

Tyler Museum of Art



Tyler Museum of Art's Lesson:

Ansel E. Nunn, *Carter And Bro. No. 5*

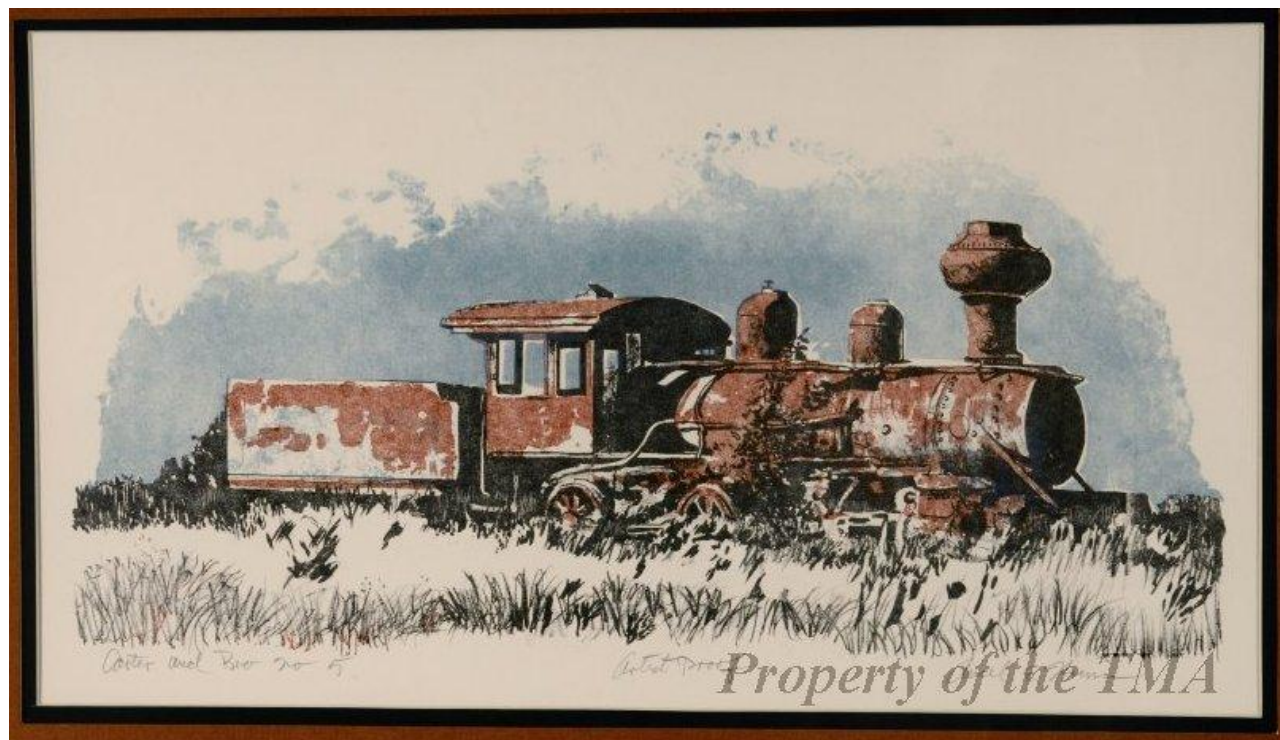
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Lesson Plan:

Ancel E. Nunn, *Carter And Bro. No. 5*



Ancel E. Nunn, *Carter And Bro. No. 5*, n.d., print, 10.5 inches X 19 inches, Tyler Museum of Art, Tyler, Texas.

<https://tylermuseum.pastperfectonline.com/Webobject/F442096C-3B77-454A-9754-873281921442>

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, Color Gradients, and Color Cancellation.

