



Tyler Museum of Art's Lesson:

Frank X. Tolbert 2, *Black Necked Stilt*

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Lesson Plan:

Frank X. Tolbert 2, *Black Necked Stilt*



Frank X. Tolbert 2, *Black Necked Stilt*, 2015, oil stick on paper, 60 inches X 44 inches, Tyler Museum of Art, Tyler, Texas

<https://tylermuseum.pastperfectonline.com/Webobject/9522E862-780A-47D4-B0B4-131796170610>

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, Nature, Habitats, and Conservation

Art Vocabulary

Activity Vocabulary:

Frank X. Tolbert 2

- Frank X. Tolbert 2 was born in 1945 and died in 2023.¹
- He is often identified with the number 2 at the end of his name. The artist's father of the same name, Frank X. Tolbert, was a well known journalist, Texas historian, and wrote for the *Dallas Morning News*.²
- Tolbert 2 would travel with his father on various Texas road trips, where he learned about the many habitats and environments found in Texas.
- He studied art at Texas Tech University in Lubbock, Texas between 1964 and 1969.³
- Afterwards, he attended Texas Tech Art Extension Course, in Taos, New Mexico for one year.⁴
- He concluded his education by studying at North Texas State University in Denton, Texas for a year.⁵
- Tolbert 2 worked with well known artists, such as Otis Dozier at the currently named Dallas Museum of Art. Dozier's Regionalist style was a major influence in the work of Tolbert 2.⁶
- Frank X. Tolbert 2 was known for his use of oil stick artwork to make bold and layered line art to create a nature composition.⁷
- His compositions often use a dramatic shift between light and shadow in a *chiaroscuro* style.⁸
- The *Texas Bird Project* was an iconic series of works made by Tolbert 2. The collection, which included works from 2015, 2017, and 2022, represented birds that are native to each type of Texas habitat.⁹
- He was married to fellow artist Ann Stautberg, who is known for her photography of people, places, and architecture.¹⁰

¹ Jessica Fuentes, "Frank X. Tolbert 2, 1945 – 2023", *Glasstire Magazine*, updated July 20, 2023, accessed June 22, 2026, <https://glasstire.com/2023/07/20/frank-x-tolbert-2-1945-2023/>.

² Ibid.

³ Frank X. Tolbert 2, "About", *Frank X. Tolbert 2 Official Website*, updated 2021, accessed June 22, 2026, <https://www.frankxtolbert2.com/>.

⁴ Ibid.

⁵ Ibid.

⁶ Jessica Fuentes, "Frank X. Tolbert, 1945 – 2023", *Glasstire Magazine*.

⁷ Ibid.

⁸ Lauren Smart, "Remembering Legendary Texas Artist Frank X. Tolbert 2", *D Magazine*, updated July 21, 2023, accessed June 23, 2026, <https://www.dmagazine.com/arts-entertainment/2023/07/remembering-legendary-texas-artist-frank-x-tolbert-2/>.

⁹ Ibid.

¹⁰ Ibid.

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Black Necked Stilt

- The composition features a marshland setting with a number of animals commonly found in this environment.
- The largest animal in the artwork is the Black Necked Stilt. This bird often lives in Central Mexico as well as along the coastlines of Texas, Florida, and California.¹¹
- Though it is a small bird, with a maximum height of seventeen inches, it dominates the full length of the 60 inch paper.¹²
- The Black Necked Stilt has a fish in its beak. It represents the bird's feeding habits, by quickly catching flying insects that rest on the water's surface and fish that are just below the surface.¹³
- On the ground and surrounding the Black Necked Stilt, are small birds that appear to be western sandpipers.
- Western Sandpipers are found in the Mexico as well as the Pacific, Atlantic, and Gulf of Mexico coastlines of the United States.¹⁴
- The composition similarly expresses the Western Sandpiper's feeding behavior. The small birds will walk along the sand that is constantly hit with waves and pick at the sand to eat insects, small shrimp, crustaceans, and worms.¹⁵
- In the background, which is designed in a flat manner due to the art style, a skunk is walking through the grass.
- Since skunks are nocturnal, we can determine the composition is representing a night scene.¹⁶
- *Black Necked Stilt* was part of the 2015 *Texas Bird Project*.¹⁷

Oil Stick

- Oil sticks are tubes of oil paint that have a single saturated pigment. They can be used to draw and layer color on a variety of surfaces, similar to oil pastels.¹⁸
- Artists, such as Pablo Picasso, began using oil sticks around the 1940's. The medium was further developed and refined into an adaptable paint stick.¹⁹

¹¹ "Black Necked Stilt", *National Audubon Society*, updated 2026, accessed June 26, 2026, <https://www.audubon.org/field-guide/bird/black-necked-stilt>.

