



Tyler Museum of Art's Lesson:

Jorge Wilmot, *Duck*

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Lesson Plan:

Jorge Wilmot, *Duck*



Jorge Wilmot, *Duck*, ca. 1995, 8 inches X 5.5 inches X 11.625 inches, stoneware with glaze, Tyler Museum of Art, Tyler, Texas.

<https://tylermuseum.pastperfectonline.com/webobject/15FC44EC-833A-4CDE-AA6D-147711351110>

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, Ceramics, and Folk Art

Art Vocabulary

Activity Vocabulary:

Jorge Wilmot:

- Jorge Wilmot was born in 1928 and died in 2012.¹
- He studied in Germany and Switzerland where he learned a variety of ceramic processes to bring back to Mexico.²
- When he returned to the city of Tonalá, Mexico, he developed a ceramic workshop.³
- Originally, he began creating a historical style of ceramic known as *Barro Bruñido*.⁴
- *Barro Bruñido* is a ceramic that does not have a glazed finish. This method of ceramic is similar to the ceramic technique called *Tonalá*, named for the city of Tonalá, Mexico. The crafted clay object is delicately painted with pigmented slip (liquified clay) and burnished (polished) with a smooth stone.⁵
- Afterwards, the clay vessel is fired in a kiln for five – nine hours, depending on the size of the clay work.⁶
- This kiln-firing process is slow, allowing the vessels to slowly reach max temperature. The steady firing ensures the burnishing is preserved as a brilliant polish on the final work. Additionally, the kiln helps seal the intricate details painted onto the vessel's surface.⁷
- Though Wilmot created beautiful *Barro Bruñido* works, he became most famous for his mixture of Chinese Stoneware techniques with the historical ceramic process of *Tonalá* and *Barro Bruñido*.⁸
- Specifically, the artist wanted to blend the vibrant pigments found in Chinese Stoneware with the traditional ceramics of Mexico.⁹

¹ “Jorge Wilmot,” *Philadelphia’s Magic Gardens*, updated 2020, accessed September 16, 2024, <https://www.phillymagicgardens.org/about-philadelphias-magic-gardens/visit-from-home/highlights-from-the-collection/jorge-wilmot/>.

² Erin Cassin and Kinich Ramirez, “Mexican Master Ceramist Jorge Wilmot: The Interval Between Before and After,” *MexConnect Magazine*, updated April 1, 2006, accessed September 17, 2024, <https://www.mexconnect.com/articles/1289-mexican-master-ceramist-jorge-wilmot-the-interval-between-before-and-after/>.

³ Ibid.

⁴ Ibid.

⁵ Joe Molinaro and Richard Burkett, “How to Create Intricately Decorated and Burnished Clay,” *Ceramic Arts Network*, updated December 19, 2022, accessed September 17, 2024, <https://ceramicartsnetwork.org/daily/article/how-to-create-intricately-decorated-and-burnished-clay>.

⁶ Ibid.

⁷ Ibid.

⁸ Erin Cassin and Kinich Ramirez, “Mexican Master Ceramist Jorge Wilmot: The Interval Between Before and After,” *MexConnect Magazine*, <https://www.mexconnect.com/articles/1289-mexican-master-ceramist-jorge-wilmot-the-interval-between-before-and-after/>.

⁹ Ibid.

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- He is credited for being the first artist to bring these techniques to Mexico.¹⁰
- His works showcase organic design and flowing patterns across functional and nonfunctional ceramics.¹¹

Duck:

- Jorge Wilmot's ceramic work titled *Duck* is a hollow form in the shape of a duck.
- The head, back, and wings are a light orange-brown. These areas are decorated with a darker brown tone to create a feather-like design.
- The beak is an olive-green hue.
- On the forehead of the duck is a blue pattern.
- The chest and lower body of the duck is a pale tan hue. Flower details, created with olive green, blue, yellow, and orange, adorn the chest.
- The duck features a beautiful polish, emblematic of the burnishing technique of *Tonalá*.

