Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
 - 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.

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- 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 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.7a: Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.
 - 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.
 - 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:Cr2.3.8a: 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.
- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.8a: Develop and apply criteria for evaluating a collection of artwork for presentation.

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- Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.8a: Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.
- Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.8a: Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.8a: Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
 - VA:Re.7.2.8a: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - 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;
- Learn about endangered species that live in Texas;
- Discuss the conservation efforts used to protect these animals;
- Create an artwork that showcases one of the endangered species in Texas;
- And, research the endangered animal depicted in the artwork and the conservation efforts to protect this animal;

Texas Middle School TEKS:

Art 1, Art 2, Art 3

Art 1:

- §117.202.c.1.A / B / C / D
 - 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
 - Creative Expression:
 - create original artworks based on direct observations, original sources, personal experiences, and the community;
 - apply the art-making process to solve problems and generate design solutions;

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- 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 / C / 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;
 - develop a portfolio;
 - 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 / C / 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;
 - develop a portfolio that demonstrates progress;
 - 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;

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- apply the art-making process to solve problems and generate design solutions;
- 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 / C
 - 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 Billy Hassell's *Roadrunner Near Marfa*. Identify where each element of art is located in the artwork.
2. Examine Billy Hassell's *Roadrunner Near Marfa*. Identify where each principle of art is located in the artwork.
3. What is Modernism?
4. What patterns do you see in Billy Hassell's *Roadrunner Near Marfa*?
5. Why do you think Billy Hassell uses patterns to design and arrange his composition?
6. What is an endangered species?
7. What is conservation?
8. What are some ways to help protect endangered species?
9. Use the list of animals provided by the Texas Parks and Wildlife Website to discuss the endangered, threatened, and protected animals that live in Texas:
 - a. <https://tpwd.texas.gov/education/hunter-education/online-course/wildlife-conservation/threatened-endangered-and-protected-animals>
 - b. <https://tpwd.texas.gov/gis/rtest/>
 - c. https://tpwd.texas.gov/landwater/land/habitats/cross_timbers/

Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Pencil, Paper, Construction Paper, Scissors, Glue
- **Subject:** Modernism, Patterns, Conservation, Animals, Texas Environment, Pattern
- **National Learning Standards:** Sixth Grade, Seventh Grade, and Eighth Grade
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Project

The students will learn about the art style of Billy Hassell and his use of patterns in his painting *Roadrunner Near Marfa*. Additionally, the students will discuss how the artist as well as the Texas Parks and Wildlife Foundation have helped conservation efforts to protect endangered Texas animals.

Afterwards, the students will create a construction paper collage of an endangered or protected animal that is found in Texas. The teacher will discuss the endangered and protected animals that are registered on the Texas Parks and Wildlife Foundation websites, which are located in the questions section above. Once the students have selected their animal, they will learn about these animals.

The students will research their own selected animals to answer the following questions:

- What is the selected animal?

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- Describe what the animal looks like?
- What is the natural habitat of the animal?
- What does the animal eat – is the animal a herbivore, a carnivore, or an omnivore?
- When was the animal placed on the endangered and protected list?
- Was the animal placed on the endangered and protected list because of environmental changes, the destruction or pollution of the natural habitat, or over hunting/poaching? Explain.
- What conservation efforts are used to help protect this animal?

The students who conduct research need to cite their sources appropriately. The teacher can choose to change the research methods as needed. After the students have conducted their research and learned about the animals, they will begin making their construction paper artworks.

The students will plan how they will construct their selected animal by creating a sketch. The teacher will approve of the drawing before the students begins working with the construction paper. The sketch needs to detail the following: the specific shapes and patterns that are needed to construct the animal, and the colors needed for each shape and pattern. Once the drawing is approved, the teacher will give the student a variety of colorful construction paper. The student will draw the planned shapes and patterns on the paper. Then, the students will cut out and paste the construction paper onto a base piece of paper in their planned order. The teacher can decide if the students include a background for the animal.

To complete the project, the students will turn in a finished construction paper composition and their written endangered animal information/research.

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;
- Learn about endangered species that live in Texas;
- Discuss the conservation efforts used to protect these animals;
- Create an artwork that showcases one of the endangered species in Texas;
- And, research the endangered animal depicted in the artwork and the conservation efforts to protect this animal.

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.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.1a: Engage in making a work of art or design without having a preconceived plan.
 - VA:Cr2.3.1a: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.1a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

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- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.Ia: Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
 - Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.Ia: Analyze and evaluate the reasons and ways an exhibition is presented.
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.Ia: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.Ia: Hypothesize ways in which art influences perception and understanding of human experiences.
 - VA:Re.7.2.Ia: Analyze how one's understanding of the world is affected by experiencing visual imagery.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.Ia: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.Ia: Establish relevant criteria in order to evaluate a work of art or collection of works.
- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.Ia: Describe how knowledge of culture, traditions, and history may influence personal responses to art.

High School Accomplished:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.

