

Tyler Museum of Art



# Tyler Museum of Art's Lesson:

## David Weinrib, *Night Watch*

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## Lesson Plan:

### David Weinrib, *Night Watch*



David Weinrib, *Night Watch*, 1967, screenprint, 30 inches X 22.125 inches, Tyler Museum of Art, Tyler, Texas.

<https://tylERMuseum.pastperfectonline.com/webobject/25D96C99-9260-4F17-BF95-014702460810>

**Culture:** American

**Subject:** Fine Art, Art History, Printmaking, Hard Edge Abstraction

**Collection:** Tyler Museum of Art's Permanent Collection

**Grades:** Elementary School, Middle School and High School

**Topics:** Artistic Practices, Art History, Critical Thinking, Printmaking and Screen Print.

## Art Vocabulary

### Activity Vocabulary:

#### Artist Biography

(1924-2016)<sup>1</sup>

- David Weinrib was born in Brooklyn, New York in 1924 and died in 2016.<sup>2</sup>
- During his time in New York, he worked as a sculptor, ceramicist, and teacher.<sup>3</sup>
- He studied at Brooklyn College for some time and obtained his Bachelor of Fine Arts degree from Alfred University.<sup>4</sup>
- From 1952 to 1953, he taught at Black Mountain College alongside Karen Karnes, who was his first spouse.<sup>5</sup>
- His work took an experimental route in the 1960's as he worked various mediums that were not in his typical wheelhouse, including paper and acrylic collages, photography and cast resin.<sup>6</sup>
- He worked on art experiments with his second wife, JoAnn Weinrib.<sup>7</sup>
- He curated the Pratt Sculpture Park space at the Brooklyn Campus while he taught there for 30 years.<sup>8</sup>
- Weinrib started the park in 1999, and he curated it for almost 20 years.<sup>9</sup>
- The Park is considered one of the top-rated New York sculpture parks, as noted in 2006 by *Public Art Review*.<sup>10</sup>
- After his death in 2016, the Pratt Institute held a memorial exhibition in his honor.<sup>11</sup>

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<sup>1</sup> "Browse Record: Night Watch," Tyler Museum of Art, accessed October 28, 2025, <https://tylermuseum.pastperfectonline.com/webobject/25D96C99-9260-4F17-BF95-014702460810>.

<sup>2</sup> "David Weinrib papers, circa 1950-2015," Smithsonian Archives of American Art, accessed November 20, 2025, <https://www.aaa.si.edu/collections/david-weinrib-papers-17352/biographical-note>.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

<sup>9</sup> "David Weinrib Memorial Exhibition," The Rubelle and Norman Schfler Gallery at the Pratt Institute, 2016, accessed November 20, 2025, <https://www.jstor.org/stable/community.34782329>.

<sup>10</sup> Ibid.

<sup>11</sup> Ibid.

## Artwork Information

### Hard Edge Abstraction:

- In *Night Watch*, David Weinrib uses a hard-edge abstraction style which evokes crisp edges and flat colors.<sup>12</sup>
- Another characteristic is his use of vivid colors, and even with restricted palettes to create striking effects.<sup>13</sup>
- The term ‘hard edge’ originated by Jules Langser, who was a critic from California in 1959.<sup>14</sup>
- Other examples of hard-edge abstraction can be found in the work of Piet Mondrian, Josef Albers, and Frank Stella.<sup>15</sup>
- Hard edge abstraction is associated with post painterly abstraction, and it surfaced from color field painting.<sup>16</sup>
- It was a reaction to Abstract Expressionism and viewed it as a more gestural approach to painting.<sup>17</sup>

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<sup>12</sup> “Hard Edge Painting,” TATE, accessed December 2, 2025, <https://www.tate.org.uk/art/art-terms/h/hard-edge-painting>.

<sup>13</sup> “Hard-Edge Abstraction vs. Op Art,” Contemporary Op Art, accessed March 26, 2026, <https://contemporaryopart.com/2023/04/06/hard-edge-abstraction-vs-op-art/>.

<sup>14</sup> “Hard Edge Painting,” TATE, accessed March 26, 2026, <https://www.tate.org.uk/art/art-terms/h/hard-edge-painting>.