Folk Art:

- Folk Art is a style of art that is made by regional people who preserve their history, traditions, and culture in their art. Mexican Folk Art consists of various artists who work in clay, fiber, metal, wire, papier mâché, and paper. The attributes of Folk Art are:¹²
 - o To celebrate a holiday, festival, religious observance, or tradition;
 - o Used in the home as a utilitarian object, such as a bowl or a jar;
 - o Handmade by people who live in specific regions, such as artists from Mexico;
 - o Made with art skills that were passed down through the family or learned from regional artists;
 - o And, made for both the regional population and foreigners who visit the country.

Ceramics:

- The artistic methods of using clay, glazes, and ceramic firing methods to create a ceramic object. These objects can range in size, shape, and color.¹³

Clay:

- A material that is developed from wet earth and minerals. When it is drying or heated in a kiln, the clay hardens into a ceramic object.¹⁴

¹⁰ "Jorge Wilmot," *Philadelphia's Magic Gardens*, <https://www.phillymagicgardens.org/about-philadelphias-magic-gardens/visit-from-home/highlights-from-the-collection/jorge-wilmot/>.

¹¹ Ibid.

¹² "What is Folk Art?" *Museum of International Folk Art*. Updated 2020. Accessed December 8, 2021. <https://www.internationalfolkart.org/learn/what-is-folk-art.html>.

¹³ Marion Oettinger, Jr., "The Mexican Folk Artist," In *Folk Treasures of Mexico*, edited by Marion Oettinger, Jr, (New York: Harry n Abrams Inc. Publishers, 1990), 40.

¹⁴ Ibid, 42.

Bone-Dry Clay:

- As clay dries in an open-air environment, the color of the clay will change from a red-brown color to a light grey. This result of this process is called bone-dry clay. When clay reaches this stage, it is ready to be placed in a kiln and fired.¹⁵

Kiln:

- A furnace that heats clay at high temperatures to create a ceramic object. The act of heating clay in a kiln is known as ‘firing’.¹⁶

Elements of Design¹⁷:

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

Line:

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

Shape:

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

Form:

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

Space:

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

¹⁵ Ibid.

¹⁶ Ibid, 46.

¹⁷ 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 Design¹⁸:

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

Rhythm/ Pattern:

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

Movement:

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

Balance:

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

Proportion:

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

Variety:

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

¹⁸ 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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Elementary School Lesson Plans:

National Learning Standards

Goals:

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

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Discuss the art style of Jorge Wilmot that is seen in his ceramic work *Duck*;
- Discuss and answer questions about the art vocabulary that focuses on ceramics, traditional ceramic techniques found in Mexico, and Folk Art;
- Create a ceramic/air-dry clay artwork that is inspired by Jorge Wilmot's *Tonalá* technique;
- And, write an artist statement that expresses an understanding of the art vocabulary, the cultural importance of the ceramic techniques in Mexico, and an explanation of artistic decisions when creating the completed ceramic/air-dry clay artwork.

National Learning Standards for Visual Arts:

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

Pre-Kindergarten:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.PKa: Engage in self-directed play with materials;
 - VA:Cr1.2.PKa: Engage in self-directed, creative making.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.PKa: Use a variety of artmaking tools;
 - VA:Cr2.2.PKa: Share materials with others;
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.PKa: Share and talk about personal artwork.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.PKa: Recognize art in one's environment.
 - VA:Re.7.2.PKa: Distinguish between images and real objects.

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- 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 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.PKa: Recognize that people make art.

Kindergarten:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.Ka: Engage in exploration and imaginative play with materials.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.Ka: Through experimentation, build skills in various media and approaches to art-making.
 - VA:Cr2.2.Ka: Identify safe and non-toxic art materials, tools, and equipment.
- 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.

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- VA:Cr1.1.1a: Engage collaboratively in exploration and imaginative play with materials.
 - VA:Cr1.2.1a: Use observation and investigation in preparation for making a work of art.
- Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.1a: Explore uses of materials and tools to create works of art or design.
 - VA:Cr2.2.1a: Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
 - VA:Cr2.3.1a: Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.
- Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.1a: Use art vocabulary to describe choices while creating art.
- Responding:
 - Anchor Standard 7:
 - 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 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

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- 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
 - VA:Cr2.2.2a: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces
- Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.2a: Discuss and reflect with peers about choices made in creating artwork
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.2a: Perceive and describe aesthetic characteristics of one's natural world and constructed environments
 - VA:Re.7.2.2a: Categorize images based on expressive properties
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.2a: Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.2a: Use learned art vocabulary to express preferences about artwork
- Connecting:
 - Anchor Standard 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.
 - VA:Cr1.2.3a: Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.

