

Tyler Museum of Art



# Tyler Museum of Art's Lesson:

## **Bernece Berkman-Hunter, *Birds Of The Sheltered Bay***

### **Table of Contents**

Bernece Berkman-Hunter, <i>Birds Of The Sheltered Bay</i> .....	2
Art Vocabulary.....	3
Bibliography: Resources for Vocabulary and Lesson Plan.....	9
<b>Elementary School: Pre-Kindergarten – Fifth Grade</b>	
Elementary School: Visual Art National Learning Standards.....	12
Elementary School: Texas TEKS.....	18
Elementary School Art Activities.....	22
<b>Middle School: Sixth Grade – Eighth Grade</b>	
Middle School: Visual Art National Learning Standards.....	24
Middle School: Texas TEKS.....	28
Middle School Art Activities.....	31
<b>High School: Ninth Grade – Twelfth Grade</b>	
High School: Visual Art National Learning Standards.....	33
High School: Texas TEKS.....	37
High School Art Activities.....	42

Tyler Museum of Art

## Lesson Plan:

### Bernece Berkman-Hunter, *Birds Of The Sheltered Bay*



Bernece Berkman-Hunter, *Birds Of The Sheltered Bay*, 1970, print, 22.25 inches X 20 inches, Tyler Museum of Art, Tyler, Texas.

<https://tylERMuseum.pastperfectonline.com/Webobject/1A201510-5DC8-41FC-B2C3-951001177640>

**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, Etching, and Negative Space

## Art Vocabulary

### Activity Vocabulary:

#### Biography

- Bernece Berkman was born in 1911 in Chicago, Illinois.<sup>1</sup>
  - o She was born to an American mother and a Russian immigrant father.<sup>2</sup>
- She initially studied at the School of the Art Institute of Chicago, but she had to stop attending due to financial constraints.<sup>3</sup>
- She then transferred to Todros Geller's studio, where she studied oil painting. She took much inspiration from his artworks.<sup>4</sup>
  - o She similarly began to include themes of social justice in her pieces. These were often made to reflect her belief in the Jewish commandment of *tikkun olam*, or repair the world.<sup>5</sup>
  - o Other works of hers, such as *A Gift to Birobidjan* (1937), reference the Jewish themes of exodus and freedom.<sup>6</sup>
- She also studied under Rudolph Weisenborn.<sup>7</sup>
  - o Under his tutelage, she developed an artistic style that would be considered Cubistic and Expressionistic.<sup>8</sup>
  - o Her Cubist-based style evolved as her career progressed. Her art became increasingly abstract as she experimented with size distortion and shape.<sup>9</sup>
    - She referenced *Guernica* by Pablo Picasso as an inspiration for her style.<sup>10</sup>
- She worked within the WPA, or Works Progress Administration, during the Great Depression.<sup>11</sup>
  - o The WPA was an organization created by President Franklin D. Roosevelt to help supply the American people with stable jobs. They often were connected to public works or services to the community, such as roads, bridges, hospitals, and many other important pieces of infrastructure. They even extended to artistic individuals,

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<sup>1</sup> "Bernece Berkman," *Illinois Women Artists Project*, accessed February 9, 2026, <https://illinoiswomenartists.org/author/bernece-berkman/>.

<sup>2</sup> Bernece Berkman-Hunter, "Madron," *Madron*, accessed February 9, 2026, <https://www.madrongallery.com/bernece-berkman>.

<sup>3</sup> "Bernece Berkman," *Illinois Women Artists Project*, accessed February 9, 2026, <https://illinoiswomenartists.org/author/bernece-berkman/>.

<sup>4</sup> Susan Weininger, "Bernece Berkman," *Modernism in the New City: Chicago Artists 1920-1950*, accessed February 9, 2026, <https://www.chicagomodern.org/artists/bernece-berkman>.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

<sup>11</sup> Bernece Berkman-Hunter, "Madron," *Madron*, accessed February 9, 2026, <https://www.madrongallery.com/bernece-berkman>.

