



Tyler Museum of Art's Lesson:

Barney Delabano, *Acoma, New Mexico*

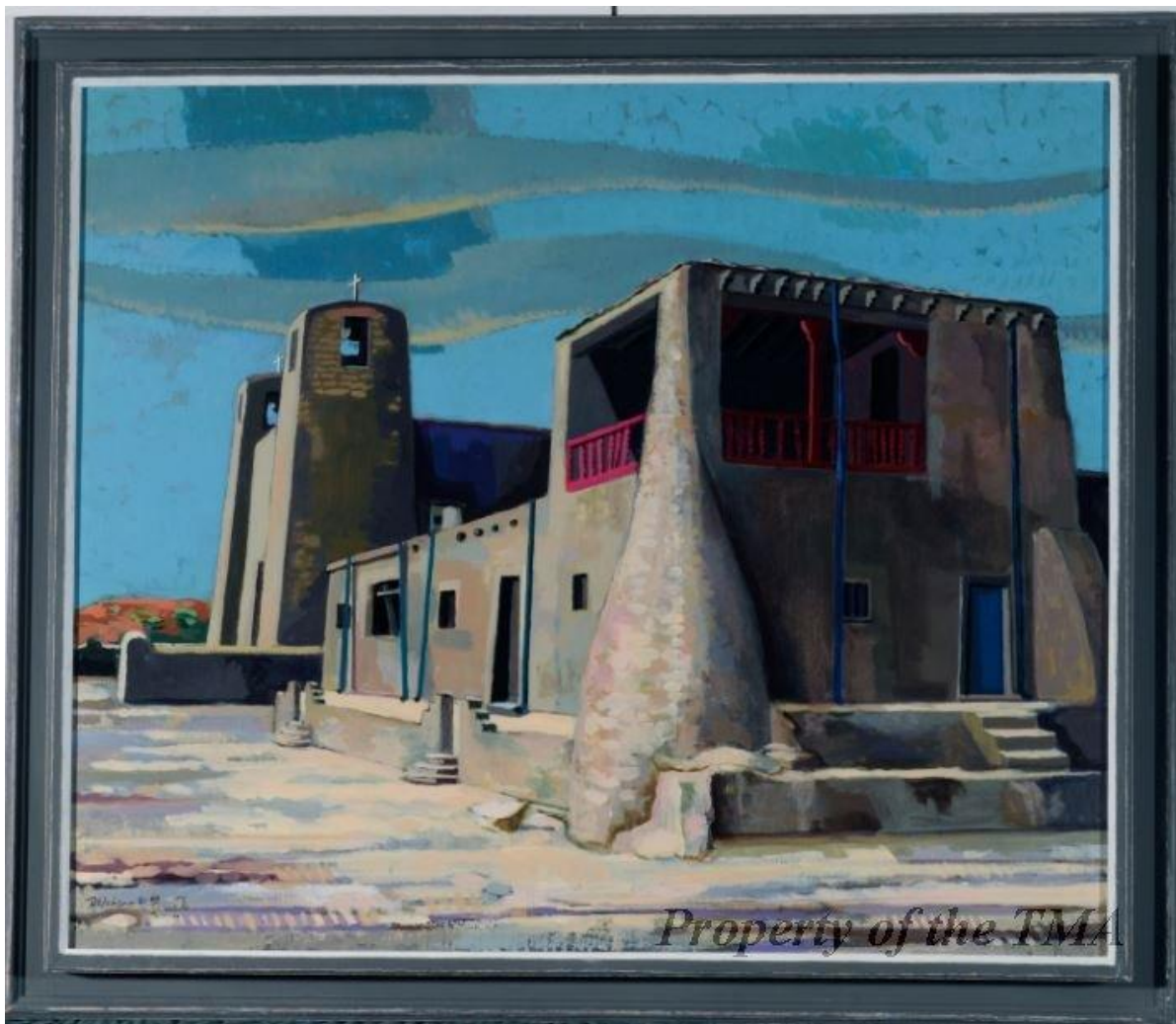
Table of Contents

| | |
|--|----|
| Barney Delabano, <i>Acoma, New Mexico</i> | 2 |
| Art Vocabulary..... | 3 |
| Bibliography: Resources for Vocabulary and Lesson Plan..... | 8 |
| Elementary School: Pre-Kindergarten – Fifth Grade | |
| Elementary School: Visual Art National Learning Standards..... | 10 |
| Elementary School: Texas TEKS..... | 17 |
| Elementary School Art Activities..... | 22 |
| Middle School: Sixth Grade – Eighth Grade | |
| Middle School: Visual Art National Learning Standards..... | 24 |
| Middle School: Texas TEKS..... | 28 |
| Middle School Art Activities..... | 32 |
| High School: Ninth Grade – Twelfth Grade | |
| High School: Visual Art National Learning Standards..... | 34 |
| High School: Texas TEKS..... | 38 |
| High School Art Activities..... | 43 |

Tyler Museum of Art

Lesson Plan:

Barney Delabano, *Acoma, New Mexico*



Barney Delabano, *Acoma, New Mexico*, 1981-1995, oil/masonite, 26.83 inches X 31.83 inches, Tyler Museum of Art, Tyler, Texas.

<https://tylermuseum.pastperfectonline.com/webobject/16D7A33F-C92A-471D-A03D-1676873376455> - *Acoma New Mexico* | Tyler Museum of Art

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, Oil Painting, and Linear Perspective.

Art Vocabulary

Activity Vocabulary:

Biography

- Barney Delabano was born in Dennison, Texas, in 1926.¹
- His initial introduction and appreciation of art came from magazines. Specifically, he was inspired by images of Norman Rockwell paintings.²
 - o They were images that one would see every day, but Rockwell chose to focus on the beauty and imagery within them. Barney Delabano found much of his inspiration in a similar manner.³
- He began studying in Dallas at the Aunspaugh Art School in 1942. While there, he studied under Olin Herman Travis in painting.⁴