¹² "Black Necked Stilt (*Himantopus Mexicanus*)", *Texas Parks and Wildlife*, updated 2026, accessed June 26, 2026, <https://tpwd.texas.gov/huntwild/wild/species/stilt/>.

¹³ Ibid.

¹⁴ "Western Sandpiper", *National Audubon Society*, updated 2026, accessed June 30, 2026, <https://www.audubon.org/field-guide/bird/western-sandpiper>.

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ Frank X. Tolbert 2, "Texas Bird Project 2015", *Frank X. Tolbert 2 Official Website*, updated 2021, accessed June 23, 2026, <https://www.frankxtolbert2.com/texas-bird-project>.

¹⁸ Pan Pax, "Understanding Oil Paint Sticks: A Comprehensive Guide for Artists and Professionals", *Phoenix Art Supply*, updated 2025, accessed July 2, 2026, https://phoenixartstore.com/blogs/news/understanding-oil-paint-sticks-a-comprehensive-guide-for-artists-and-professionals?srltid=AfmBOorwx5Z3N2rXrzb4Agg07KxS_WmgqFNUOkjq8S4aBUYFLXpbw4fb.

¹⁹ Ibid.

Texas Biomes in Resources:

- Texas Ecoregions: Texas Parks and Wildlife
 - <https://tpwd.texas.gov/education/hunter-education/online-course/wildlife-conservation/texas-ecoregions#:~:text=Generally%2C%20Texas%20is%20divided%20into,%2C%20and%20the%20Trans%2DPecos.>
- Texas Natural Regions: Texas Parks and Wildlife
 - Big Bend Country:
 - <https://tpwd.texas.gov/education/resources/texas-junior-naturalists/regions/big-bend>
 - Gulf Coast:
 - <https://tpwd.texas.gov/education/resources/texas-junior-naturalists/regions/gulf-coast>
 - Hill Country:
 - <https://tpwd.texas.gov/education/resources/texas-junior-naturalists/regions/hill-country>
 - Panhandle:
 - <https://tpwd.texas.gov/education/resources/texas-junior-naturalists/regions/panhandle-plains>
 - Pineywoods:
 - <https://tpwd.texas.gov/education/resources/texas-junior-naturalists/regions/pineywoods>
 - Prairies and Lakes:
 - <https://tpwd.texas.gov/education/resources/texas-junior-naturalists/regions/prairies-and-lakes>
 - South Texas Plains:
 - <https://tpwd.texas.gov/education/resources/texas-junior-naturalists/regions/south-texas-plains>
- Wildlife Fact Sheets – Amphibians, Birds, Fish, Invertebrates, Mammals, Plants, Reptiles: Texas Park and Wildlife
 - <https://tpwd.texas.gov/huntwild/wild/species/>
- Threatened, Endangered, and Protected Animals: Texas Parks and Wildlife
 - <https://tpwd.texas.gov/education/hunter-education/online-course/wildlife-conservation/threatened-endangered-and-protected-animals>
- Native Plant Database: Native Plant Society of Texas
 - <https://www.npsot.org/resources/native-plants/native-plants-database/>

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- Trees of Texas - List of Trees: Texas A&M Forest Service
 - o <http://texastreeid.tamu.edu/content/listOfTrees/>

Modernism

- Modernism is an art movement that was mainly employed by artists in the early 1900's.²⁰
- Artists within the movement would mix natural elements with industrial colors and forms.²¹
- Contemporary artists, who create artwork today, reference and use the style to create abstract compositions.²²

Elements of Design²³:

- 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.