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- VA:Cr2.1.3a: Create personally satisfying artwork using a variety of artistic processes and materials.
 - VA:Cr2.2.3a: Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
 - VA:Cr2.3.3a: Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
- Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.3a: Elaborate visual information by adding details in an artwork to enhance emerging meaning.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.3a: Speculate about processes an artist uses to create a work of art.
 - VA:Re.7.2.3a: Determine messages communicated by an image.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.3a: Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.3a: Evaluate an artwork based on given criteria.
- Connecting:
 - Anchor Standard 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:Cr2.2.4a: When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
 - VA:Cr2.3.4a: Document, describe, and represent regional constructed environments.
- Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.4a: Revise artwork in progress on the basis of insights gained through peer discussion.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.4a: Compare responses to a work of art before and after working in similar media.
 - VA:Re.7.2.4a: Analyze components in visual imagery that convey messages.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.4a: Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.4a: Apply one set of criteria to evaluate more than one work of art.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.4a: Create works of art that reflect community cultural traditions.
 - 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.
 - VA:Cr1.1.5a: Combine ideas to generate an innovative idea for art-making.
 - VA:Cr1.2.5a: Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.5a: Experiment and develop skills in multiple art-making techniques and approaches through practice.
 - VA:Cr2.2.5a: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
 - VA:Cr2.3.5a: Identify, describe, and visually document places and/or objects of personal significance.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.5a: Create artist statements using art vocabulary to describe personal choices in art-making.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.5a: Compare one's own interpretation of a work of art with the interpretation of others.
 - VA:Re.7.2.5a: Identify and analyze cultural associations suggested by visual imagery.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.5a: Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.5a: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.

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- VA:Cn10.1.5a: Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.
- Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.5a: Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Elementary School Lesson Plans:

Texas Essential Knowledge and Skills (TEKS)

Goals:

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

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Discuss the art style of Jorge Wilmot that is seen in his ceramic work *Duck*;
- Discuss and answer questions about the art vocabulary that focuses on ceramics, traditional ceramic techniques found in Mexico, and Folk Art;
- Create a ceramic/air-dry clay artwork that is inspired by Jorge Wilmot's *Tonalá* technique;
- And, write an artist statement that expresses an understanding of the art vocabulary, the cultural importance of the ceramic techniques in Mexico, and an explanation of artistic decisions when creating the completed ceramic/air-dry clay artwork.

Texas Elementary School TEKS:

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

Kindergarten:

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

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- share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork;
- identify the uses of art in everyday life;
- §117.102.b.4.B
 - Critical Evaluation and Response:
 - 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 / C
 - Historical and Cultural Relevance:
 - identify simple ideas expressed in artworks through different media;
 - demonstrate an understanding that art is created globally by all people throughout time;
 - discuss the use of art in everyday life;
- §117.105.b.4.A / B
 - Critical Evaluation and Response:
 - explain ideas about personal artworks;
 - identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.

Second Grade:

- §117.108.b.1.A / B
 - Foundations: Observation and Perception:

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- compare and contrast variations in objects and subjects from the environment using the senses;
- identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.
- §117.108.b.2. A / B / C
 - Creative Expression:
 - express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space;
 - create compositions using the elements of art and principles of design;
 - identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.
- §117.108.b.3. A / B / C
 - Historical and Cultural Relevance:
 - interpret stories, content, and meanings in a variety of artworks;
 - examine historical and contemporary artworks created by men and women, making connections to various cultures;
 - analyze how art affects everyday life and is connected to jobs in art and design;
- §117.108.b.4. A / 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;

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- produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.
- §117.111.b.3. A / B / C
 - Historical and Cultural Relevance:
 - identify simple main ideas expressed in artworks from various times and places;
 - compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures;
 - connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers;
- §117.111.b.4. A / 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.