- He paused his art career to join the army. By 1947, he was enrolled in Southern Methodist University. He studied for three years with other artists such as Ed Bearden, Otis Dozier, and Jerry Bywaters.⁵
- His love of art extended beyond just that of creation. He was often seen admiring, if not collecting, artwork from his peers.⁶
 - o He also held specific admiration for art pieces that came from a Pre-Columbian, African, or New Guinea origins.⁷
- Much of his artistic inspiration came from everyday life. He drew the beauty he saw in the mundane and inserted it into his paintings, visible through warm colors and soft brush strokes.⁸
 - o This led to many of his pieces having the subject matter of everyday objects or the faces of those closest to him.⁹
- Another key influence in his art style came through Miss Aunspaugh at the Aunspaugh art school. She taught him to look for “clean, wholesome faces” to be his muses. This was to place a sort of simplicity and goodness at the base of his artwork.¹⁰
- Barney Delabano began teaching art in the Dallas Independent School District, starting with elementary and then moving to junior high and high school.¹¹

¹ “Barney Delabano,” *David Dike Fine Art*, accessed January 14, 2026, <https://daviddike.com/portfolio/delabano-barney>.

² Martin Delabano, “Barney Delabano,” *Martin Delabano*, accessed January 14, 2026, <https://www.delabano.com/barney-charles-delabano>.

³ Ibid.

⁴ “Barney Delabano,” *David Dike Fine Art*, accessed January 14, 2026, <https://daviddike.com/portfolio/delabano-barney>.

⁵ Ibid.

⁶ Martin Delabano, “Barney Delabano,” *Martin Delabano*, accessed January 14, 2026, <https://www.delabano.com/barney-charles-delabano>.

⁷ Ibid.

⁸ Ibid.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Ibid.