²⁰ “Art Term: Modernism,” *Tate Modern Museum of Art*, updated 2024, accessed September 6, 2024, <https://www.tate.org.uk/art/art-terms/m/modernism>.

²¹ Ibid.

²² Ibid.

²³ Rosalins Ragan, “Elements of Art,” in *Art Talk*, 61 – 211, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

Color:

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

Texture:

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

Principles of Design²⁴:

- 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.

²⁴ Rosalins Ragan, "Principles of Design," in *Art Talk*, 211 - 347, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

Emphasis:

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

Unity:

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

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- Office of the Secretary of State. “§117.105: Art, Grade 1, Adopted 2013.” *Texas Education Agency: Education*, updated 2013, accessed January 5, 2022, [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=105](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=105).
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Office of the Secretary of State. “§117.202: Art, Middle School 1, Adopted 2013.” *Texas Education Agency: Education*, updated 2013, accessed January 5, 2022, [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=202](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=202).

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Office of the Secretary of State. “§117.302: Art, Level I, Adopted 2013.” *Texas Education Agency: Education*, updated 2013, accessed January 5, 2022, [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=302](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=117&rl=302).

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Elementary School Lesson Plans:

National Learning Standards

Goals:

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

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Discuss how art can be used to catalog animals that live in Texas habitats;
- Define and explain the various environments found in Texas and the animals that live in those biomes;
- Identify how these biomes can be protected from pollution;
- Identify the endangered species from each biome;
- Discuss how Frank X. Tolbert 2 used art to represent his chosen biome in the piece *Black Necked Stilt*;
- Create an oil pastel or oil paint stick artwork that features an endangered animal in its habitat;
- Research the chosen habitat and the endangered species without using AI;
- And, write a short description of the chosen animal and biome without using AI.

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.
- 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.

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- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.PKa: Explore the world using descriptive and expressive words and art-making.
 - Anchor Standard 11:
 - 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:Cr2.3.Ka: Create art that represents natural and constructed environments.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.Ka: Identify uses of art within one's personal environment.
 - VA:Re.7.2.Ka: Describe what an image represents.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.Ka: Interpret art by identifying subject matter and describing relevant details.
- Connecting:
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.Ka: Identify a purpose of an artwork.

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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.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.1a: Use art vocabulary to describe choices while creating art.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.1a: Select and describe works of art that illustrate daily life experiences of one's self and others
 - 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

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- Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.2a: Experiment with various materials and tools to explore personal interests in a work of art or design
 - VA:Cr2.3.2a: Repurpose objects to make something new.
- 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
 - 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.
 - 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.
 - 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.7.2.3a: 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.

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- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.3a: Develop a work of art based on observations of surroundings.
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.3a: Recognize that responses to art change depending on knowledge of the time and place in which it was made.

Fourth Grade:

- Creating:
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.3.4a: Document, describe, and represent regional constructed environments.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.4a: Revise artwork in progress on the basis of insights gained through peer discussion.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.2.4a: 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 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.4a: Create works of art that reflect community cultural traditions.
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.4a: Through observation, infer information about time, place, and culture in which a work of art was created.

Fifth Grade:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.2.5a: 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:Cr2.3.5a: Identify, describe, and visually document places and/or objects of personal significance.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.5a: Compare one's own interpretation of a work of art with the interpretation of others.
 - VA:Re.7.2.5a: Identify and analyze cultural associations suggested by visual imagery.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.5a: Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.5a: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.5a: Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.5a: Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Elementary School Lesson Plans:

Texas Essential Knowledge and Skills (TEKS)

Goals:

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

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Discuss how art can be used to catalog animals that live in Texas habitats;
- Define and explain the various environments found in Texas and the animals that live in those biomes;
- Identify how these biomes can be protected from pollution;
- Identify the endangered species from each biome;
- Discuss how Frank X. Tolbert 2 used art to represent his chosen biome in the piece *Black Necked Stilt*;
- Create an oil pastel or oil paint stick artwork that features an endangered animal in its habitat;
- Research the chosen habitat and the endangered species without using AI;
- And, write a short description of the chosen animal and biome without using AI.