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

Fifth Grade:

- §117.117.b.1.A / B / C
 - Foundations: Observation and Perception:
 - develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
 - use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and
 - discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- §117.117.b.2. A / B / C
 - Creative Expression:
 - integrate ideas drawn from life experiences to create original works of art;
 - create compositions using the elements of art and principles of design;
 - produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials.
- §117.117.b.3. A / B
 - Historical and Cultural Relevance:
 - compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols;
 - compare the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures;

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- §117.117.b.4. A / B
 - 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 historical or contemporary artists in real or virtual portfolios, galleries, or art museums;

Elementary School Art Activities:

Questions for Elementary School Students:

1. Examine Jorge Wilmot's *Duck*. Identify where each element of art is located in the artwork.
2. Examine Jorge Wilmot's *Duck*. Identify where each principle of art is located in the artwork.
3. What is Folk Art?
4. Can you give some examples of Folk Art?
5. What are ceramics?
6. What are functional ceramics?
7. Can you give some examples of a functional ceramic?
8. What are non-functional ceramics?
9. Can you give an example of a non-functional ceramic?
10. If the teacher has access to a kiln: Discuss the fire safety and kiln safety procedures before the students begin working with the clay.
11. What is *Tonalá* and *Barro Bruñido*?
12. Why do you think Jorge Wilmot's *Duck* has flower designs painted on it?

Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Air-Dry Clay/ Clay, Kiln if Access is Available, Tempera Paint, Acrylic Paint, Paintbrush, Water Cup, Pencil, Markers
- **Subject:** Ceramics, Painting, Folk Art, Patterns
- **National Learning Standards:** Pre-Kindergarten, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Extended Project

The class will discuss Jorge Wilmot's methods of ceramics that he learned in Mexico and in Europe. Specifically, the students learn about the burnishing ceramic styles of *Tonalá* and *Barro Bruñido*. Next, the teacher will discuss the processes taken to create both a functional and non-functional ceramic work. Then, the students will begin working on their own ceramic work that is inspired by Wilmot's *Tonalá* ceramic process.

Early Childhood – 2nd Grade:

- The teacher will determine if the students will create a plate, a bowl, or an animal ceramic artwork.
- The teacher will provide the Early Childhood – 2nd Grade students air-dry clay.
- Once the activity is decided, the teacher will explain how to work with the air-dry clay.

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- The teacher can choose to walk the students through their ceramic process in a step-by-step method.
- The teacher will help the students stay on task so the full class can complete the activity in a timely manner.
- Once the student's artwork are completed, the teacher will allow time for the ceramics to dry.
- While the artworks are drying, the teacher will ask the students to plan how they will decorate their artwork.
- The class will draw designs on a piece of paper with markers.
- The students should include a set of required designs. These designs should be inspired by Jorge Wilmot's flowers, patterns, and bright colors.
- Once the planned designs are completed and the ceramics are dry, the students will begin decorating their ceramics.
- The students will use tempera paint to decorate their ceramics. The students will paint the artwork to be as close to their planned design as possible.

3rd Grade – 5th Grade:

- The teacher will determine if the students will create a plate, a bowl, or an animal ceramic artwork.
- The teacher will provide the 3rd Grade – 5th grade students air-dry clay or, if available, clay.
- Once the activity is decided, the teacher will explain how to work with the the clay.
- If the teacher has access to a kiln, the teacher will discuss the fire safety and kiln safety expectations for the students. This is especially important if the kiln is in the classroom or an adjacent classroom.
- The teacher can choose to walk the students through their ceramic process in a step-by-step method. Likewise, the teacher can have the students work at their own pace with the teacher's guidance.
- The teacher will help the students stay on task so the full class can complete the activity in a timely manner.
- Once the students have finished their artworks, the teacher will allow time for the ceramics to dry.
- While the artworks are drying, the teacher will ask the students to plan how they will decorate their artwork.
- The class will draw designs on a piece of paper with markers.
- The students should include a set of required designs. These designs should be inspired by Jorge Wilmot's flowers, patterns, and bright colors.
- Once the planned designs are completed and the ceramics are dry, the students will begin decorating their ceramics.
- The students will use tempera paint or acrylic paint to decorate their ceramics. The teacher will determine which type of paint is best suited for the students to use. The students will paint the artwork to be as close to their planned design as possible.