Tyler Museum of Art

- He later began teaching at local colleges such as Southern Methodist University and Dallas College El Centro Campus.¹²
- He worked within the Dallas Museum of Art for 33 years.¹³
 - o He held the positions of Assistant to the Director and Museum Exhibition Designer until he retired in 1991. He remained a close member of the museum until his death in 1997.¹⁴
- After retiring, he continued his work with a newfound fervor, painting as often as he could.¹⁵
- His artistic career was succeeded by his son, Martin Delabano, who developed his own love of art inspired by his father.¹⁶

Acoma, New Mexico, 1981-1995, Oil Painting

- This is an oil painting which was painted on a masonite board, a piece of hardwood.
- This painting depicts the San Esteban del Rey Mission.
 - o The San Esteban del Rey Mission is a 17th-century mission church established by the Franciscan Order of Friars after the conquering of the Aztec peoples by Francisco Vazquez de Coronado's Spanish forces in the 16th century.¹⁷
 - o It was built on a mesa, a flat-topped hill, which gave the illusion and imagery of this church and the surrounding town, to be in the sky.¹⁸ The city, Acoma, is also called "Sky City" due to this natural phenomenon.¹⁹
- The tans and browns paired with the short, horizontal stripes of either a lighter brown, red, or soft blue work to soften the façade of the church.
 - o The texture created is to reflect the adobe walls, which were made of thick bricks created from a combination of straw and mud. These walls were sturdy, often being built for multiple-story buildings, but they did require fairly recurring maintenance.²⁰
 - o Adobe walls were a common local architecture technique. However, the use of doors and windows on the walls was a foreign concept to this area. The majority of their entrances were on the roofs of their adobe-walled homes. They would serve as a form of protection, as the only way inside these buildings was with a ladder that had to be set up.²¹

¹² Ibid.

¹³ Ibid.

¹⁴ "Barney Delabano," *David Dike Fine Art*, accessed January 14, 2026, <https://daviddike.com/portfolio/delabano-barney>.

¹⁵ Martin Delabano, "Barney Delabano," *Martin Delabano*, accessed January 14, 2026, <https://www.delabano.com/barney-charles-delabano>.

¹⁶ Ibid.

¹⁷ Lauren Kilroy-Ewbank, "Mission Church, San Esteban del Rey, Acoma Pueblo," *Smart History*, accessed January 14, 2026, <https://smarthistory.org/mission-church-san-esteban-del-rey-acoma-pueblo/>.

¹⁸ Ibid.

¹⁹ Ibid.

²⁰ Ibid.

²¹ Ibid.

Tyler Museum of Art

- The soft blues of the sky and the billowing cloud works to complement the warm browns to keep a balanced color palette.
- The reds of the railings and the blues of the vertical shafts draw out and harmonize with the red and blue highlights within the adobe walls. It helps it appear as one piece and not two separate entities pushed together.
- The billowing clouds also serve as a soft but clear horizontal line to contrast the use of linear perspective within the architecture. It also works as a contrast between the more physical and structured and the softer and more immaterial.
- The image is from a corner view, which develops from the use of two-point perspective.
- The receding lines go back towards one of two vanishing points on either the left or right beyond the bounds of the masonite.
- The shadows within this piece are dramatic and allow the viewer to notice the intense sun coming in from the top left.
 - o This would be to show the effect that the desert sun of New Mexico was a key natural feature of the area.
- Together, the contrast in light and the corner view work to develop a focal point. The darkest and lightest portions of this piece land on the vertical line at the distinct corners of the church.

Vocabulary Terms

- **Linear perspective** is the technique of creating definable dimension and depth on a two-dimensional surface.²²
- A **horizon line** is a horizontal line that runs across the art piece. It creates a middle ground that the vanishing points sit on.²³
- A **vanishing point** is a spot decided by the artist where all the non-vertical lines would go back towards. This is what causes the illusion of receding space.²⁴
- **Orthogonal lines** are the lines that start from the object being drawn, often the original cube, and then go back to the vanishing point, causing the development of depth within the piece.²⁵
- **Two-point perspective** is a subset of linear perspective that requires two vanishing points. It would create images reminiscent of a box with the corner facing you or a street corner where you can see both streets going off into the distance from where they converge.²⁶

²² Bogdan Sandu, "What Is Linear Perspective and How to Use It in Art?" Russell Collection, accessed January 14, 2026, <https://russell-collection.com/what-is-linear-perspective/>.