<sup>15</sup> Ibid.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

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Printmaking Process Vocabulary:

- **Printmaking** is the process of transferring images across multiple surfaces and there is a wide range of methods.<sup>18</sup>
- An **edition** is a total number of prints in a series.<sup>19</sup>
- A **key** is the primary outline that holds the image together and can be printed in the first or last layer in a multi-step print.<sup>20</sup>
- A **screenprint/serigraph** is a method of printmaking that uses a mesh stencil which allows ink to pass through, creating an image.<sup>21</sup>
- **Serigraph** is the proper term to refer to an artist's work, while **screen printing** refers to the commercial use of printing, but these terms can be synonyms.<sup>22</sup>
- A **silkscreen** is a type of silk mesh used when screen printing.<sup>23</sup>
- The **substrate side** is the back of the silk screen where a stencil will reside.
- The **inkwell side** is the front of the silk screen where ink will be applied.
- A **bead** is consistent strand of ink across the matrix or printing surface.<sup>24</sup>
- A **stencil** is a cut out of an image that ink can pass through.<sup>25</sup>
- A **squeegee** is a thin blade that is supported with a handle used for pressing ink through the silkscreen.<sup>26</sup>
- **Registration** is how the various color layers align and is a very crucial step in screen print, if not the most important.<sup>27</sup>
- **Photo emulsion** is a liquid substance that is applied to a mesh screen that is light sensitive and will allow an image to pass through when exposed.<sup>28</sup>
- **Scoop coater** is a metal channel with a straight edge used for applying photo emulsion on a screen.<sup>29</sup>

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<sup>18</sup> "What is Printmaking," The Metropolitan Museum of Art, accessed October 28, 2025, <https://www.metmuseum.org/about-the-met/collection-areas/drawings-and-prints/materials-and-techniques/printmaking>.

<sup>19</sup> "Printmaking through the Ages," Utah Museum of Fine Arts, accessed October 28, 2025, <https://umfa.utah.edu/lessons/printmaking-through-the-ages/>, 4, 6.

<sup>20</sup> Ibid.

<sup>21</sup> "Screenprint," The Metropolitan Museum of Art, accessed October 28, 2025, <https://www.metmuseum.org/perspectives/materials-and-techniques/printmaking-screenprint>.

<sup>22</sup> "Screenprint," Tate, accessed October 28, 2025, <https://www.tate.org.uk/art/art-terms/s/screenprint>.

<sup>23</sup> Ibid.

<sup>24</sup> "Screenprint," The Metropolitan Museum of Art, accessed December 9, 2025, <https://www.metmuseum.org/perspectives/materials-and-techniques/printmaking-screenprint>.

<sup>25</sup> "Stencil," Merriam Webster, accessed October 28, 2025, <https://www.merriam-webster.com/dictionary/stencil>.

<sup>26</sup> "Screen Printing Glossary—Know the Lingo," All American Print Supply Co., posted February 6, 2016, accessed October 28, 2025, <https://aaprintsupplyco.com/blogs/news/screen-printing-glossary-know-the-lingo?srsltid=AfmBOoqyBP99eEEsJ-emSzRdwhz3dC13PsOYYr10fdP9cIPG6GfNvOXx>.

<sup>27</sup> Ibid.

<sup>28</sup> "Screenprint," The Metropolitan Museum of Art, accessed November 18, 2025, <https://www.metmuseum.org/perspectives/materials-and-techniques/printmaking-screenprint>.

<sup>29</sup> Ibid.

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- **Photo exposure unit** is a machine that uses ultraviolet lights to emit onto the screen, leaving a stencil image on the screen when washed out.<sup>30</sup>

## Elements of Design<sup>31</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:

- 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.

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<sup>30</sup> Ibid.

<sup>31</sup> Rosalins Ragan, "Elements of Art," in *Art Talk*, 61 – 211, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

## Principles of Design<sup>32</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:

- 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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<sup>32</sup> 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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## **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;
- Create multiple copies of a two-dimensional image using mixed media;
- And, be able to define, make, and incorporate stencils into an artwork.