Activity: Elementary School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Ceramics, Painting, Folk Art, Patterns
- **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

After the students have completed their artworks, the students will write an artist statement. In the statement, the students will answer the following questions with answers that are scaled to their grade level:

- What did you create: a bowl, a plate, an animal, or other?
- Describe your artwork.
- Is the artwork a functional ceramic design or a non-functional ceramic design?
- What is the design that you painted on the ceramic?
- Why did you create this design?
- How were you inspired by Jorge Wilmot's *Duck* when designing the ceramic and the pattern?
- What did you learn from Jorge Wilmot's *Duck* and his use of the *Tonalá* technique?

The students will write in complete sentences and show an understanding of the art vocabulary when writing the artist statement. The teacher can decide if the students will present their artwork and artist statement to the class.

Middle School Lesson Plans:

National Learning Standards

Goals:

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

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Discuss the art style of Jorge Wilmot that is seen in his ceramic work *Duck*;
- Discuss and answer questions about the art vocabulary that focuses on ceramics, traditional ceramic techniques found in Mexico, and Folk Art;
- Create a ceramic/air-dry clay artwork that is inspired by Jorge Wilmot's *Tonalá* technique;
- And, write an artist statement that expresses an understanding of the art vocabulary, the cultural importance of the ceramic techniques in Mexico, and an explanation of artistic decisions when creating the completed ceramic/air-dry clay artwork.

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:Cr2.2.6a: Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.
 - 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.

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- VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value.
 - VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.6a: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.6a: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.

Seventh Grade:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.7a: Apply methods to overcome creative blocks.
 - VA:Cr1.2.7a: Develop criteria to guide making a work of art or design to meet an identified goal.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.

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- 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.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.7a: Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
 - VA:Re.7.2.7a: Analyze multiple ways that images influence specific audiences.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.7a: Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.7a: Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.
- Connecting:
 - Anchor Standard 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.
- 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.

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- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.8a: Make art collaboratively to reflect on and reinforce positive aspects of group identity.
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.8a: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Middle School Lesson Plans:

Texas Essential Knowledge and Skills (TEKS)

Goals:

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

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Discuss the art style of Jorge Wilmot that is seen in his ceramic work *Duck*;
- Discuss and answer questions about the art vocabulary that focuses on ceramics, traditional ceramic techniques found in Mexico, and Folk Art;
- Create a ceramic/air-dry clay artwork that is inspired by Jorge Wilmot's *Tonalá* technique;
- And, write an artist statement that expresses an understanding of the art vocabulary, the cultural importance of the ceramic techniques in Mexico, and an explanation of artistic decisions when creating the completed ceramic/air-dry clay artwork.

Texas Middle School TEKS:

Art 1, Art 2, Art 3

Art 1:

- §117.202.c.1.A / B / C / D
 - o Foundations: Observation and Perception:
 - identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
 - understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately;
 - understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately;
 - discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.
- §117.202.c.1.A / B / C
 - o Creative Expression:
 - create original artworks based on direct observations, original sources, personal experiences, and the community;
 - 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 / D
 - Critical Evaluation and Response
 - create written or oral responses to artwork using appropriate art vocabulary;
 - analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art;

Art 2:

- §117.203.b.1.A / B / C / D
 - Foundations: Observation and Perception:
 - identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
 - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;
 - compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately;
 - understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.
- §117.203.b.1.A / B / C
 - Creative Expression:
 - create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community;
 - apply the art-making process to solve problems and generate design solutions;
 - 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;

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- §117.203.b.3.A / B
 - Historical and Cultural Relevance:
 - analyze ways that global, cultural, historical, and political issues influence artworks;
 - analyze selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;
- §117.203.b.4.A / B / D
 - Critical Evaluation and Response:
 - create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;
 - analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art;

Art 3:

- §117.203.b.1.A / B / C / D
 - Foundations: Observation and Perception:
 - identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international;
 - evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;
 - evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately;
 - compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately.
- §117.203.b.1.A / B / C
 - Creative Expression:
 - create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community;
 - apply the art-making process to solve problems and generate design solutions;
 - create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;

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- §117.203.b.3.A / B
 - Historical and Cultural Relevance:
 - analyze ways in which global, contemporary, historical, and political issues have influenced art;
 - analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy;
- §117.203.b.4.A / C
 - Critical Evaluation and Response:
 - create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;
 - 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 Jorge Wilmot's *Duck*. Identify where each element of art is located in the artwork.
2. Examine Jorge Wilmot's *Duck*. Identify where each principle of art is located in the artwork.
3. What is Folk Art?
4. Can you give some examples of Folk Art?
5. What are ceramics?
6. What are functional ceramics?
7. Can you give some examples of a functional ceramic?
8. What are non-functional ceramics?
9. Can you give an example of a non-functional ceramic?
10. If the teacher has access to a kiln: Discuss the fire safety and kiln safety procedures before the students begin working with the clay.
11. What is *Tonalá* and *Barro Bruñido*?
12. Why do you think Jorge Wilmot's *Duck* has flower designs painted on it?

Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Air-Dry Clay/ Clay, Kiln if Access is Available, Tempera Paint, Acrylic Paint, Paintbrush, Water Cup, Pencil, Markers
- **Subject:** Ceramics, Painting, Folk Art, Patterns
- **National Learning Standards:** Sixth Grade, Seventh Grade, and Eighth Grade
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Project

The class will discuss Jorge Wilmot's methods of ceramics that he learned in Mexico and in Europe. Specifically, the students will learn about the burnishing ceramic styles of Tonalá and Barro Bruñido. Next, the teacher will discuss the processes taken to create both a functional and non-functional ceramic work. Then, the students will begin working on their own ceramic work that is inspired by Wilmot's Tonalá ceramic process.

The teacher will determine if the students will create a plate, a bowl, or an animal ceramic artwork. The teacher will provide the students air-dry clay or, if available, clay. Once the activity is decided, the teacher will explain how to work with the the clay. If the teacher has access to a kiln, the teacher will discuss the fire safety and kiln safety expectaions for the students. This is especially important if the kiln is in the classroom or an adjacent classroom.

The teacher can choose to walk the students through their ceramic creating process in a step-by-step method. Likewise, the teacher can have the students work at their own pace with the

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teacher's guidance. The teacher will help the students stay on task so the full class can complete the activity in a timely manner. Once the student's artwork are completed, the teacher will allow time for the ceramics to dry.

While the artworks are drying, the teacher will ask the students to plan how they will decorate their artwork. The class will draw designs on a piece of paper with markers. The students should include a set of required designs. These designs should be inspired by Jorge Wilmot's flowers, patterns, and bright colors. Once the planned designs are completed and the ceramics are dry, the students will begin decorating their ceramics. The students will use tempera paint or acrylic paint to decorate their ceramics. The teacher will determine which type of paint is best suited for the students to use. The students will paint the artwork to be as close to their planned design as possible.

Activity: Middle School Art History

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

After the students have completed their artworks, the students will write an artist statement. In the statement, the students will answer the following questions with answers that are scaled to their grade level:

- What did you create: a bowl, a plate, an animal, or other?
- Describe your artwork.
- Is the artwork a functional ceramic or a non-functional ceramic?
- What is the design that you painted on the ceramic?
- Why did you create this design?
- How were you inspired by Jorge Wilmot's *Duck* when designing the ceramic and the pattern?
- What did you learn from Jorge Wilmot's *Duck* and his use of the *Tonalá* technique?

The students will write in complete sentences and show an understanding of the art vocabulary when writing the artist statement. The teacher can decide if the students will present their artwork and artist statement to the class.

High School Lesson Plans:

National Learning Standards

Goals:

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

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Discuss the art style of Jorge Wilmot that is seen in his ceramic work *Duck*;
- Discuss and answer questions about the art vocabulary that focuses on ceramics, traditional ceramic techniques found in Mexico, and Folk Art;
- Create a ceramic/air-dry clay artwork that is inspired by Jorge Wilmot's *Tonalá* technique;
- And, write an artist statement that expresses an understanding of the art vocabulary, the cultural importance of the ceramic techniques in Mexico, and an explanation of artistic decisions when creating the completed ceramic/air-dry clay artwork.