²³ Ibid.

²⁴ Ibid.

²⁵ Ibid.

²⁶ Ibid

Elements of Design²⁷:

- 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 lines are vertical, horizontal, diagonal, zig-zag, and curved.

Shape:

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

Form:

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

Space:

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

Color:

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

Texture:

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

Principles of Design²⁸:

²⁷ Rosalins Ragan, "Elements of Art," in *Art Talk*, 61 – 211, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

²⁸ Rosalins Ragan, "Principles of Design," in *Art Talk*, 211 - 347, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

Tyler Museum of Art

- 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 repetitive imagery and elements of design found in a composition.

Movement:

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

Balance:

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

Proportion:

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

Variety:

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

Emphasis:

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

Unity:

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

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Tyler Museum of Art

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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;
- Identify the key tenets of Two-point linear perspective;
- Be able to apply Two-point linear perspective to their work.

National Learning Standards for Visual Arts:

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

Pre-Kindergarten:

- Creating:
 - 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 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.PKa: Interpret art by identifying and describing subject matter.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.PKa: Select a preferred artwork.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.PKa: Explore the world using descriptive and expressive words and art-making.
 - Anchor Standard 11:

Tyler Museum of Art

- 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:Cr2.1.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.
 - VA:Cr2.3.Ka: Create art that represents natural and constructed environments.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.Ka: Explain the process of making art while creating.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.2.Ka: Describe what an image represents.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.Ka: Interpret art by identifying subject matter and describing relevant details.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.Ka: Explain reasons for selecting a preferred artwork.

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.

Tyler Museum of Art

- 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 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
 - 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

Tyler Museum of Art

- 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

Third Grade:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.3a: Elaborate on an imaginative idea.
 - VA:Cr1.2.3a: Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.3a: Create personally satisfying artwork using a variety of artistic processes and materials.
 - 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.

Tyler Museum of Art

- 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 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.4a: Explore and invent art-making techniques and approaches.
 - VA:Cr2.2.4a: When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
 - 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.

Tyler Museum of Art

- 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.
 - 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.
 - 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.

Tyler Museum of Art

- 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.
 - 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;
- Identify the key tenets of two-point linear perspective;
- Be able to apply two-point linear perspective to their work.

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 / D
 - Historical and Cultural Relevance:
 - identify simple subjects expressed in artworks;
 - share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork;
 - identify the uses of art in everyday life;
 - relate visual art concepts to other disciplines.

First Grade:

- §117.105.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 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. B
 - Foundations: Observation and Perception:
 - 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

Tyler Museum of Art

- 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. B / C
 - Foundations: Observation and Perception:
 - 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. B / C
 - Creative Expression
 - create compositions using the elements of art and principles of design;
 - produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.
- §117.111.b.3. C / D
 - Historical and Cultural Relevance:
 - 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;

Tyler Museum of Art

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 / C / D
 - 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;
 - 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;
 - investigate connections of visual art concepts to other disciplines.
- §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

Tyler Museum of Art

- 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. B / C
 - Creative Expression:
 - 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 / C / D
 - 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;
 - 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;
 - investigate connections of visual art concepts to other disciplines.
- §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 Barney Delabano's artwork *Acoma, New Mexico*. Identify where each element of art is located in the artwork.
2. Examine Barney Delabano's artwork *Acoma, New Mexico*. Identify where each principle of art is located in the artwork.
3. Class Discussion: What is linear perspective?
4. Class Discussion: Where do you see the two-point linear perspective in this piece?
5. Class Discussion: How can it be used in a job?
6. Class Discussion: What types of art can you use linear perspective for?

Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
 - **Materials:** Ruler, paper, pencil, and any other desired medium (i.e., markers, crayons, colored pencils, etc.)
 - **Subject:** Two-Point Linear Perspective
 - **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:** Single Day
1. Show the image of the piece, Barney Delabano's *Acoma, New Mexico*. Use this time to have as detailed a discussion of Barney Delabano and the subject matter of his work as desired. Delving into the history of the subject matter would also fit in this section.
 2. The teacher can show the image of the work and draw on it to demonstrate the different pieces of linear perspective and how to create them. This would use the different vocabulary words for this lesson. Pair this with a detailed discussion of the uses of linear perspective in various fields and everyday lives. (i.e., architecture, artists, designers, spatial reasoning, etc.).
 3. Each student will begin with a sheet of paper, a pencil, and a ruler.
 4. They will use the ruler and a pencil to make a light horizontal line across the page. This will serve as the horizon line.
 5. They will mark two distinct points or dots on the right and left sides of the line. These will serve as the vanishing points.
 6. The students will then draw shorter vertical lines between the two vanishing points. These points will be the beginnings of the boxes the students will create.
 7. Have the students use the ruler to draw a line from the top and bottom of each vertical line to the vanishing points on each side. This will create two elongated triangles in each direction.

Tyler Museum of Art

8. Then, two more vertical lines will be drawn to limit the triangles into trapezoid shapes.
9. Depending upon the vertical orientation of the box, the top or the bottom may need to be defined. To do this, the student would draw a line from the vertical end of the box to the opposite vanishing point and vice versa.
10. After the box(es) are defined, the students can shade or decorate them however they wish with the remaining materials (i.e., markers, crayons, colored pencils, etc.)

Activity: Elementary School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Art History
- **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:** Single Day

The students will create an artist statement for their piece that details where linear perspective is used in the piece and how they used it effectively to create a finished piece. Also, it will include difficulties faced and how they will account for them next time two-point perspective is used in their artworks. They will also discuss how two-point linear perspective and the referenced art piece, Barney Delabano's *Acoma, New Mexico*, inspired them.

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;
- Identify the key tenets of the two-point linear perspective;
- Be able to apply two-point linear perspective to their work.

National Learning Standards for Visual Arts:

Sixth Grade, Seventh Grade, and Eighth Grade

Sixth Grade:

- Creating:
 - 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.
- 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:

Tyler Museum of Art

- Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.6a: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.

Seventh Grade:

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

Tyler Museum of Art

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

Eighth Grade:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.8a: Document early stages of the creative process visually and/or verbally in traditional or new media.
 - VA:Cr1.2.8a: Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - 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 8:
 - Responding: Interpret intent and meaning in artistic work.

Tyler Museum of Art

- 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.
 - 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;
- Identify the key tenets of two-point linear perspective;
- Be able to apply two-point linear perspective to their artwork.

Texas Middle School TEKS:

Art 1, Art 2, Art 3

Art 1:

- §117.202.c.1.B / C / D
 - Foundations: Observation and Perception:
 - 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.2.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;
 - 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. D
 - Historical and Cultural Relevance:

Tyler Museum of Art

- explore career and avocational opportunities in art such as various design, museum, and fine arts fields.
- §117.202.c.4.A / B
 - 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;

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;
- §117.203.b.3.A / D
 - Historical and Cultural Relevance:
 - analyze ways that global, cultural, historical, and political issues influence artworks;
 - identify career and avocational choices in art such as various design, museum, and fine arts fields.
- §117.203.b.4.A / B
 - Critical Evaluation and Response:

Tyler Museum of Art

- 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;

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;
- §117.203.b.3.A / D
 - Historical and Cultural Relevance:
 - analyze ways in which global, contemporary, historical, and political issues have influenced art;
 - compare and contrast career and avocational opportunities in art such as various design, museum, and fine arts fields.
- §117.203.b.4.A / B
 - Critical Evaluation and Response:
 - create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;

Tyler Museum of Art

- 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;

Middle School Art Activities:

Questions for Middle School Students:

1. Examine Barney Delabano, *Acoma, New Mexico*. Identify where each element of art is located in the artwork.
2. Examine Barney Delabano, *Acoma, New Mexico*. Identify where each principle of art is located in the artwork.
3. Class Discussion: What is linear perspective?
4. Class Discussion: Where do you see the two-point linear perspective in this piece?
5. Class Discussion: How can it be used in a job?
6. Class Discussion: What types of art can you use linear perspective for? How would it be used?

Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
 - **Materials:** Ruler, paper, pencil, and any other desired medium (i.e., markers, crayons, colored pencils, etc.)
 - **Subject:** Two-Point Linear Perspective
 - **National Learning Standards:** Sixth Grade, Seventh Grade, and Eighth Grade
 - **Texas TEKS:** Art 1, Art 2, Art 3
 - **Duration:** Extended
1. Show the image of the piece, Barney Delabano, *Acoma, New Mexico*. Use this time to have as detailed a discussion of Barney Delabano and the subject matter of his work as desired. Delving into the historical context of the subject matter would also fit into this time.
 2. The teacher can show the image of the work and draw on it to demonstrate the different pieces of linear perspective and how to create them. This would use the different vocabulary words for this lesson. Pair this with a detailed discussion of the uses of linear perspective in various fields and everyday lives. (i.e., architecture, artists, designers, spatial reasoning, etc.).
 3. Each student will begin with a sheet of paper, a pencil, and a ruler.
 4. They will use the ruler and a pencil to make a light horizontal line across the page. This will serve as a horizon line.
 5. They will mark two distinct points or dots on the right and left sides of the line. They will serve as the vanishing points.
 6. The students will then draw shorter vertical lines between the two vanishing points. These points will be the beginnings of the boxes the students will create.

Tyler Museum of Art

7. Have the students use the ruler to draw a line from the top and bottom of each vertical line to the vanishing points on each side. This will create two elongated triangles in each direction.
8. Then, two more vertical lines will be drawn to limit the triangles into trapezoid shapes.
9. Depending upon the vertical orientation of the box, the top or the bottom may need to be defined. To do this, the student would draw a line from the vertical end of the box to the opposite vanishing point and vice versa.
10. After the box(es) are defined, the students can shade or decorate them however they wish with the remaining materials (i.e., markers, crayons, colored pencils, etc.).
11. The prior steps will work as a preparation for the completed project.
12. The students will create a streetside image of buildings or a city block with two-point perspective in mind. This will allow them to work on their two-point perspective skills and their drawing skills. This will be accomplished by a repetition of steps 3-10.

Activity: Middle School Art History

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

The students will create an artist statement for their piece that details where linear perspective is used in the piece and how they used it effectively to create a finished piece. Also, it will include difficulties faced and how they will account for them next time two-point perspective is used in their artworks. They will also discuss how two-point linear perspective and the referenced art piece, Barney Delabano's *Acoma, New Mexico*, inspired them.

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;
- Identify the key tenets of two-point linear perspective;
- Be able to apply two-point linear perspective to their work.

National Learning Standards for Visual Arts:

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

High School Proficient:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.Ia: Use multiple approaches to begin creative endeavors.
 - VA:Cr1.2.Ia: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
 - Anchor Standard 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.

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- VA:Re8.1.Ia: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.Ia: Establish relevant criteria in order to evaluate a work of art or collection of works.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.Ia: Document the process of developing ideas from early stages to fully elaborated ideas.
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.Ia: Describe how knowledge of culture, traditions, and history may influence personal responses to art.

High School Accomplished:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.IIa: Individually or collaboratively formulate new creative problems based on student's existing artwork.
 - VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.IIa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
 - 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:

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- 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 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.
 - 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 8:
 - Responding: Interpret intent and meaning in artistic work.

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- 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.

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;
- Identify the key tenets of two-point linear perspective;
- Be able to apply two-point linear perspective to their work.