Art Vocabulary

Activity Vocabulary:

Artist Biography

- Ancel E. Nunn was born on April 27, 1928, in Seymour, Texas. He spent the majority of his youth in West Texas.¹
- He started drawing at the age of 12.² However, he was attributed to have wanted to be an artist since he was 10 years old.³
- He pursued an artistic education through summer workshops. These were often at the Dallas Institute of Art.⁴ There, he was able to study under artists such as Dong Kingman and Alexander Hogue.⁵
 - o Dong Kingman was a well-known watercolorist. He travelled often, both to showcase his work and to teach.⁶ He also later served as an American ambassador to the People’s Republic of China in 1981.⁷
 - o Alexander Hogue was an experienced painter. He was known for depicting accurate landscapes referencing environmental issues such as the Dust Bowl or erosion. He also worked to teach many young artists, particularly in life drawing classes.⁸
- Ancel E. Nunn also entered a variety of art competitions. In 1944, he was awarded Honorable Mention at the Ingersoll Competition with his piece, *The Domino Players*. Then, in 1945, he won first place in the same competition with his piece, *The Cockfight*.⁹
 - o *The Domino Players* was an etching, while *The Cockfight* was a watercolor.¹⁰
- He graduated from high school in 1946.¹¹
- Ancel E. Nunn entered the United States Army in 1947. He retired with the rank of Major in 1964.¹²
 - o During this time, he produced very few paintings.¹³

¹ “Ancel Nunn,” *Foltz Fine Art*, accessed March 4, 2026, <https://foltzgalleries.com/artist/ancel-nunn>.

² “Ancel Nunn Depot North Zulch,” *Vintage Texas Paintings*, accessed March 4, 2026, <https://www.vintagetexaspaintings.com/texas-art/2484-ancel-nunn-depot-north-zulch-lithograph>.

³ “Nunn, Ancel E.,” *David Dike Fine Art*, accessed March 4, 2026, <https://daviddike.com/portfolio/nunn-ancel-e/>.

⁴ “Ancel Nunn,” *Foltz Fine Art*, accessed March 4, 2026, <https://foltzgalleries.com/artist/ancel-nunn>.

⁵ “Ancel Nunn Depot North Zulch,” *Vintage Texas Paintings*, accessed March 4, 2026, <https://www.vintagetexaspaintings.com/texas-art/2484-ancel-nunn-depot-north-zulch-lithograph>.

⁶ Anna Lee, “Dong Kingman,” *Smithsonian American Art Museum*, accessed March 16, 2026, <https://americanart.si.edu/artist/dong-kingman-2636>.

⁷ Ibid.

⁸ David C. Hunt, “Hogue, Alexandre (1898–1994),” *Oklahoma Historical Society*, accessed March 16, 2026, <https://www.okhistory.org/publications/enc/entry?entry=HO008>.

⁹ “Ancel Nunn,” *Foltz Fine Art*, accessed March 4, 2026, <https://foltzgalleries.com/artist/ancel-nunn>.

¹⁰ “Nunn, Ancel E.,” *David Dike Fine Art*, accessed March 4, 2026, <https://daviddike.com/portfolio/nunn-ancel-e/>.

¹¹ “Ancel Nunn Depot North Zulch,” *Vintage Texas Paintings*, accessed March 4, 2026, <https://www.vintagetexaspaintings.com/texas-art/2484-ancel-nunn-depot-north-zulch-lithograph>.

¹² Ibid.

¹³ Ibid.

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- After he was released from the Army, he decided to make a career as an artist. He opened his first studio in 1964.¹⁴
- Ancel Nunn is known for his super-realism style.¹⁵
- Many of his initial artworks were very nostalgic and regionalistic in nature. They were very detailed and often reminiscent of his childhood in West Texas.¹⁶
 - o The nostalgia is visible through some of his published books, such as *Remnants of Change*.¹⁷
- As his life progressed, Ancel Nunn's pieces became more surreal.¹⁸
 - o Ancel E. Nunn's style stays mostly the same, with realistic drawing, but he adds the juxtaposition of objects that would not normally be together. For example, he would draw a peaceful and still landscape but add in foreboding clouds.¹⁹
- Ancel Nunn died on December 24, 1999.²⁰

Artwork Information

- Ancel E. Nunn's *Carter And Bro. No. 5* is a print. It was given by the artist himself to the Tyler Museum of Art.
- This piece is an artist's proof.
 - o Artist's proofs are a special type of print. They serve as an example of what the printing plates and inks look like once compiled onto a piece of paper. It is proof that the artist's process and methods have succeeded. Artist's proofs are one-to-one and made prior to the series.²¹
 - o The graphite writing beneath the artwork identifies this piece as an artist's proof. On the right side, it says the title, *Carter And Bro. No. 5*. On the left, it has Ancel E. Nunn's signature. In the middle, the words "Artist's Proof" are written.
- This piece depicts an old, rusted train in the middle of a large field. The train is a WT Carter and Bro. No. 5 model.
 - o This train was sold in 1913 to the Shreveport, Houston & Gulf Railroad in Manning, Texas.²² It was later abandoned in 1936.²³
 - o Now, the train is on display at the Polk County Memorial Museum in Livingston, Texas.²⁴
- The train has just the engine and one car, the caboose.
- There is a significant use of contrast in this piece.