## Tyler Museum of Art

such as Bernece Berkman-Hunter, to create public murals and other community-based works of art.<sup>12</sup>

- The WPA provided much-needed job opportunities as the unemployment rate had skyrocketed to twenty percent of the American population.<sup>13</sup>
- Bernece Berkman-Hunter worked for the painting and graphic arts divisions.<sup>14</sup> There, she created both paintings and prints.<sup>15</sup>
  - She painted the *South Chicago Series #7* during her stint at the WPA.<sup>16</sup>
    - During this time, she also worked on her printmaking skills.<sup>17</sup>
- She married Oscar Hunter, a writer, and they moved to New York in 1946.<sup>18</sup>
  - They ran a wallpaper company until 1970.<sup>19</sup>
  - The two divorced in 1976.<sup>20</sup>
- She passed away in 1988 in New York City, New York.<sup>21</sup>

***Birds Of The Sheltered Bay, 1970, Print***

- This is a print piece. It is the 40<sup>th</sup> edition out of 50 prints.
  - It was produced through a process called etching.
- It depicts three birds with trees or foliage around them. Within the foliage on the left side of the page, there is a bright orange ellipse or teardrop. Beneath the birds and the foliage, there is a pool of water.
  - The three birds seem to be flying towards each other. The top left bird has a red base with a dark purple overlay. The bird to its right has an orange base with the same dark purple overlay. The third bird on the bottom has a yellow base with a blue-green overlay.
  - The foliage around them is the same blue-green as the bottom bird. It mostly has a white base, but small sections have a yellow base like the third bird.
  - The water has a blend of two different shades of blue that create the water effect at the bottom of the page.
- The use of line is a distinct aspect of this piece.
  - The lines add dimension and texture to the birds and the foliage.
- The water is visually different than the rest of the print.

<sup>12</sup> “Works Progress Administration (WPA),” History.com, accessed February 20, 2026, <https://www.history.com/articles/works-progress-administration>.

<sup>13</sup> Ibid.

<sup>14</sup> Bernece Berkman-Hunter,” *Madron*, accessed February 9, 2026, <https://www.madrongallery.com/bernece-berkman>.

<sup>15</sup> Susan Weininger, “Bernece Berkman,” *Modernism in the New City: Chicago Artists 1920-1950*, accessed February 9, 2026, <https://www.chicagomodern.org/artists/bernece-berkman>.

<sup>16</sup> “South Chicago Series #7,” *U.S. General Service Administration Fine Arts Collection*, accessed February 9, 2026, <https://art.gsa.gov/artworks/17134/south-chicago-series7?ctx=cbe1a703f24289e70dc10953810c9f214d65c001&idx=28>.

<sup>17</sup> Susan Weininger, “Bernece Berkman,” *Modernism in the New City: Chicago Artists 1920-1950*, accessed February 9, 2026, <https://www.chicagomodern.org/artists/bernece-berkman>.

<sup>18</sup> Ibid.

<sup>19</sup> Ibid.

<sup>20</sup> Ibid.

<sup>21</sup> Ibid.

## Tyler Museum of Art

- The two blues are not one on top of the other. Instead, they sit side by side in a random pattern. This pattern is reminiscent of ripples or small waves in a body of water.
- This difference in texture adds a contrast between the water and the birds and plants.
- The contrast is likely showing the difference between the organisms and the non-living matter of water.
- The use of “Sheltered Bay” in the title references how these birds and the world around them are undisturbed.
  - Bays are coastal areas that have land on three sides of them. This land development limits the activity of currents in this area, leading to calmer water. It often forms with large formations of rock that would also reduce the effect the wind would have on the area.<sup>22</sup>
    - These areas are not only calmer than other coastal areas in general. They also offer further protection and insulation from more dangerous weather events like hurricanes or tsunamis.<sup>23</sup>
  - Altogether, the use of the term ‘sheltered bay’ creates an additional sense of peace and protection in this print.
- The choice of color is bright and flat.
  - The base colors of each object depicted are bright and loud. However, the overlays are softer and have more neutralized colors.
    - This contrast of bright and deeper shades helps the individual pieces pop off the page.
- The use of negative space is also prevalent in this piece.
  - Negative space is used to add further contrast within this piece.
  - Between the detailed line work and bright colors, there is a lot for the viewer's eye to observe. The addition of negative space, essentially blank space, helps the eye rest. It can also help define the drawings themselves by allowing them to stand out more.
  - Another effective strategy used with negative space is to have it form unique or irregular shapes. These shapes help add interest without overwhelming the viewer’s eyes.
    - The irregular shapes mentioned are the portions of blank paper between the defined shapes of the birds and plants.