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

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

#### **Pre-Kindergarten:**

- Creating:
  - Anchor Standard 1:
    - Creating: Generate and conceptualize artistic ideas and work.
      - VA:Cr1.1.PKa: Engage in self-directed play with materials;
      - VA:Cr1.2.PKa: Engage in self-directed, creative making.
  - Anchor Standard 2:
    - Creating: Organize and develop artistic ideas and work.
      - VA:Cr2.1.PKa: Use a variety of artmaking tools;
      - VA:Cr2.2.PKa: Share materials with others;
  - Anchor Standard 3:
    - Creating: Refine and complete artistic work.
      - VA:Cr3.1.PKa: Share and talk about personal artwork.
- Responding:
  - Anchor Standard 8:
    - Responding: Interpret intent and meaning in artistic work.
      - VA:Re8.1.PKa: Interpret art by identifying and describing subject matter.
- Connecting:
  - Anchor Standard 10:
    - Connecting: Synthesize and relate knowledge and personal experiences to make art.

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- 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.
  - 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.
- Connecting:
  - Anchor Standard 11:
    - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
      - VA:Cn11.1.Ka: Identify a purpose of an artwork.

**First Grade:**

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

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- 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:Cr1.2.2a: Make art or design with various materials and tools to explore personal interests, questions, and curiosity
  - Anchor Standard 2:
    - Creating: Organize and develop artistic ideas and work.
      - VA:Cr2.1.2a: Experiment with various materials and tools to explore personal interests in a work of art or design
      - 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 8:

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- 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.
      - 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.
      - VA:Re9.1.3a: Evaluate an artwork based on given criteria.
  - Anchor Standard 11:
    - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

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- 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.
- Responding:
  - Anchor Standard 7:
    - Responding: Perceive and analyze artistic work
      - 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:Cr1.1.5a: Combine ideas to generate an innovative idea for art-making.

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- 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.7.2.5a: Identify and analyze cultural associations suggested by visual imagery.
  - Anchor Standard 8:
    - Responding: Interpret intent and meaning in artistic work.
      - VA:Re8.1.5a: Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
  - Anchor Standard 9:
    - Responding: Apply criteria to evaluate artistic work.
      - VA:Re9.1.5a: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
- Connecting:
  - Anchor Standard 10:
    - Connecting: Synthesize and relate knowledge and personal experiences to make art.
      - VA:Cn10.1.5a: Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.
  - 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;
- Create multiple copies of a two-dimensional image using mixed media;
- And, be able to define, make, and incorporate stencils into an artwork.

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

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

(All of the TEKS for Elementary are included below. Pick the TEKS that SPECIFICALLY apply to the lesson plan)

##### **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;

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**First Grade:**

- §117.105.b.1. B
  - Foundations: Observation and Perception:
    - identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.
- §117.105.b.2. A / B / C
  - Creative Expression:
    - invent images that combine a variety of lines, shapes, colors, textures, and forms;
    - place components in orderly arrangements to create designs;
    - increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.
- §117.105.b.3. A
  - Historical and Cultural Relevance:
    - identify simple ideas expressed in artworks through different media;
- §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 / 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
  - Critical Evaluation and Response:

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- support reasons for preferences in personal artworks;

**Third Grade:**

- §117.111.b.1.A / B / C
  - Foundations: Observation and Perception:
    - explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
    - use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity;
    - discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- §117.111.b.2. A / B / C
  - Creative Expression
    - integrate ideas drawn from life experiences to create original works of art;
    - create compositions using the elements of art and principles of design;
    - produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.
- §117.111.b.3. A / B
  - Historical and Cultural Relevance:
    - identify simple main ideas expressed in artworks from various times and places;
    - compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures;
- §117.111.b.4. A / B
  - Critical Evaluation and Response
    - evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists;
    - use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums;

**Fourth Grade:**

- §117.114.b.1.A / B / C
  - Foundations: Observation and Perception:
    - explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;

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

**Fifth Grade:**

- §117.117.b.1.A / B / C
- Foundations: Observation and Perception:
    - develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
    - use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and
    - discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- §117.117.b.2. B / C
- Creative Expression:

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- create compositions using the elements of art and principles of design;
- produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials.
- §117.117.b.3. A / B
  - Historical and Cultural Relevance:
    - compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols;
    - compare the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures;
- §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 David Weinrib's print *Night Watch*. Identify where each element of art is located in the artwork.
2. Examine David Weinrib's print *Night Watch*. Identify where each principle of art is located in the artwork.
3. What is a key layer in printmaking?
4. What is a stencil and please provide an example of this?
5. What is the difference between abstracted print and a detailed print?
6. Why do you think this artist chose these colors in the print?

### Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom and/or indoor location
- **Materials:** Cardstock, silkscreen, screenprint ink for fabric, printout of an image, xacto knife, printout of an image, squeegee, tape.
- **Subject:** Fine Art, Art History, Printmaking, Hard Edge Abstraction
- **National Learning Standards:** Pre-Kindergarten, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Extended Project

#### Steps:

1. First, the students will draw a stencil on a piece of paper.
2. The students will make two stencils.
3. Then, the students will cut out stencils.
4. Next, the students will tape it to the screen.
5. The teacher will apply a bead of ink to the top of the screen.
6. Then, a squeegee will be used to flood the screen.
7. Flooding the screen involves pulling the ink with a squeegee towards oneself to ensure all holes of the mesh screen with the stencil are filled.
8. Then with a piece of paper under the screen, the teacher will apply pressure with the squeegee.
9. After that, at a 45 degree angle with pressure, pull the squeegee towards yourself.
10. The students will make a series of three prints with two colors.
11. The ink can be scooped up with a spatula and a squeegee.
12. The ink can be reused.
13. The screen, spatula, and squeegee can be rinsed with soap and water.
14. Be sure to clean tools and screens in between colors.
15. It is best to print lightest to darkest colors.

## **Activity: Elementary School Art History**

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Fine Art, Art History, Printmaking, Hard Edge Abstraction
- **National Learning Standards:** Pre-Kindergarten, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Extended Project

### Steps:

1. Write an artist statement.
2. Students have to make 5-10 sentences.
3. Students have to explain how they made the art print and why.
4. The students will use art vocabulary, elements, principles of design in explanation.

## **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;
- Create multiple copies of a two-dimensional image using mixed media;
- Be able to define, make, and incorporate stencils into an artwork;
- And, be able to comprehend the basics of color theory.

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

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

(All of the National Learning Standards for Middle School are included below. Pick the Standards that SPECIFICALLY apply to the lesson plan)

#### **Sixth Grade:**

- Creating:
  - Anchor Standard 1:
    - Creating: Generate and conceptualize artistic ideas and work.
      - VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art.
      - VA:Cr1.2.6a: Formulate an artistic investigation of personally relevant content for creating art.
  - Anchor Standard 2:
    - Creating: Organize and develop artistic ideas and work.
      - VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
      - VA:Cr2.2.6a: Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.
  - 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:

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- Anchor Standard 7:
  - Responding: Perceive and analyze artistic work
    - VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value.
    - VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
- Anchor Standard 8:
  - Responding: Interpret intent and meaning in artistic work.
    - VA:Re8.1.6a: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
- Anchor Standard 9:
  - Responding: Apply criteria to evaluate artistic work.
    - VA:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.

**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

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information, subject matter, and use of media to identify ideas and mood conveyed.

- Connecting:
  - Anchor Standard 11:
    - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
      - VA:Cn11.1.7a: Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

**Eighth Grade:**

- Creating:
  - Anchor Standard 1:
    - Creating: Generate and conceptualize artistic ideas and work.
      - VA:Cr1.1.8a: Document early stages of the creative process visually and/or verbally in traditional or new media.
      - VA:Cr1.2.8a: Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
  - Anchor Standard 2:
    - Creating: Organize and develop artistic ideas and work.
      - VA:Cr2.1.8a: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.
      - VA:Cr2.3.8a: Select, organize, and design images and words to make visually clear and compelling presentations.
  - Anchor Standard 3:
    - Creating: Refine and complete artistic work.
      - VA:Cr3.1.8a: Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
- Responding:
  - Anchor Standard 7:
    - Responding: Perceive and analyze artistic work
      - 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.

## **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;
- Create multiple copies of a two-dimensional image using mixed media;
- Be able to define, make, and incorporate stencils into an artwork;
- And, be able to comprehend the basics of color theory.

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

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

(All of the TEKS for Middle School are included below. Pick the TEKS that SPECIFICALLY apply to the lesson plan)

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

- §117.202.c.1.A / B / C
  - o Foundations: Observation and Perception:
    - identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
    - understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately;
    - understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately;
- §117.202.c.2.A / C
  - o Creative Expression:
    - create original artworks based on direct observations, original sources, personal experiences, and the community;
    - 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.4.A / B

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- Critical Evaluation and Response
  - create written or oral responses to artwork using appropriate art vocabulary;
  - analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;