¹⁴ "Nunn, Ancel E.," *David Dike Fine Art*, accessed March 4, 2026, <https://daviddike.com/portfolio/nunn-ancel-e/>.

¹⁵ "Ancel Nunn," *Foltz Fine Art*, accessed March 4, 2026, <https://foltzgallery.com/artist/ancel-nunn>.

¹⁶ Ibid.

¹⁷ "Nunn, Ancel E.," *David Dike Fine Art*, accessed March 4, 2026, <https://daviddike.com/portfolio/nunn-ancel-e/>.

¹⁸ "Ancel Nunn," *Foltz Fine Art*, accessed March 4, 2026, <https://foltzgallery.com/artist/ancel-nunn>.

¹⁹ Ibid.

²⁰ Ibid.

²¹ "What Is an Artist's Proof?" *Fair Art*, accessed March 30, 2026, <https://fairart.com/editorial/guide/artist-proof/37>.

²² "W. T. Carter & Bro #5," *RGUS*, 2020, accessed March 16, 2026, <https://www.rgusrail.com/txwtc5.html>.

²³ Ibid.

²⁴ Ibid.

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- The ink colors used are a rusty orange and a desaturated blue. These two colors together serve as complementary colors. They work against each other to stand out better and draw interest to the piece.
- The line work also creates contrast in texture. The natural and loose lines of the grass and plants contrast with the sharper and more industrial lines defining the train. Both types of line allow a different texture to develop in the viewer's eye.
- Furthermore, the irregular shapes of the rusty orange overtop the defined lines of the train emphasize the difference in textures. Rust tends to be irregular, and it is visibly different, even from so far away, from standard, new iron. The rust softens the train to further signify its age.
- The soft, desaturated blue has a similar effect on the texture of the sky. The blue does not simply stop at the edge of the piece. It fades in an irregular shape. This shading, created by an absence of color, builds up the texture of the clouds overhead.
- This piece follows Ancel E. Nunn's realism-based style well. The train is rusty, and it has grass growing up around it. Both of these signify how long the train has been in that field. They also demonstrate his attention to minute details evident in his work.
 - Furthermore, when someone thinks of a train, they tend to think of nice and well-managed trains. This piece adds to Ancel E. Nunn's surreal additions, as his audience usually does not see rust on a train.

Vocabulary Terms

- Complementary colors are colors that lie directly opposite each other on the color wheel. Examples are red and green, blue and orange, and purple and yellow. When placed together, they allow each other to stand out in the composition.²⁵
- Color cancellation is the process of mixing two complementary colors to desaturate the color. This allows for colors to blend better to create a more unified artwork.²⁶
- Gradients are a gradual transition between two or more colors. They are used in both the shading and the coloring of an artwork.²⁷

Elements of Design²⁸:

- 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:

²⁵ "What is it called when you mix complementary colors?" *Color with Leo*, accessed March 23, 2026, <https://www.colorwithleo.com/what-is-it-called-when-you-mix-complementary-colors/>.

²⁶ Ibid.

²⁷ "What is Gradient in Art?" *CLRN*, accessed March 23, 2026, <https://www.clrn.org/what-is-gradient-in-art/>.

²⁸ Rosalins Ragan, "Elements of Art," in *Art Talk*, 61 – 211, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

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- 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:

- 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 Design²⁹:

- 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.

²⁹ Rosalins Ragan, "Principles of Design," in *Art Talk*, 211 - 347, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

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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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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 how color cancellation is used in this artwork;
- And, be able to effectively create a gradient between two complementary colors.

National Learning Standards for Visual Arts:

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

Pre-Kindergarten:

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

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- VA:Re9.1.PKa: Select a preferred artwork.
- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.PKa: Recognize that people make art.