### Vocabulary Terms

- **Printmaking** is the process by which an artist creates a design on a base. Afterward, they coat the base with ink and press it onto a sheet of paper, leaving a stamp-like effect on the page that is often repeatable.<sup>24</sup>

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<sup>22</sup> “Bay,” *National Geographic: Education*, accessed February 9, 2026, <https://education.nationalgeographic.org/resource/bay/>.

<sup>23</sup> Ibid.

<sup>24</sup> “What Is Print-Making?” *World of Printmaking*, accessed February 9, 2026, <https://www.worldofprintmaking.com/what-is-printmaking>.

## Tyler Museum of Art

- **Etching** is a type of printmaking. The process starts with an artist coating a metal plate with wax. Afterward, they will scratch away the wax in places to create the design that will later be printed out. Once the design is completed, the artist will coat the metal plate in acid, which will only leave marks or indentations where the wax was removed. Then, the plate will be coated in ink and pressed against sheets of paper to print the design.<sup>25</sup>
- **Negative Space** is the blank space, or white space, within a piece of art. It is the space that surrounds and separates the subjects of the work. It helps create a balance in the composition while also drawing focus to the focal point or main image within a piece.<sup>26</sup>

## Elements of Design<sup>27</sup>:

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

### Line:

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

### Shape:

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

### Form:

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

### Space:

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

### Color:

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<sup>25</sup> Charlene Lewis, "What Is Etching in Art? – A Guide to Learning Etching Techniques," accessed February 9, 2026, <https://artincontext.org/what-is-etching-in-art/>.

<sup>26</sup> Sara Barnes, "How Artists Use Negative Space to Say a Lot with Nothing," *My Modern Met*, accessed February 9, 2026, <https://mymodernmet.com/negative-space-definition/>.

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

## Tyler Museum of Art

- 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 Design<sup>28</sup>:**

- 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:**

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<sup>28</sup> 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

- 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;
- Understand the process of etching;
- And, be able to create a piece with the concept of etching in mind.

## **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 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:

## Tyler Museum of Art

- Connecting: Synthesize and relate knowledge and personal experiences to make art.
  - VA:Cn10.1.PKa: Explore the world using descriptive and expressive words and art-making.
- Anchor Standard 11:
  - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
    - VA:Cn11.1.PKa: Recognize that people make art.

**Kindergarten:**

- Creating:
  - Anchor Standard 1:
    - Creating: Generate and conceptualize artistic ideas and work.
      - VA:Cr1.1.Ka: Engage in exploration and imaginative play with materials.
      - VA:Cr1.2.Ka: Engage collaboratively in creative art-making in response to an artistic problem.
  - Anchor Standard 2:
    - Creating: Organize and develop artistic ideas and work.
      - VA:Cr2.1.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:

## Tyler Museum of Art

- Anchor Standard 1:
  - Creating: Generate and conceptualize artistic ideas and work.
    - VA:Cr1.1.1a: Engage collaboratively in exploration and imaginative play with materials.
    - VA:Cr1.2.1a: Use observation and investigation in preparation for making a work of art.
- Anchor Standard 2:
  - Creating: Organize and develop artistic ideas and work.
    - VA:Cr2.1.1a: Explore uses of materials and tools to create works of art or design.
    - 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

## Tyler Museum of Art

- 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

**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.

## Tyler Museum of Art

- 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.