Texas Elementary School TEKS:

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

Kindergarten:

- §117.102.b.1. A / B
 - o Foundations: Observation and Perception:
 - gather information from 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 repetition/pattern and balance, in the environment.
- §117.102.b.2. A / B
 - o Creative Expression:
 - create artworks using a variety of lines, shapes, colors, textures, and forms;
 - arrange components intuitively to create artworks;

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- §117.102.b.3. A / B
 - Historical and Cultural Relevance:
 - identify simple subjects expressed in artworks;
 - share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork;
- §117.102.b.4.B
 - Critical Evaluation and Response:
 - express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers;

First Grade:

- §117.105.b.1.A / B
 - Foundations: Observation and Perception:
 - identify similarities, differences, and variations among subjects in the environment using the senses;
 - identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.
- §117.105.b.2. A / B
 - Creative Expression:
 - invent images that combine a variety of lines, shapes, colors, textures, and forms;
 - place components in orderly arrangements to create designs;
- §117.105.b.3. A / B
 - Historical and Cultural Relevance:
 - identify simple ideas expressed in artworks through different media;
 - demonstrate an understanding that art is created globally by all people throughout time;
- §117.105.b.4.B
 - Critical Evaluation and Response:
 - identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.

Second Grade:

- §117.108.b.1.A / B
 - Foundations: Observation and Perception:
 - compare and contrast variations in objects and subjects from the environment using the senses;

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- 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
 - 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;
- §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. B
 - Critical Evaluation and Response:
 - compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers;

Third Grade:

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

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- §117.111.b.4. B
 - Critical Evaluation and Response
 - use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums;

Fourth Grade:

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

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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; and
- discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- §117.117.b.2. A / B
 - 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;
- §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. B
 - Critical Evaluation and Response
 - 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 *Black Necked Stilt*, an artwork created by Frank X. Tolbert 2. Identify where each element of art is located in the artwork.
2. Examine *Black Necked Stilt*, an artwork created by Frank X. Tolbert 2. Identify where each principle of art is located in the artwork.
3. Discuss the various environments found in Texas and the animals that live in those biomes.
4. How can these biomes be protected from pollution?
5. Identify the endangered species from each biome.
6. How art can be used to catalog animals that live in Texas habitats?
7. Discuss how Frank X. Tolbert 2 used art to represent his chosen biome in the piece *Black Necked Stilt*.

Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Oil Paint Stick or Oil Pastel, Pencil, Paper, Examples of Endangered Animals from Different Texas Biomes
- **Subject:** Texas Environments, Animal Conservation of Endangered Animals, Texas Modernism
- **National Learning Standards:** Pre-Kindergarten, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Extended Project

The students will study the art style and representation of the Texas biome found in *Black Necked Stilt*, a piece made by Frank X Tolbert 2. The class will learn how Modernism was used to create the expressive composition with oil paint sticks. The teacher will connect art and science by discussing the various habitats found in Texas. This lesson can be in collaboration with a science lesson plan that discuss this subject. The students will learn and discuss how each environment supports the animals, insects, and plants found in the biome. The class will also discuss how these habitats can be damaged or harmed due to environmental factors or human influence, such as water pollution. The lesson will end with a discussion of the endangered animals that are found in Texas. The students will choose an endangered animal, which will be the central subject of their artwork.

Using oil pastels, the students will create a oil drawing in the style of Frank X. Tolbert 2. The goal is to create Modernist style environment that shows how the chosen animal lives within the biome. The students can include other animals from the same biome, similar to the piece *Black Necked Stilt*. The class will use their research, collected in the art history project below, to inform their art decisions.

Activity: Elementary School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Texas Ecology, Endangered Species, and Biology
- **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

Once each student has selected an endangered animal found in Texas, they will research the animal and its habitat. They will answer the following questions:

- Which endangered animal did you choose?
- Where does it live in Texas?
- Describe its habitat. Please be as detailed as possible.
- What does the endangered animal eat?
- What caused the animal to be added to the endangered species list?
- When was this animal added to the endangered species list?
- Regarding your chosen endangered animal, how many are currently found in the wild?
- What conservation efforts are being made to help protect and rebuild the animal's population in the wild?

As the students are researching and writing their response, teachers should help the class identify and use trusted sources that do not utilize AI.