Kindergarten:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.Ka: Engage in exploration and imaginative play with materials.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.Ka: Through experimentation, build skills in various media and approaches to art-making.
 - VA:Cr2.2.Ka: Identify safe and non-toxic art materials, tools, and equipment.
 - 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 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
- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.Ka: Identify a purpose of an artwork.

First Grade:

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

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

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- 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.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.

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- VA:Cr3.1.3a: Elaborate visual information by adding details in an artwork to enhance emerging meaning.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.3a: Speculate about processes an artist uses to create a work of art.
 - VA:Re.7.2.3a: Determine messages communicated by an image.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.3a: Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.3a: Evaluate an artwork based on given criteria.
- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.3a: Recognize that responses to art change depending on knowledge of the time and place in which it was made.

Fourth Grade:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.4a: Brainstorm multiple approaches to a creative art or design problem.
 - VA:Cr1.2.4a: Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.4a: Explore and invent art-making techniques and approaches.
 - VA:Cr2.2.4a: When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
 - VA:Cr2.3.4a: Document, describe, and represent regional constructed environments.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work

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- VA:Re.7.1.4a: Compare responses to a work of art before and after working in similar media.
- VA:Re.7.2.4a: Analyze components in visual imagery that convey messages.
- Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.4a: Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
- 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.
 - 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.

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- 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 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 how color cancellation is used in this artwork;
- And, be able to effectively create a gradient between two complementary colors.

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 / B
 - o Critical Evaluation and Response:
 - express ideas about personal artworks or portfolios;

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- express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers;

First Grade:

- §117.105.b.1.A / B
 - Foundations: Observation and Perception:
 - identify similarities, differences, and variations among subjects in the environment using the senses;
 - identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.
- §117.105.b.2. A / B / C
 - Creative Expression:
 - invent images that combine a variety of lines, shapes, colors, textures, and forms;
 - place components in orderly arrangements to create designs;
 - increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.
- §117.105.b.3. A / B / D
 - 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;
 - relate visual art concepts to other disciplines.
- §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;

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- create compositions using the elements of art and principles of design;
- identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.
- §117.108.b.3. A / B
 - Historical and Cultural Relevance:
 - interpret stories, content, and meanings in a variety of artworks;
 - examine historical and contemporary artworks created by men and women, making connections to various cultures;
- §117.108.b.4. A / B
 - Critical Evaluation and Response:
 - support reasons for preferences in personal artworks;
 - compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers;

Third Grade:

- §117.111.b.1. 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. B
 - Historical and Cultural Relevance:
 - compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures;
- §117.111.b.4. A / B
 - Critical Evaluation and Response
 - evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists;
 - use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical

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

Fourth Grade:

- §117.114.b.1. B / C
 - o 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.
- §117.114.b.2. B / C
 - o Creative Expression:
 - 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. B
 - o Historical and Cultural Relevance:
 - compare purpose and content in artworks created by historical and contemporary men and women, making connections to various cultures;
- §117.114.b.4. A / B / C
 - o Critical Evaluation and Response
 - evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists.
 - use methods such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums;
 - compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios.

Fifth Grade:

- §117.117.b.1. B / C
 - o 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; and

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- discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- §117.117.b.2. A / B / C
 - Creative Expression:
 - integrate ideas drawn from life experiences to create original works of art;
 - create compositions using the elements of art and principles of design;
 - produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials.
- §117.117.b.3. B
 - Historical and Cultural Relevance:
 - compare the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures;
- §117.117.b.4. A / B / C
 - 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;
 - compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios.

Elementary School Art Activities:

Questions for Elementary School Students:

1. Examine Ancel E. Nunn, *Carter And Bro. No. 5*. Identify where each element of art is located in the artwork.
2. Examine Ancel E. Nunn, *Carter And Bro. No. 5*. Identify where each principle of art is located in the artwork.
3. How does color cancellation work?
4. How can color cancellation enhance a piece of art?

Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
 - **Materials:** Watercolor paints, paint brushes, cups of water, a little dish to mix on, paper towels, watercolor paper, a pen, and a pencil
 - **Subject:** Color cancellation
 - **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 Ancel E. Nunn's piece, *Carter And Bro. No. 5*. The teacher would use this time to discuss this piece in depth. They would reference both the content of the piece and its artistic process. This would include the use of color cancellation and complementary colors.
 2. The teacher will then explain the activity. This will be steps 3-7. The students will draw a train with one engine and four cars. They can also draw a setting for the train, if it is desired. The students will then use watercolors to mix a gradient between two complementary colors (i.e., red and green, blue and orange, yellow and purple, etc.).
 3. Each student will need a piece of watercolor paper, a pen, and a pencil.
 4. The student will draw a train horizontally on the page. This will be the engine and the four consecutive cars. Then they will outline the defining lines of the train with the pen.
 5. Once the train is drawn, the student will need watercolors, a cup of water, a paintbrush, and a little dish to mix colors in.
 6. The student will mix the two complementary colors chosen to create three new colors. One of these colors will be half of each complementary color, while the other two will have a ratio of two-thirds to a third and vice versa.
 7. The student will then apply the colors in a gradient, which puts one complementary color on the engine while the other complementary color is on the caboose.

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. They will reference the technique of color cancellation through complementary colors. The students will reference inspiration in the subject matter and artistic process that they receive from Ancel E. Nunn's *Carter And Bro. No. 5*. Then, they will comment on the process of color mixing in their own piece.

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 how color cancellation is used in this artwork;
- And, be able to effectively create a gradient between two complementary colors.

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:Cr1.2.6a: 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.
- 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,

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characteristics of form and structure, and use of media to identify ideas and mood conveyed.

- Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.
- Connecting:
 - Anchor Standard 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.
 - 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.7.2.7a: Analyze multiple ways that images influence specific audiences.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.7a: Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.

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- VA:Re9.1.7a: Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.
- Connecting:
 - Anchor Standard 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.
 - 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.
 - 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.

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- VA:Re9.1.8a: Create a convincing and logical argument to support an evaluation of art.
- Connecting:
 - 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 how color cancellation is used in this artwork;
- And, be able to effectively create a gradient between two complementary colors.

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. C
 - o Creative Expression:
 - 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. B
 - o Historical and Cultural Relevance:
 - identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;
- §117.202.c.4.A / B
 - o Critical Evaluation and Response

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- 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. B / C
 - Creative Expression:
 - 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. B
 - Historical and Cultural Relevance:
 - analyze selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;
- §117.203.b.4.A / B
 - 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:

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- 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. C
- Creative Expression:
 - 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 Ancel E. Nunn, *Carter And Bro. No. 5*. Identify where each element of art is located in the artwork.
2. Examine Ancel E. Nunn, *Carter And Bro. No. 5*. Identify where each principle of art is located in the artwork.
3. How does color cancellation work?
4. How can color cancellation enhance a piece of art?

Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Watercolor paints, paint brushes, cups of water, a little dish to mix on, paper towels, watercolor paper, a pen, and a pencil
- **Subject:** Color Cancellation
- **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 Ancel E. Nunn's piece, *Carter And Bro. No. 5*. The teacher would use this time to discuss the piece in depth. They would reference both the content of the piece and its artistic process. This would include the use of color cancellation and complementary colors.
2. The teacher will then explain the activity. This will be steps 3-7. The students will draw a train with one engine and four cars. They can also draw a setting for the train, if it is desired. The students will then use watercolors to mix a gradient between two complementary colors (i.e., red and green, blue and orange, yellow and purple, etc.).
3. Each student will need a piece of watercolor paper, a pen, and a pencil.
4. The student will draw a train horizontally on the page. This will be the engine and the four consecutive cars. Then they will outline the defining lines of the train with the pen.
5. Once the train is drawn, the student will need watercolors, a cup of water, a paintbrush, and a little dish to mix colors in.
6. The student will mix the two complementary colors chosen to create three new colors. One of these colors will be half of each complementary color, while the other two will have a ratio of two-thirds to a third and vice versa.
7. The student will then apply the colors in a gradient, which puts one complementary color on the engine while the other complementary color is on the caboose.

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. They will reference the technique of color cancellation through complementary colors. The students will reference inspiration in the subject matter and artistic process that they receive from Ancel E. Nunn's *Carter And Bro. No. 5*. Then, they will comment on the process of color mixing in their own piece.

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 how color cancellation is used in this artwork;
- And, be able to effectively create a gradient between two complementary colors.