**Fourth Grade:**

- Creating:
  - Anchor Standard 1:
    - Creating: Generate and conceptualize artistic ideas and work.
      - VA:Cr1.1.4a: Brainstorm multiple approaches to a creative art or design problem.
      - VA:Cr1.2.4a: Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
  - Anchor Standard 2:
    - Creating: Organize and develop artistic ideas and work.
      - VA:Cr2.1.4a: Explore and invent art-making techniques and approaches.
      - VA:Cr2.2.4a: When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
- 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.

## Tyler Museum of Art

- 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.

**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 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.
- 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.

## **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;
- Understand the process of etching;
- And, be able to create a piece with the concept of etching in mind.

#### **Texas Elementary School TEKS:**

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

##### **Kindergarten:**

- §117.102.b.1. B
  - o 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
  - o 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
  - o Historical and Cultural Relevance:
    - identify simple subjects expressed in artworks;
- §117.102.b.4.A
  - o Critical Evaluation and Response:
    - express ideas about personal artworks or portfolios;

##### **First Grade:**

## Tyler Museum of Art

- §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
  - Historical and Cultural Relevance:
    - identify simple ideas expressed in artworks through different media;
    - demonstrate an understanding that art is created globally by all people throughout time;
- §117.105.b.4.A
  - Critical Evaluation and Response:
    - explain ideas about personal artworks;

**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
  - Historical and Cultural Relevance:
    - interpret stories, content, and meanings in a variety of artworks;
- §117.108.b.4. A
  - Critical Evaluation and Response:
    - support reasons for preferences in personal artworks;

## Tyler Museum of Art

**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.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.4. A
  - Critical Evaluation and Response
    - evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists;

**Fourth Grade:**

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

## Tyler Museum of Art

installation art, digital art and media, and photographic imagery using a variety of art media and materials.

- §117.114.b.4. A
  - Critical Evaluation and Response
    - evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists.

**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.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 Bernece Berkman-Hunter, *Birds Of The Sheltered Bay*. Identify where each element of art is located in the artwork.
2. Examine Bernece Berkman-Hunter, *Birds Of The Sheltered Bay*. Identify where each principle of art is located in the artwork.
3. Class Discussion: What is etching?
4. Class Discussion: What is negative space? How is it used in Bernece Berkman-Hunter's *Birds Of The Sheltered Bay*?

### Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
  - **Materials:** Crayons, paper (preferably a thicker drawing paper or cardstock), and wooden skewers
  - **Subject:** Etching
  - **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. The teacher will show an image of Bernece Berkman-Hunter's *Birds Of The Sheltered Bay*. They will use this time to have as detailed of a discussion of Bernece Berkman-Hunter and the process of etching and negative space as desired. This would also include the discussion of the different vocabulary words for this lesson. The teacher would also draw attention to how different elements of design are used in the piece, particularly the use of line and color.
  2. The teacher will explain the project and the required steps to the students. This will be steps 3-6. This project will be reminiscent of the process of carving away wax in etching-based art pieces. They would carve away the black. This would leave the pattern beneath to act as negative space. This would also be the space eroded by the acid in the etching process.
  3. Each student will have a sheet of paper and a wooden skewer. The crayons can be shared between the students.
  4. The students will draw a pattern with brightly colored crayons that are lighter in hue. For the best effect, the blocks of color should be in thick layers.
  5. After the pattern is finished, the students will cover it in a layer of black crayon. The darker and thicker this layer is, the more the colors beneath will pop. This will take many layers.

## Tyler Museum of Art

6. Once the layer of black crayon has completely filled out, the student can use their wooden skewer to scratch away the black crayon to create a drawing with the bright colors peeking through the layer of black crayon.

**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 each create an artist statement for their piece that details how they used the elements and principles of design, such as line and color, to create their piece. References to the use of negative space and the etching process will also be included. They would also connect their understandings and use of line, color, and negative space in their piece to that of Bernece Berkman-Hunter's *Birds Of The Sheltered Bay*.

## **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;
- Understand the process of etching;
- Be able to create a piece with the concept of etching in mind.