**Art 2:**

- §117.203.b.1.A / B / C
  - Foundations: Observation and Perception:
    - identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
    - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;
    - compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately;
- §117.203.b.1.A / 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 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.A / B / C
  - Foundations: Observation and Perception:
    - identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international;

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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;
- §117.203.b.1.A / C
  - Creative Expression:
    - create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community;
    - create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;
- §117.203.b.3. B
  - Historical and Cultural Relevance:
    - analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy;
- §117.203.b.4.A
  - Critical Evaluation and Response:
    - create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;

## Middle School Art Activities:

### Questions for Middle School Students:

1. Examine (David Weinrib *Night Watch*). Identify where each element of art is located in the artwork.
2. Examine (David Weinrib *Night Watch*). Identify where each principle of art is located in the artwork.
3. What is a key layer in printmaking?
4. What is a stencil and please provide an example of this?
5. What is the difference between abstracted print and a detailed print?
6. Why do you think this artist chose these colors in the print?

### Activity: Middle School Fine Arts

- **Activity Setting:** Classroom and/or indoor location
- **Materials:** Cardstock, silkscreen, screenprint ink for fabric, printout of an image, xacto knife, printout of an image, squeegee, tape.
- **Subject:** Fine Art, Art History, Printmaking, Hard Edge Abstraction
- **National Learning Standards:** Sixth Grade, Seventh Grade, and Eighth Grade
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Project

#### Steps:

1. First, the students will draw a stencil on a piece of paper.
2. The students will make two stencils.
3. Then, the students will cut out stencils.
4. Next, the students will tape it to the screen.
5. The teacher will apply a bead of ink to the top of the screen.
6. Then, a squeegee will be used to flood the screen.
7. Flooding the screen involves pulling the ink with a squeegee towards oneself to ensure all holes of the mesh screen with the stencil are filled.
8. Then with a piece of paper under the screen, the teacher will apply pressure with the squeegee.
9. After that, at a 45 degree angle with pressure, pull the squeegee towards yourself.
10. The students will make a series of three prints with two colors.
11. The ink can be scooped up with a spatula and a squeegee.
12. The ink can be reused.
13. The screen, spatula, and squeegee can be rinsed with soap and water.
14. Be sure to clean tools and screens in between colors.
15. It is best to print lightest to darkest colors.

**Activity: Middle School Art History**

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Fine Art, Art History, Printmaking, Hard Edge Abstraction
- **National Learning Standards:** Sixth Grade, Seventh Grade, and Eighth Grade
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Project

**Steps:**

- Write an artist statement.
- Students have to make 5-10 sentences.
- Students have to explain how they made the art print and why.
- The students will use art vocabulary, elements, principles of design in explanation.

## **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;
- Create multiple copies of a two-dimensional image using mixed media;
- Be able to define, make, and incorporate stencils into an artwork;
- Understand the basics of color theory;
- And, Use learned printmaking knowledge to make a cohesive body of work.

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

#### **High School Proficient, High School Accomplished, and High School Advanced**

(All of the National Learning Standards for High School are included below. Pick the Standards that SPECIFICALLY apply to the lesson plan)

#### **High School Proficient:**

- Creating:
  - Anchor Standard 1:
    - Creating: Generate and conceptualize artistic ideas and work.
      - VA:Cr1.1.Ia: Use multiple approaches to begin creative endeavors.
      - VA:Cr1.2.Ia: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
  - Anchor Standard 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.
      - VA:Cr2.3.Ia: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
  - Anchor Standard 3:
    - Creating: Refine and complete artistic work.

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- 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.
- Presenting:
  - Anchor Standard 6:
    - Presenting: Convey meaning through the presentation of artistic work.
      - VA:Pr6.1.Ia: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- Responding:
  - Anchor Standard 7:
    - Responding: Perceive and analyze artistic work
      - VA:Re.7.1.Ia: Hypothesize ways in which art influences perception and understanding of human experiences.
      - VA:Re.7.2.Ia: Analyze how one’s understanding of the world is affected by experiencing visual imagery.
  - Anchor Standard 8:
    - Responding: Interpret intent and meaning in artistic work.
      - VA:Re8.1.Ia: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
  - Anchor Standard 9:
    - Responding: Apply criteria to evaluate artistic work.
      - VA:Re9.1.Ia: Establish relevant criteria in order to evaluate a work of art or collection of works.
- Connecting:
  - Anchor Standard 10:
    - Connecting: Synthesize and relate knowledge and personal experiences to make art.
      - VA:Cn10.1.Ia: Document the process of developing ideas from early stages to fully elaborated ideas.
  - Anchor Standard 11:
    - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
      - VA:Cn11.1.Ia: Describe how knowledge of culture, traditions, and history may influence personal responses to art.