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.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.Ia: Hypothesize ways in which art influences perception and understanding of human experiences.
 - VA:Re.7.2.Ia: Analyze how one's understanding of the world is affected by experiencing visual imagery.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.Ia: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.Ia: Establish relevant criteria in order to evaluate a work of art or collection of works.

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- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.Ia: Describe how knowledge of culture, traditions, and history may influence personal responses to art.

High School Accomplished:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - 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.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.IIa: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.IIa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
 - VA:Re.7.2.IIa: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.IIa: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.IIa: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- Connecting:
 - Anchor Standard 11:

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- 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 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.IIIa: Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.IIIa: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
 - VA:Re.7.2.IIIa: Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.IIIa: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.IIIa: Construct evaluations of a work of art or collection of works based on differing sets of criteria.
- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.IIIa: Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

High School Lesson Plans:

Texas Essential Knowledge and Skills (TEKS)

Goals:

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

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Identify how color cancellation is used in this artwork;
- And, be able to effectively create a gradient between two complementary colors.

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 / F
 - o Creative Expression:
 - use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - 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.4.A / B / D
 - o 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 verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
- select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

Level II:

- §117.303.c.1. B / C / D
 - Foundations: Observation and Perception:
 - 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. F
 - Creative Expression:
 - 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 / E
 - Critical Evaluation and Response:
 - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - use responses to artwork critiques to make decisions about future directions in personal work;
 - select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

Level III:

- §117.304.c.1. B / C / D
 - Foundations: Observation and Perception:

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- 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. B / F
- Creative Expression:
 - 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;
 - 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 / F
- Critical Evaluation and Response:
 - interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness;
 - use responses to artwork critiques to make decisions about future directions in personal work;
 - select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings.

Level IV:

- §117.305.c.1. B / C / D
- Foundations: Observation and Perception:
 - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;

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- compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
 - discriminate between art media and processes to express complex visual relationships such as content, meaning, message, and metaphor using extensive art vocabulary.
- §117.305.c.2. F
- Creative Expression:
 - 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 / F
- Critical Evaluation and Response:
 - develop evaluative criteria to justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on a high level of creativity and expertise in one or more art areas;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and the measure of uniqueness;
 - use responses to artwork critiques to make decisions about future directions in personal work;
 - evaluate a wide range of artwork to form conclusions about formal qualities, aesthetics, historical and cultural contexts, intents, and meanings.

High School Art Activities:

Questions for High School Students:

1. Examine Ancel E. Nunn, *Carter And Bro. No. 5*. Identify where each element of art is located in the artwork.
2. Examine Ancel E. Nunn, *Carter And Bro. No. 5*. Identify where each principle of art is located in the artwork.
3. How does color cancellation work?
4. How can color cancellation enhance a piece of art?

Activity: High School Fine Arts

- **Activity Setting:** Classroom and/or outdoor location
 - **Materials:** Watercolor paints, paint brushes, cups of water, a little dish to mix on, paper towels, watercolor paper, a pen, and a pencil
 - **Subject:** Color cancellation
 - **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 Ancel E. Nunn's piece, *Carter And Bro. No. 5*. The teacher would use this time to discuss the piece in depth. They would reference both the content of the piece and its artistic process. This would include the use of color cancellation and complementary colors.
 2. The teacher will then explain the activity. This will be steps 3-7. The students will draw a train with one engine and four cars. They can also draw a setting for the train, if it is desired. The students will then use watercolors to mix a gradient between two complementary colors (i.e., red and green, blue and orange, yellow and purple, etc.).
 3. Each student will need a piece of watercolor paper, a pen, and a pencil.
 4. The student will draw a train horizontally on the page. This will be the engine and the four consecutive cars. Then they will outline the defining lines of the train with the pen.
 5. Once the train is drawn, the student will need watercolors, a cup of water, a paintbrush, and a little dish to mix colors in.
 6. The student will mix the two complementary colors chosen to create three new colors. One of these colors will be half of each complementary color, while the other two will have a ratio of two-thirds to a third and vice versa.

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7. The student will then apply the colors in a gradient, which puts one complementary color on the engine while the other complementary color is on the caboose.

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. They will reference the technique of color cancellation through complementary colors. The students will reference inspiration in the subject matter and artistic process that they receive from Ancel E. Nunn's *Carter And Bro. No. 5*. Then, they will comment on the process of color mixing in their own piece.