## **National Learning Standards for Visual Arts:**

### **Sixth Grade, Seventh Grade, and Eighth Grade**

#### **Sixth Grade:**

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

## Tyler Museum of Art

- 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.

**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 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.

## Tyler Museum of Art

- 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.

**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.

## Tyler Museum of Art

- VA:Re9.1.8a: Create a convincing and logical argument to support an evaluation of art.

## **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;
- Understand the process of etching;
- Be able to create a piece with the concept of etching in mind.

#### **Texas Middle School TEKS:**

##### **Art 1, Art 2, Art 3**

##### **Art 1:**

- §117.202.c.1 B / C / D
  - o 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.B / C
  - o Creative Expression:
    - 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.C
  - o Historical and Cultural Relevance:
    - explain the relationships that exist between societies and their art and architecture;
- §117.202.c.4.A / B

## Tyler Museum of Art

- 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.B / C / D
  - Foundations: Observation and Perception:
    - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal 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.4.A / B
  - 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;

**Art 3:**

- §117.203.b.1.B / C / D
  - Foundations: Observation and Perception:
    - 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;

## Tyler Museum of Art

- 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.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;
    - 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 Bernece Berkman-Hunter, *Birds Of The Sheltered Bay*. Identify where each element of art is located in the artwork.
2. Examine Bernece Berkman-Hunter, *Birds Of The Sheltered Bay*. Identify where each principle of art is located in the artwork.
3. Class Discussion: What is etching?
4. Class Discussion: What is negative space? How is it used in Bernece Berkman-Hunter's *Birds Of The Sheltered Bay*?

### Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
  - **Materials:** Crayons, paper (preferably a thicker drawing paper or cardstock), and wooden skewers
  - **Subject:** Etching
  - **National Learning Standards:** Sixth Grade, Seventh Grade, and Eighth Grade
  - **Texas TEKS:** Art 1, Art 2, Art 3
  - **Duration:** Single Day
1. The teacher will show an image of Bernece Berkman-Hunter's *Birds Of The Sheltered Bay*. They will use this time to have as detailed of a discussion of Bernece Berkman-Hunter and the process of etching and negative space as desired. This would also include the discussion of the different vocabulary words for this lesson. The teacher would also draw attention to how different elements of design are used in the piece, particularly the use of line and color.
  2. The teacher will explain the project and the required steps to the students. This will be steps 3-6. This project will be reminiscent of the process of carving away wax in etching-based art pieces. They would carve away the black. This would leave the pattern beneath to act as negative space. This would also be the space eroded by the acid in the etching process.
  3. Each student will have a sheet of paper and a wooden skewer. The crayons can be shared between the students.
  4. The students will draw a pattern with brightly colored crayons that are lighter in hue. For the best effect, the blocks of color should be in thick layers.
  5. After the pattern is finished, the students will cover it in a layer of black crayon. The darker and thicker this layer is, the more the colors beneath will pop. This will take many layers.

## Tyler Museum of Art

6. Once the layer of black crayon has completely filled out, the student can use their wooden skewer to scratch away the black crayon to create a drawing with the bright colors peeking through the layer of black crayon.

**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 each create an artist statement for their piece that details how they used the elements and principles of design, such as line and color, to create their piece. References to the use of negative space and the etching process will also be included. They would also connect their understandings and use of line, color, and negative space in their piece to that of Bernece Berkman-Hunter's *Birds Of The Sheltered Bay*.

## **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;
- Understand the process of etching;
- Be able to create a piece with the concept of etching in mind.

## **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.
  - Anchor Standard 2:
    - Creating: Organize and develop artistic ideas and work.
      - VA:Cr2.1.Ia: Engage in making a work of art or design without having a preconceived plan.
  - 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 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.

## Tyler Museum of Art

- 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.