National Learning Standards for Visual Arts:

High School Proficient, High School Accomplished, and High School

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:Cr2.2.1a: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
 - 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.

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- Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.Ia: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.Ia: Hypothesize ways in which art influences perception and understanding of human experiences.
 - VA:Re.7.2.Ia: Analyze how one's understanding of the world is affected by experiencing visual imagery.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.Ia: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.Ia: Establish relevant criteria in order to evaluate a work of art or collection of works.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.Ia: Document the process of developing ideas from early stages to fully elaborated ideas.
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.Ia: Describe how knowledge of culture, traditions, and history may influence personal responses to art.

High School Accomplished:

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

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- 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.
- Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.IIa: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.IIa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
 - VA:Re.7.2.IIa: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.IIa: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.IIa: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.IIa: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.IIa: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

High School Advanced:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.IIIa: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
 - VA:Cr1.2.IIIa: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.IIIa: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
 - VA:Cr2.2.IIIa: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
 - VA:Cr2.3.IIIa: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.IIIa: Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.IIIa: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
 - VA:Re.7.2.IIIa: Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.IIIa: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.

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- VA:Re9.1.IIIa: Construct evaluations of a work of art or collection of works based on differing sets of criteria.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.IIIa: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.IIIa: Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

High School Lesson Plans:

Texas Essential Knowledge and Skills (TEKS)

Goals:

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

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Discuss the art style of Jorge Wilmot that is seen in his ceramic work *Duck*;
- Discuss and answer questions about the art vocabulary that focuses on ceramics, traditional ceramic techniques found in Mexico, and Folk Art;
- Create a ceramic/air-dry clay artwork that is inspired by Jorge Wilmot's *Tonalá* technique;
- And, write an artist statement that expresses an understanding of the art vocabulary, the cultural importance of the ceramic techniques in Mexico, and an explanation of artistic decisions when creating the completed ceramic/air-dry clay artwork.

Texas High School TEKS:

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

Level I:

- §117.302.c.1.A / B / C / D
 - Foundations: Observation and Perception:
 - consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;
 - identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
 - make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- §117.302.c.2.A / D / E / F
 - Creative Expression:
 - use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;

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- collaborate to create original works of art;
- demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
- §117.302.c.3.A / B
 - Historical and Cultural Relevance
 - compare and contrast historical and contemporary styles while identifying general themes and trends;
 - describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
- §117.302.c.4.A / B / D
 - Critical Evaluation and Response
 - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

Level II:

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

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- create original artwork to communicate thoughts, feelings, ideas, or impressions;
- select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media.
- §117.303.c.3.A / B
 - Historical and Cultural Relevance:
 - examine selected historical periods or styles of art to identify general themes and trends;
 - analyze specific characteristics in artwork from a variety of cultures;
- §117.303.c.4.A / B / C / E
 - Critical Evaluation and Response:
 - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - use responses to artwork critiques to make decisions about future directions in personal work;
 - select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

Level III:

- §117.304.c.1.A / B / C / D
 - Foundations: Observation and Perception:
 - analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively;
 - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
 - explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork.

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- §117.304.c.2.A / D / F
 - Creative Expression:
 - create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.
- §117.304.c.3.A / B
 - Historical and Cultural Relevance:
 - research selected historical periods, artists, general themes, trends, and styles of art;
 - distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork;
- §117.304.c.4.A / B / C / D / F
 - Critical Evaluation and Response:
 - interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness;
 - use responses to artwork critiques to make decisions about future directions in personal work;
 - 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;