Middle School Lesson Plans:

National Learning Standards

Goals:

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

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Discuss how art can be used to catalog animals that live in Texas habitats;
- Define and explain the various environments found in Texas and the animals that live in those biomes;
- Identify how these biomes can be protected from pollution;
- Identify the endangered species from each biome;
- Discuss how Frank X. Tolbert 2 used art to represent his chosen biome in the piece *Black Necked Stilt*;
- Create an oil pastel or oil paint stick artwork that features an endangered animal in its habitat;
- Research the chosen habitat and the endangered species without using AI;
- And, write a short description of the chosen animal and biome without using AI.

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.
 - VA:Cr2.2.6a: Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.
 - VA:Cr2.3.6a: Design or redesign objects, places, or systems that meet the identified needs of diverse users.

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- Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value.
 - VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.6a: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.6a: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.

Seventh Grade:

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

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- VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
 - VA:Cr2.3.7a: Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
- Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.7a: Reflect on and explain important information about personal artwork in an artist statement or another format.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.2.7a: 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.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.7a: Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.7a: Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

Eighth Grade:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.2.8a: Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

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- Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.8a: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.
 - VA:Cr2.3.8a: Select, organize, and design images and words to make visually clear and compelling presentations.
- Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.8a: Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.8a: Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
 - VA:Re.7.2.8a: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
- 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;
- Discuss how art can be used to catalog animals that live in Texas habitats;
- Define and explain the various environments found in Texas and the animals that live in those biomes;
- Identify how these biomes can be protected from pollution;
- Identify the endangered species from each biome;
- Discuss how Frank X. Tolbert 2 used art to represent his chosen biome in the piece *Black Necked Stilt*;
- Create an oil pastel or oil paint stick artwork that features an endangered animal in its habitat;
- Research the chosen habitat and the endangered species without using AI;
- And, write a short description of the chosen animal and biome without using AI.

Texas Middle School TEKS:

Art 1, Art 2, Art 3

Art 1:

- §117.202.c.1.A / B / C / D
 - Foundations: Observation and Perception:
 - identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
 - understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately;
 - understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately;
 - discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.

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- §117.202.c.2.A / B
 - Creative Expression:
 - create original artworks based on direct observations, original sources, personal experiences, and the community;
 - apply the art-making process to solve problems and generate design solutions;
- §117.202.c.3.A / B
 - Historical and Cultural Relevance:
 - identify the influence of historical and political events in artworks;
 - identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;
- §117.202.c.4.A / B
 - Critical Evaluation and Response
 - create written or oral responses to artwork using appropriate art vocabulary;
 - analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;

Art 2:

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

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- §117.203.b.3.A / B
 - Historical and Cultural Relevance:
 - analyze ways that global, cultural, historical, and political issues influence artworks;
 - analyze selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;
- §117.203.b.4.A / B
 - 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 / D
 - Foundations: Observation and Perception:
 - identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international;
 - evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;
 - evaluate the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately;
 - compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately.
- §117.203.b.1.A / B
 - Creative Expression:
 - create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community;
 - apply the art-making process to solve problems and generate design solutions;
- §117.203.b.3.A / B
 - Historical and Cultural Relevance:
 - analyze ways in which global, contemporary, historical, and political issues have influenced art;

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- analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy;
- §117.203.b.4.A / C
 - Critical Evaluation and Response:
 - create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;
 - investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art;

Middle School Art Activities:

Questions for Middle School Students:

1. Examine *Black Necked Stilt*, an artwork created by Frank X. Tolbert 2. Identify where each element of art is located in the artwork.
2. Examine *Black Necked Stilt*, an artwork created by Frank X. Tolbert 2. Identify where each principle of art is located in the artwork.
3. Discuss the various environments found in Texas and the animals that live in those biomes.
4. How can these biomes be protected from pollution?
5. Identify the endangered species from each biome.
6. How art can be used to catalog animals that live in Texas habitats?
7. Discuss how Frank X. Tolbert 2 used art to represent his chosen biome in the piece *Black Necked Stilt*.

Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Oil Paint Stick or Oil Pastel, Pencil, Paper, Examples of Endangered Animals from Different Texas Biomes
- **Subject:** Texas Environments, Animal Conservation of Endangered Animals, Texas Modernism
- **National Learning Standards:** Sixth Grade, Seventh Grade, and Eighth Grade
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Project

The students will study the art style and representation of the Texas biome found in *Black Necked Stilt*, a piece made by Frank X Tolbert 2. The class will learn how Modernism was used to create the expressive composition with oil paint sticks. The teacher will connect art and science by discussing the various habitats found in Texas. This lesson can be in collaboration with a science lesson plan that discuss this subject. The students will learn and discuss how each environment supports the animals, insects, and plants found in the biome. The class will also discuss how these habitats can be damaged or harmed due to environmental factors or human influence, such as water pollution. The lesson will end with a discussion of the endangered animals that are found in Texas. The students will choose an endangered animal, which will be the central subject of their artwork.

Using oil pastels, the students will create a oil drawing in the style of Frank X. Tolbert 2. The goal is to create Modernist style environment that shows how the chosen animal lives within the biome. The students can include other animals from the same biome, similar to the piece *Black Necked Stilt*. The class will use their research, collected in the art history project below, to inform their art decisions.

Activity: Middle School Art History

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

Once each student has selected an endangered animal found in Texas, they will research the animal and its habitat. They will answer the following questions:

- Which endangered animal did you choose?
- Where does it live in Texas?
- Describe its habitat. Please be as detailed as possible.
- What does the endangered animal eat?
- What caused the animal to be added to the endangered species list?
- When was this animal added to the endangered species list?
- Regarding your chosen endangered animal, how many are currently found in the wild?
- What conservation efforts are being made to help protect and rebuild the animal's population in the wild?

As the students are researching and writing their response, teachers should help the class identify and use trusted sources that do not utilize AI.

High School Lesson Plans:

National Learning Standards

Goals:

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

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Discuss how art can be used to catalog animals that live in Texas habitats;
- Define and explain the various environments found in Texas and the animals that live in those biomes;
- Identify how these biomes can be protected from pollution;
- Identify the endangered species from each biome;
- Discuss how Frank X. Tolbert 2 used art to represent his chosen biome in the piece *Black Necked Stilt*;
- Create an oil pastel or oil paint stick artwork that features an endangered animal in its habitat;
- Research the chosen habitat and the endangered species without using AI;
- And, write a short description of the chosen animal and biome without using AI.

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:Cr1.2.1a: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.1a: Engage in making a work of art or design without having a preconceived plan.
 - VA:Cr2.2.1a: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

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- Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.Ia: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.Ia: Hypothesize ways in which art influences perception and understanding of human experiences.
 - VA:Re.7.2.Ia: Analyze how one's understanding of the world is affected by experiencing visual imagery.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.Ia: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.Ia: Establish relevant criteria in order to evaluate a work of art or collection of works.
- Connecting:
 - Anchor Standard 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.

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- 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.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.IIa: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.IIa: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

High School Advanced:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.IIIa: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
 - VA:Cr1.2.IIIa: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

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- 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:Cr2.3.IIIa: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
- Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.IIIa: Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.IIIa: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
 - VA:Re.7.2.IIIa: Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.IIIa: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.IIIa: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
 - Anchor Standard 11:
 - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
 - VA:Cn11.1.IIIa: Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

High School Lesson Plans:

Texas Essential Knowledge and Skills (TEKS)

Goals:

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

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Discuss how art can be used to catalog animals that live in Texas habitats;
- Define and explain the various environments found in Texas and the animals that live in those biomes;
- Identify how these biomes can be protected from pollution;
- Identify the endangered species from each biome;
- Discuss how Frank X. Tolbert 2 used art to represent his chosen biome in the piece *Black Necked Stilt*;
- Create an oil pastel or oil paint stick artwork that features an endangered animal in its habitat;
- Research the chosen habitat and the endangered species without using AI;
- And, write a short description of the chosen animal and biome without using AI.

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.

