



**Tyler Museum of Art’s Lesson:
Ann Stautberg, 9.6.99, A.M., Texas Coast, #9**

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Lesson Plan: Ann Stautberg, *9.6.99, A.M., Texas Coast, #9*



Ann Stautberg, *9.6.99, A.M., Texas Coast, #9*, ca. 2003, gelatin silver photograph with translucent oil paint, 56 inches X 50 inches, Tyler Museum of Art, Tyler, Texas.

<https://tylERMuseum.pastperfectonline.com/webobject/9218E446-E81B-47B8-901A-535107142684>

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, Painting, and Photography

Art Vocabulary

Activity Vocabulary:

Ann Stautberg:

- Ann Stautberg was born in 1949 and is still creating art today.¹
- She received her Bachelors of Fine Art at the Texas Christian University and a Masters of Art at the University of Dallas.²
- Her work showcases visual tension through a mixture of contrast and form. The focus on is placed on mundane objects that are often overlooked.³
- Working large scale allows Stautberg to create a unique and engaging artwork. The images she photographs fill the viewer's vision, causing the viewer to focus more on the elements and principles of the work instead of the seeming simplicity of the presented object.⁴
- Her photograph, *9.6.99, A.M., Texas Coast, #9*, is part of her "Texas Coast Series."⁵
 - o The series focuses on mundane places and objects that reside on the coasts of Texas.⁶
 - o The added effect that elevates her photograph is her application of translucent oil paint on a large-scale black and white photograph.⁷

Photography:

- Photography is a method and style of art. Photographers will use a camera to capture images on light-sensitive film or digital records. Both process result in either a black and white or color photograph. From this, the artist can alter the image in a additive or reductive process to create the final piece.⁸
 - o Ann Stautberg uses an additive process to paint translucent oil paint into her black and white photographs.
 - o This process creates a subtle and beautiful tone to the image.

¹ "Ann Stautberg: C.V.," *Ann Stautberg Official Website*, updated 2022, accessed November 17, 2022, <https://www.annstautberg.com/new-page/>

² Ibid.

³ "Ann Stautberg: Times Change," *Glasstire Magazine*, Updated November 13, 2021, accessed November 17, 2022, <https://glasstire.com/events/2021/11/08/ann-stautberg-times-change/>.

⁴ Ibid.

⁵ Ann Stautberg: Texas Coast.," *Ann Stautberg Official Website*, updated 2022, accessed November 17, 2022, <https://www.annstautberg.com/texas-coas>.

⁶ Ibid.

⁷ Ibid.

⁸ "Art Term: Photograph," *Tate Modern*, updated 2022, accessed November 17, 2022, <https://www.tate.org.uk/art/art-terms/p/photography#:~:text=Photography%20refers%20to%20the%20process.on%20a%20light%2Dsensitive%20material>.

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Gelatin Silver Print:

- A gelatin silver print photograph is a popular method of traditional photography.⁹
 - o Revolutionized by the American Photographer Alfred Stieglitz and popularized after the 1910's, photographs of this style are developed from fine flecks of silver metal that are contained in a viscous gelatin mixture that is pre-applied to photography paper.¹⁰
 - o The traditional photograph film captures a negative of the actual scene. This negative flips the image and changes the shadows to highlights and visa-versa.¹¹
 - o Through a chemical light process, the negative is transferred to the silver gelatin paper to reveal the positive, or the representation, of the actual scene.¹²
 - o Due to the included silver, the photograph has range of dark (concentrated silver flecks) to light (spaced silver flecks).¹³

Translucent Oil Paint:

- Oil paint is a type of paint that is not typically water soluble. The pigment of each paint is dispersed throughout an oil base. The colors can be mixed together and diluted with linseed oil.¹⁴

Elements of Design¹⁵:

- 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,

⁹ Sarah S. Wagner, "Gelatin Silver Prints," *National Gallery of Art*, updated 2017, accessed November 17, 2022, <https://www.nga.gov/research/online-editions/alfred-stieglitz-key-set/practices-and-processes/gelatin-silver-prints.html>.

¹⁰ Ibid.

¹¹ Ibid.

¹² Ibid.

¹³ Ibid.

¹⁴ "Art Terms: Oil Paint," *Tate Modern*, updated 2022, accessed November 17, 2022, <https://www.tate.org.uk/art/art-terms/o/oil-paint>.

¹⁵ Rosalins Ragan, "Elements of Art," *Art Talk*, 61 – 211, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

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triangles and other standard geometric shapes. Organic shapes include natural non-geometric shapes that are developed from curvilinear lines.

Form:

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

Space:

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

Color:

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

Texture:

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

Principles of Design¹⁶:

- 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 the 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.