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- 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.
 - VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
 - VA:Cr2.3.IIa: Redesign an object, system, place, or design in response to contemporary issues.
- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.IIa: Analyze, select, and critique personal artwork for a collection or portfolio presentation.
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.IIa: Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - 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.

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- 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:Cr2.3.IIIa: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA:Pr4.1.IIIa: Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
- 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.

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- 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.
 - 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;
- Learn about endangered species that live in Texas;
- Discuss the conservation efforts used to protect these animals;
- Create an artwork that showcases one of the endangered species in Texas;
- And, research the endangered animal depicted in the artwork and the conservation efforts to protect this animal.

Texas High School TEKS:

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

Level I:

- §117.302.c.1.A / B / C / D
 - Foundations: Observation and Perception:
 - consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;
 - identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
 - make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- §117.302.c.2.A / C / D
 - 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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- use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
- create original artwork to communicate thoughts, feelings, ideas, or impressions;
- §117.302.c.3.A / B / C
 - 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;
 - collaborate on community-based art projects;
- §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.

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- §117.303.c.2.A / B / C / E
 - 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;
 - apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - collaborate to create original works of art;
- §117.303.c.3.A / B / C
 - 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;
 - collaborate on community-based art projects;
- §117.303.c.4.A / B / 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;
 - 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;

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- 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 / E
 - 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;
 - collaborate to create original works of art;
- §117.304.c.3.A / B / C
 - 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;
 - collaborate on community-based art projects;
- §117.304.c.4.A / B / C / 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;
 - 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;
 - 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 / B / D / E
 - Creative Expression:
 - produce an original body of artwork that integrates information from a variety of sources, including original sources, and demonstrates sustained self-directed investigations into specific themes such as a series or concentration of works;
 - evaluate and justify design ideas and concepts to create a body of personal artwork;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - collaborate to create original works of art;
- §117.305.c.3.A / B / C
 - 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;
 - collaborate on community-based art projects;
- §117.305.c.4.A / B / C / 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;

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- 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 Billy Hassell's *Roadrunner Near Marfa*. Identify where each element of art is located in the artwork.
2. Examine Billy Hassell's *Roadrunner Near Marfa*. Identify where each principle of art is located in the artwork.
3. What is Modernism?
4. What patterns do you see in Billy Hassell's *Roadrunner Near Marfa*?
5. Why do you think Billy Hassell uses patterns to design and arrange his composition?
6. What is an endangered species?
7. What is conservation?
8. What are some ways to help protect endangered species?
9. Use the list of animals provided by the Texas Parks and Wildlife Website to discuss the endangered, threatened, and protected animals that live in Texas:
 - a. <https://tpwd.texas.gov/education/hunter-education/online-course/wildlife-conservation/threatened-endangered-and-protected-animals>
 - b. <https://tpwd.texas.gov/gis/rtest/>
 - c. https://tpwd.texas.gov/landwater/land/habitats/cross_timbers/

Activity: High School Fine Arts

- **Activity Setting:** Classroom and/or outdoor location
- **Materials:** Pencil, Paper, Construction Paper, Scissors, Glue
- **Subject:** Modernism, Patterns, Conservation, Animals, Texas Environment, Pattern
- **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 students will learn about the art style of Billy Hassell and his use of patterns in his painting *Roadrunner Near Marfa*. Additionally, the students will discuss how the artist as well as the Texas Parks and Wildlife Foundation have helped conservation efforts to protect endangered Texas animals.

Afterwards, the students will create a construction paper collage of an endangered or protected animal that is found in Texas. The teacher will discuss the endangered and protected animals that are registered on the Texas Parks and Wildlife Foundation websites, which are located in the questions section above. Once the students have selected their animal, they will learn about these animals.

The students will research their own selected animals to answer the following questions:

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- What is the selected animal?
- Describe what the animal looks like?
- What is the natural habitat of the animal?
- What does the animal eat – is the animal a herbivore, a carnivore, or an omnivore?
- When was the animal placed on the endangered and protected list?
- Was the animal placed on the endangered and protected list because of environmental changes, the destruction or pollution of the natural habitat, or over hunting/poaching? Explain.
- What conservation efforts are used to help protect this animal?

The students who conduct research need to cite their sources appropriately. The teacher can choose to change the research methods as needed. After the students have conducted their research and learned about the animals, they will begin making their construction paper artworks.

The students will plan how they will construct their selected animal by creating a sketch. The teacher will approve of the drawing before the students begins working with the construction paper. The sketch needs to detail the following: the specific shapes and patterns that are needed to construct the animal, and the colors needed for each shape and pattern. Once the drawing is approved, the teacher will give the student a variety of colorful construction paper. The student will draw the planned shapes and patterns on the paper. Then, the students will cut out and paste the construction paper onto a base piece of paper in their planned order. The teacher can decide if the students include a background for the animal.

To complete the project, the students will turn in a finished construction paper composition and their written endangered animal information/research.