**High School Accomplished:**

- Creating:
  - Anchor Standard 1:
    - Creating: Generate and conceptualize artistic ideas and work.
      - VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
  - Anchor Standard 2:
    - Creating: Organize and develop artistic ideas and work.
      - VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
      - VA:Cr2.2.IIa: Demonstrate awareness of ethical implications of making and distributing creative work.
- 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:

## Tyler Museum of Art

- Connecting: Synthesize and relate knowledge and personal experiences to make art.
  - VA:Cn10.1.IIa: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

**High School Advanced:**

- Creating:
  - Anchor Standard 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:Cr2.2.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.
- Presenting:
  - Anchor Standard 4:
    - Presenting: Select, analyze, and interpret artistic work for presentation.
      - VA: Pr4.1.IIIa: Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
  - Anchor Standard 5:
    - Presenting: Develop and refine artistic techniques and work for presentation.
      - VA:Pr5.1.IIIa: Investigate, compare, and contrast methods for preserving and protecting art.
  - Anchor Standard 6:
    - Presenting: Convey meaning through the presentation of artistic work.

## Tyler Museum of Art

- VA:Pr6.1.IIIa: Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.
- Responding:
  - Anchor Standard 8:
    - Responding: Interpret intent and meaning in artistic work.
      - VA:Re8.1.IIIa: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
  - Anchor Standard 9:
    - Responding: Apply criteria to evaluate artistic work.
      - 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;
- Understand the process of etching;
- Be able to create a piece with the concept of etching in mind.

#### **Texas High School TEKS:**

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

###### **Level I:**

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

## Tyler Museum of Art

- §117.302.c.4.A / B
  - Critical Evaluation and Response
    - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
    - evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;

**Level II:**

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

## Tyler Museum of Art

- evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
- use responses to artwork critiques to make decisions about future directions in personal work;

**Level III:**

- §117.304.c.1.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 / 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;
    - solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions;
    - create original artwork to communicate thoughts, feelings, ideas, or impressions;
    - 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.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;

## Tyler Museum of Art

- 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 / 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.4.A / B / C / D
  - 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;

## Tyler Museum of Art

- 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 Bernece Berkman-Hunter, *Birds Of The Sheltered Bay*. Identify where each element of art is located in the artwork.
2. Examine Bernece Berkman-Hunter, *Birds Of The Sheltered Bay*. Identify where each principle of art is located in the artwork.
3. Class Discussion: What is etching?
4. Class Discussion: What is negative space? How is it used in Bernece Berkman-Hunter's *Birds Of The Sheltered Bay*?

### Activity: High School Fine Arts

- **Activity Setting:** Classroom and/or outdoor location
  - **Materials:** Crayons, paper (preferably a thicker drawing paper or cardstock), and wooden skewers
  - **Subject:** Etching
  - **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
1. The teacher will show an image of Bernece Berkman-Hunter's *Birds Of The Sheltered Bay*. They will use this time to have as detailed of a discussion of Bernece Berkman-Hunter and the process of etching and negative space as desired. This would also include the discussion of the different vocabulary words for this lesson. The teacher would also draw attention to how different elements of design are used in the piece, particularly the use of line and color.
  2. The teacher will explain the project and the required steps to the students. This will be steps 3-6. This project will be reminiscent of the process of carving away wax in etching-based art pieces. They would carve away the black. This would leave the pattern beneath to act as negative space. This would also be the space eroded by the acid in the etching process.
  3. Each student will have a sheet of paper and a wooden skewer. The crayons can be shared between the students.
  4. The students will draw a pattern with brightly colored crayons that are lighter in hue. For the best effect, the blocks of color should be in thick layers.
  5. After the pattern is finished, the students will cover it in a layer of black crayon. The darker and thicker this layer is, the more the colors beneath will pop. This will take many layers.
  6. Once the layer of black crayon has completely filled out, the student can use their wooden skewer to scratch away the black crayon to create a drawing with the bright colors peeking through the layer of black crayon.

## 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 each create an artist statement for their piece that details how they used the elements and principles of design, such as line and color, to create their piece. References to the use of negative space and the etching process will also be included. They would also connect their understandings and use of line, color, and negative space in their piece to that of Bernece Berkman-Hunter's *Birds Of The Sheltered Bay*.