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 / B / D
 - Creative Expression:
 - use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - communicate a variety of applications for design solutions;
 - 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 / D
 - Historical and Cultural Relevance

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- 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;
- compare and contrast career and avocational opportunities in art.
- §117.302.c.4.A / B / C
 - Critical Evaluation and Response
 - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - evaluate and analyze artwork using a 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;

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 / 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;
 - 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.4.A / B / C / D / E
 - Critical Evaluation and Response:

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- interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
- evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
- use responses to artwork critiques to make decisions about future directions in personal work;
- construct a physical or electronic portfolio by evaluating and analyzing personal original artworks to provide evidence of learning;
- select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

Level III:

- §117.304.c.1.A / B / C / D
 - Foundations: Observation and Perception:
 - analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively;
 - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
 - explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork.
- §117.304.c.2.A / E / 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;
 - collaborate to create original works of art;
 - 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.D
 - Historical and Cultural Relevance:
 - examine, research, and develop a plan of action for relevant career, entrepreneurial, and avocational art opportunities within a global economy.

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- §117.304.c.4.A / B / C / D
 - 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;

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 / 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 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.4.A / B / C / D

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- 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;

High School Art Activities:

Questions for High School Students:

1. Examine Barney Delabano, *Acoma, New Mexico*. Identify where each element of art is located in the artwork.
2. Examine Barney Delabano, *Acoma, New Mexico*. Identify where each principle of art is located in the artwork.
3. Class Discussion: What is linear perspective?
4. Class Discussion: Where do you see the two-point linear perspective in this piece?
5. Class Discussion: How can it be used in a job?
6. Class Discussion: What types of art can you use linear perspective for? How would it be used?

Activity: High School Fine Arts

- **Activity Setting:** Classroom and/or outdoor location
 - **Materials:** Ruler, paper, pencil, and any other desired medium (i.e., markers, crayons, colored pencils, etc.)
 - **Subject:** Two-Point Linear Perspective
 - **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
1. Show the image of the piece, Barney Delabano, *Acoma, New Mexico*. Use this time to have as detailed a discussion of Barney Delabano and the subject matter of his work as desired. Delving into the historical context of the subject matter would also fit into this time.
 2. The teacher can show the image of the work and draw on it to demonstrate the different pieces of linear perspective and how to create them. This would use the different vocabulary words for this lesson. Pair this with a detailed discussion of the uses of linear perspective in various fields and everyday lives. (i.e., architecture, artists, designers, spatial reasoning, etc.).
 3. Each student will begin with a sheet of paper, a pencil, and a ruler.
 4. They will use the ruler and a pencil to make a light horizontal line across the page. This will serve as a horizon line.
 5. They will mark two distinct points or dots on the right and left sides of the line. They will serve as the vanishing points.
 6. The students will then draw shorter vertical lines between the two vanishing points. These points will be the beginnings of the boxes the students will create.

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7. Have the students use the ruler to draw a line from the top and bottom of each vertical line to the vanishing points on each side. This will create two elongated triangles in each direction.
8. Then, two more vertical lines will be drawn to limit the triangles into trapezoid shapes.
9. Depending upon the vertical orientation of the box, the top or the bottom may need to be defined. To do this, the student would draw a line from the vertical end of the box to the opposite vanishing point and vice versa.
10. After the box(es) are defined, the students can shade or decorate them however they wish with the remaining materials (i.e., markers, crayons, colored pencils, etc.)
11. The prior steps will work as a preparation for the completed project
12. The students will create a streetside image of buildings or a city block. This will allow them to work on their two-point perspective skills and their drawing skills. This will be accomplished by a repetition of steps 3-10.

Activity: High School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Art History
- **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:** Single Day

The students will create an artist statement for their piece that details where linear perspective is used in the piece and how they used it effectively to create a finished piece. Also, it will include difficulties faced and how they will account for them next time two-point perspective is used in their artworks. They will also discuss how two-point linear perspective and the referenced art piece, Barney Delabano's *Acoma, New Mexico*, inspired them.