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- §117.302.c.2.A / D
 - Creative Expression:
 - use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
- §117.302.c.3.A / B
 - Historical and Cultural Relevance
 - compare and contrast historical and contemporary styles while identifying general themes and trends;
 - describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
- §117.302.c.4.A / B / D
 - Critical Evaluation and Response
 - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

Level II:

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

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- §117.303.c.2.A / D
 - 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;
- §117.303.c.3.A / B
 - Historical and Cultural Relevance:
 - examine selected historical periods or styles of art to identify general themes and trends;
 - analyze specific characteristics in artwork from a variety of cultures;
- §117.303.c.4.A / B / 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;
 - select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

Level III:

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

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- §117.304.c.2.A / D
 - 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;
- §117.304.c.3.A / B
 - Historical and Cultural Relevance:
 - research selected historical periods, artists, general themes, trends, and styles of art;
 - distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork;
- §117.304.c.4.A / B / C / 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;
 - select and analyze original artwork, portfolios, and exhibitions to demonstrate innovation and provide examples of in-depth exploration of qualities such as aesthetics; formal, historical, and cultural contexts; intentions; and meanings.

Level IV:

- §117.305.c.1.A / B / C / D
 - Foundations: Observation and Perception:
 - consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination;
 - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;

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- discriminate between art media and processes to express complex visual relationships such as content, meaning, message, and metaphor using extensive art vocabulary.
- §117.305.c.2.A / D
 - 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;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
- §117.305.c.3.A / B
 - Historical and Cultural Relevance:
 - research and report on selected historical periods, artists, general themes, trends, and styles of art;
 - analyze and evaluate the influence of contemporary cultures on artwork;
- §117.305.c.4.A / B / C / 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;
 - 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 *Black Necked Stilt*, an artwork created by Frank X. Tolbert 2. Identify where each element of art is located in the artwork.
2. Examine *Black Necked Stilt*, an artwork created by Frank X. Tolbert 2. Identify where each principle of art is located in the artwork.
3. Discuss the various environments found in Texas and the animals that live in those biomes.
4. How can these biomes be protected from pollution?
5. Identify the endangered species from each biome.
6. How art can be used to catalog animals that live in Texas habitats?
7. Discuss how Frank X. Tolbert 2 used art to represent his chosen biome in the piece *Black Necked Stilt*.

Activity: High School Fine Arts

- **Activity Setting:** Classroom and/or outdoor location
- **Materials:** Oil Paint Stick or Oil Pastel, Pencil, Paper, Examples of Endangered Animals from Different Texas Biomes
- **Subject:** Texas Environments, Animal Conservation of Endangered Animals, Texas Modernism
- **National Learning Standard in Visual Arts:** High School Proficient, high School Accomplished, and High School Advanced
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Extended Project

The students will study the art style and representation of the Texas biome found in *Black Necked Stilt*, a piece made by Frank X Tolbert 2. The class will learn how Modernism was used to create the expressive composition with oil paint sticks. The teacher will connect art and science by discussing the various habitats found in Texas. This lesson can be in collaboration with a science lesson plan that discuss this subject. The students will learn and discuss how each environment supports the animals, insects, and plants found in the biome. The class will also discuss how these habitats can be damaged or harmed due to environmental factors or human influence, such as water pollution. The lesson will end with a discussion of the endangered animals that are found in Texas. The students will choose an endangered animal, which will be the central subject of their artwork.

Using oil pastels, the students will create a oil drawing in the style of Frank X. Tolbert 2. The goal is to create Modernist style environment that shows how the chosen animal lives within the biome. The students can include other animals from the same biome, similar to the piece *Black Necked Stilt*. The class will use their research, collected in the art history project below, to inform their art decisions.

Activity: High School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Texas Ecology, Endangered Species, Biology
- **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

Once each student has selected an endangered animal found in Texas, they will research the animal and its habitat. They will answer the following questions:

- Which endangered animal did you choose?
- Where does it live in Texas?
- Describe its habitat. Please be as detailed as possible.
- What does the endangered animal eat?
- What caused the animal to be added to the endangered species list?
- When was this animal added to the endangered species list?
- Regarding your chosen endangered animal, how many are currently found in the wild?
- What conservation efforts are being made to help protect and rebuild the animal's population in the wild?

As the students are researching and writing their response, teachers should help the class identify and use trusted sources that do not utilize AI.