¹⁶ Rosalins Ragan, "The Principles of Design," *Art Talk*, 211 – 347, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

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Balance:

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

Proportion:

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

Variety:

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

Emphasis:

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

Unity:

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

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Elementary School Lesson Plans

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;
- Study Ann Stautberg's methods of painting photographs by learning about her artwork *9.6.99, A.M., Texas Coast, #9*;
- Create a painted photograph using watercolors on a black and white photograph or printed image;
- And, write an artist statement that explains why and how the student used the chosen watercolors on the photograph.

Texas Elementary School TEKS:

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

Kindergarten:

- §117.102.b.1.B
 - Foundations: Observation and Perception:
 - identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment.
- §117.102.b.2. A
 - Creative Expression:
 - create artworks using a variety of lines, shapes, colors, textures, and forms;
- §117.102.b.3. A / C
 - Historical and Cultural Relevance:
 - identify simple subjects expressed in artworks;
 - identify the uses of art in everyday life;
- §117.102.b.4.A / B
 - Critical Evaluation and Response:
 - express ideas about personal artworks or portfolios;
 - express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers;

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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
 - Creative Expression:
 - invent images that combine a variety of lines, shapes, colors, textures, and forms;
- §117.105.b.3. A / C
 - Historical and Cultural Relevance:
 - identify simple ideas expressed in artworks through different media;
 - discuss the use of art in everyday life;
- §117.105.b.4.A / B
 - Critical Evaluation and Response:
 - explain ideas about personal artworks;
 - identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.

Second Grade:

- §117.108.b.1.A / B
 - Foundations: Observation and Perception:
 - compare and contrast variations in objects and subjects from the environment using the senses;
 - 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
 - Creative Expression:
 - express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space;
- §117.108.b.3. A / B / C
 - Historical and Cultural Relevance:
 - interpret stories, content, and meanings in a variety of artworks;
 - examine historical and contemporary artworks created by men and women, making connections to various cultures;
 - analyze how art affects everyday life and is connected to jobs in art and design;

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- §117.108.b.4. A / B
 - Critical Evaluation and Response:
 - support reasons for preferences in personal artworks;
 - compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers;

Third Grade:

- §117.111.b.1.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;
- §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. 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. 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. 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;

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- §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 / C
 - Critical Evaluation and Response
 - evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists;
 - use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums;

Elementary School Art Activities:

Questions for Elementary School Students:

1. Examine Ann Stautberg's painted photograph *9.6.99, A.M., Texas Coast, #9*. Identify where each element of art is located in the artwork.
2. Examine Ann Stautberg's painted photograph *9.6.99, A.M., Texas Coast, #9*. Identify where each principle of art is located in the artwork.
3. What is a painted photograph?
4. Why does Ann Stautberg take photographs of simple objects and locations?
5. What is a better composition: a black and white photograph, a color photograph, or a painted photograph? Explain your answer.

Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Black and White Printed Photograph, Watercolor Paints, Paint Brush, and a Water Cup
- **Subject:** Painting, Photography, Color
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Extended Project

The students will study Ann Stautberg's artwork *9.6.99, A.M., Texas Coast, #9*. Specifically, the students will learn how she paints translucent oils on to her black and white photographs. Afterwards, the class will create their own painted photograph.

First, the students will receive a black and white photo that is printed on heavy cardstock or watercolor paper. The teacher can provide a selection of photographs that are different views of the town/city and the landscape. Once the students have their photos, they will receive watercolor paints, a paint brush, and a water cup. The students will reference a colorful version of their photo, which will help the student determine how to paint the photograph.

The teacher will monitor the student's progress through the painting process. If a student finished the project quickly, ensure the photo is painted in a manner that best represents the student's skill set. The goal is for the students to have a painted photograph that share similarities in color to the actual colorful photograph.

For older students, in 4th – 5th grade, the teacher can consider allowing the students to take their own photos of the town/city or the surrounding nature. This would require the students to print their black and white photographs onto cardstock paper or watercolor paper.

Activity: Elementary School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Artist Statement, Painting, Photography, Color
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Extended Project

After the students have completed their painted photographs, the students will write a paragraph artist statement. In the statement, the students will explain why they selected their chosen photograph, how they painted their image, and how they were inspired by Ann Stautberg's artwork.

Middle School Lesson Plans

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;
- Study Ann Stautberg's methods of painting photography by learning about her artwork *9.6.99, A.M., Texas Coast, #9*;
- Create a painted photograph using watercolors on a black and white image;
- And, write an artist statement that explains why and how the student used the chosen watercolors.