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- 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 / F
 - Creative Expression:
 - produce an original body of artwork that integrates information from a variety of sources, including original sources, and demonstrates sustained self-directed investigations into specific themes such as a series or concentration of works;
 - evaluate and justify design ideas and concepts to create a body of personal artwork;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - create artwork, singularly and in a series, by selecting from a variety of art materials and tools appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.
- §117.305.c.3.A / B
 - Historical and Cultural Relevance:
 - research and report on selected historical periods, artists, general themes, trends, and styles of art;
 - analyze and evaluate the influence of contemporary cultures on artwork;
- §117.305.c.4.A / B / C / D / F
 - Critical Evaluation and Response:
 - develop evaluative criteria to justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on a high level of creativity and expertise in one or more art areas;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and the measure of uniqueness;
 - use responses to artwork critiques to make decisions about future directions in personal work;
 - 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 Jorge Wilmot's *Duck*. Identify where each element of art is located in the artwork.
2. Examine Jorge Wilmot's *Duck*. Identify where each principle of art is located in the artwork.
3. What is Folk Art?
4. Can you give some examples of Folk Art?
5. What are ceramics?
6. What are functional ceramics?
7. Can you give some examples of a functional ceramic?
8. What are non-functional ceramics?
9. Can you give an example of a non-functional ceramic?
10. If the teacher has access to a kiln: Discuss the fire safety and kiln safety procedures before the students begin working with the clay.
11. What is *Tonalá* and *Barro Bruñido*?
12. Why do you think Jorge Wilmot's *Duck* has flower designs painted on it?

Activity: High School Fine Arts

- **Activity Setting:** Classroom and/or outdoor location
- **Materials:** Air-Dry Clay/ Clay, Kiln if Access is Available, Tempera Paint, Acrylic Paint, Paintbrush, Water Cup, Pencil, Markers
- **Subject:** Ceramics, Painting, Folk Art, Patterns
- **National Learning Standard in Visual Arts:** High School Proficient, high School Accomplished, and High School Advanced
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Extended Project

The class will discuss Jorge Wilmot's methods of ceramics that he learned in Mexico and in Europe. Specifically, the students will learn about the burnishing ceramic styles of Tonalá and Barro Bruñido. Next, the teacher will discuss the processes taken to create both a functional and non-functional ceramic work. Then, the students will begin working on their own ceramic work that is inspired by Wilmot's Tonalá ceramic process.

The teacher will determine if the students will create a plate, a bowl, or an animal ceramic artwork. The teacher will provide the students air-dry clay or, if available, clay. Once the activity is decided, the teacher will explain how to work with the clay. If the teacher has access to a kiln, the teacher will discuss the fire safety and kiln safety expectations for the students. This is especially important if the kiln is in the classroom or an adjacent classroom.

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The teacher can choose to walk the students through their ceramic creating process in a step-by-step method. Likewise, the teacher can have the students work at their own pace with the teacher's guidance. The teacher will help the students stay on task so the full class can complete the activity in a timely manner. Once the student's artwork are completed, the teacher will allow time for the ceramics to dry.

While the artworks are drying, the teacher will ask the students to plan how they will decorate their artwork. The class will draw designs on a piece of paper with markers. The students should include a set of required designs. These designs should be inspired by Jorge Wilmot's flowers, patterns, and bright colors. Once the planned designs are completed and the ceramics are dry, the students will begin decorating their ceramics. The students will use tempera paint or acrylic paint to decorate their ceramics. The teacher will determine which type of paint is best suited for the students to use. The students will paint the artwork to be as close to their planned design as possible.

Activity: High School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Ceramics, Painting, Folk Art, Patterns
- **National Learning Standard in Visual Arts:** High School Proficient, high School Accomplished, and High School Advanced
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Extended Project

After the students have completed their artworks, the students will write an artist statement. In the statement, the students will answer the following questions with answers that are scaled to their grade level:

- What did you create: a bowl, a plate, an animal, or other?
- Describe your artwork.
- Is the artwork a functional ceramic or a non-functional ceramic?
- What is the design that you painted on the ceramic?
- Why did you create this design?
- How were you inspired by Jorge Wilmot's *Duck* when designing the ceramic and the pattern?
- What did you learn from Jorge Wilmot's *Duck* and his use of the *Tonalá* technique?

The students will write in complete sentences and show an understanding of the art vocabulary when writing the artist statement. The teacher can decide if the students will present their artwork and artist statement to the class.