**High School Accomplished:**

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

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- VA:Cr1.1.IIa: Individually or collaboratively formulate new creative problems based on student’s existing artwork.
    - VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
  - Anchor Standard 2:
    - Creating: Organize and develop artistic ideas and work.
      - VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
      - VA:Cr2.2.IIa: Demonstrate awareness of ethical implications of making and distributing creative work.
      - VA:Cr2.3.IIa: Redesign an object, system, place, or design in response to contemporary issues.
- Presenting:
  - Anchor Standard 6:
    - Presenting: Convey meaning through the presentation of artistic work.
      - VA:Pr6.1.IIa: Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
- Responding:
  - Anchor Standard 7:
    - Responding: Perceive and analyze artistic work
      - VA:Re.7.1.IIa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
      - VA:Re.7.2.IIa: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
  - Anchor Standard 8:
    - Responding: Interpret intent and meaning in artistic work.
      - VA:Re8.1.IIa: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
- Connecting:
  - Anchor Standard 10:
    - Connecting: Synthesize and relate knowledge and personal experiences to make art.
      - VA:Cn10.1.IIa: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.
  - Anchor Standard 11:
    - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

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- VA:Cn11.1.IIa: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

**High School Advanced:**

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

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

## **High School Lesson Plans:**

### **Texas Essential Knowledge and Skills (TEKS)**

#### **Goals:**

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

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Create multiple copies of a two-dimensional image using mixed media;
- Be able to define, make, and incorporate stencils into an artwork;
- Understand the basics of color theory;
- And, use learned printmaking knowledge to make a cohesive body of work.

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

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

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

- §117.302.c.1.A / B / C / D
  - 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 / E / 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;

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- collaborate to create original works of art;
- demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
- §117.302.c.4. B
  - Critical Evaluation and Response
    - 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
  - 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;
- §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.B / C
  - Critical Evaluation and Response:
    - 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

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- 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 / D / F
  - Creative Expression:
    - create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
    - create original artwork to communicate thoughts, feelings, ideas, or impressions;
    - select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.
- §117.304.c.4.B / C / D
  - Critical Evaluation and Response:
    - 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
  - Foundations: Observation and Perception:
    - consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination;

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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;
- §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. B / C / D / F
  - Critical Evaluation and Response:
    - 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 David Weinrib's print *Night Watch*. Identify where each element of art is located in the artwork.
2. Examine David Weinrib's print *Night Watch*. Identify where each principle of art is located in the artwork.
3. What is a key layer in printmaking?
4. What is a stencil and please provide an example of this?
5. What is the difference between abstracted print and a detailed print?
6. Why do you think this artist chose these colors in the print?

### Activity: High School Fine Arts

- **Activity Setting:** Classroom and/or indoor location
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Fine Art, Art History, Printmaking, Hard Edge Abstraction
- **National Learning Standard in Visual Arts:** High School Proficient, high School Accomplished, and High School Advanced
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Extended Project

#### Steps:

1. First, the students will draw a stencil on a piece of paper.
2. The students will make two stencils.
3. Then, the students will cut out stencils.
4. Next, the students will tape it to the screen.
5. The teacher will apply a bead of ink to the top of the screen.
6. Then, a squeegee will be used to flood the screen.
7. Flooding the screen involves pulling the ink with a squeegee towards oneself to ensure all holes of the mesh screen with the stencil are filled.
8. Then with a piece of paper under the screen, the teacher will apply pressure with the squeegee.
9. After that, at a 45 degree angle with pressure, pull the squeegee towards yourself.
10. The students will make a series of three prints with two colors.
11. The ink can be scooped up with a spatula and a squeegee.
12. The ink can be reused.
13. The screen, spatula, and squeegee can be rinsed with soap and water.
14. Be sure to clean tools and screens in between colors.
15. It is best to print lightest to darkest colors.

**Activity: High School Art History**

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

**Steps:**

- Write an artist statement.
- Students have to make 5-10 sentences.
- Students have to explain how they made the art print and why.
- The students will use vocabulary, elements, principles of design in explanation.