Texas Middle School TEKS:

Art 1, Art 2, Art 3

Art 1:

- §117.202.c.1.A / B / C / D
 - 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;
 - discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.
- §117.202.c.1.A
 - o Creative Expression:
 - create original artworks based on direct observations, original sources, personal experiences, and the community;
- §117.202.c.3.A / B / C
 - o Historical and Cultural Relevance:
 - identify the influence of historical and political events in artworks;

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- identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;
- explain the relationships that exist between societies and their art and architecture;
- §117.202.c.4.A / B / D
 - 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;
 - investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art;

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
 - 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;
- §117.203.b.3.A / B / C
 - 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;
 - compare and contrast relationships that exist between a society's art and its music, literature, and architecture;

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- §117.203.b.4.A / B / D
 - o 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;
 - investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art;

Art 3:

- §117.203.b.1.A / B / C / D
 - o 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
 - o Creative Expression:
 - create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community;
- §117.203.b.3.A / B
 - o Historical and Cultural Relevance:
 - analyze ways in which global, contemporary, historical, and political issues have influenced art;
 - 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 / B / C
 - o Critical Evaluation and Response:
 - create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;

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- analyze original artworks and portfolios using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
- 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 Ann Stautberg's painted photograph *9.6.99, A.M., Texas Coast, #9*. Identify where each element of art is located in the artwork.
2. Examine Ann Stautberg's painted photograph *9.6.99, A.M., Texas Coast, #9*. Identify where each principle of art is located in the artwork.
3. What is a painted photograph?
4. Why does Ann Stautberg take photographs of simple objects and locations?
5. What is a better composition: a black and white photograph, a color photograph, or a painted photograph? Explain your answer.
6. Do you think Ann Stautberg's painted photograph is successful? Why or why not?

Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Black and White Printed Photograph, Watercolor Paints, Paint Brush, and a Water Cup
- **Subject:** Painting, Photography, Color
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Project

The students will study Ann Stautberg's artwork *9.6.99, A.M., Texas Coast, #9*. Specifically, the students will learn how she paints translucent oils on to her black and white photographs. Afterwards, the class will create their own painted photograph.

First, the students will receive a black and white photo that is printed on heavy cardstock or watercolor paper. The teacher can provide a selection of photographs that are different views of the town/city and the landscape.

As an alternative method, the teacher can consider allowing the students to take their own photos of the town/city or the surrounding nature. This would require the students to print their black and white photographs onto cardstock paper or watercolor paper.

Once the students have their photos, they will receive watercolor paints, a paint brush, and a water cup. The students will reference a colorful version of their photo, which will help the student determine how to paint the photograph.

The teacher will monitor the student's progress through the painting process. If a student finished the project quickly, ensure the photo is painted in a manner that best represents the student's skill set. The goal is for the students to have a painted photograph that share similarities in color to the actual colorful photograph.

Activity: Middle School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Artist Statement, Painting, Photography, Color
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Project

After the students have completed their painted photographs, the students will write a one-page artist statement. In the statement, the students will explain why they selected their chosen photograph, how they painted their image, and how they were inspired by Ann Stautberg's artwork.

High School Lesson Plans

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;
- Study Ann Stautberg's methods of painting photography by learning about her artwork *9.6.99, A.M., Texas Coast, #9*;
- Create a painted photograph using watercolors on a black and white image;
- And, write an artist statement that explains why and how the student used the chosen watercolors.

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 / D
 - o 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;

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

Level II:

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

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- §117.303.c.4.A / B / C
 - o Critical Evaluation and Response:
 - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - use responses to artwork critiques to make decisions about future directions in personal work;

Level III:

- §117.304.c.1.A / B / C / D
 - o Foundations: Observation and Perception:
 - analyze visual characteristics of sources to illustrate concepts, demonstrate flexibility in solving problems, create multiple solutions, and think imaginatively;
 - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
 - explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork.
- §117.304.c.2.A / B / D
 - o Creative Expression:
 - create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
 - solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
- §117.304.c.3.A / B
 - o 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;

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- §117.304.c.4.A / B / C / D
 - Critical Evaluation and Response:
 - interpret, evaluate, and justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on evaluation of developmental progress, competency in problem solving, and a variety of visual ideas;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness;
 - use responses to artwork critiques to make decisions about future directions in personal work;

Level IV:

- §117.305.c.1.A / B / C / D
 - Foundations: Observation and Perception:
 - consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination;
 - compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
 - discriminate between art media and processes to express complex visual relationships such as content, meaning, message, and metaphor using extensive art vocabulary.
- §117.305.c.2.A / B / 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;
 - evaluate and justify design ideas and concepts to create a body of personal artwork;
 - 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;

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- analyze and evaluate the influence of contemporary cultures on artwork;
- §117.305.c.4.A / B / C / D
 - Critical Evaluation and Response:
 - develop evaluative criteria to justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on a high level of creativity and expertise in one or more art areas;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and the measure of uniqueness;
 - use responses to artwork critiques to make decisions about future directions in personal work;

High School Art Activities:

Questions for High School Students:

1. Examine Ann Stautberg's painted photograph *9.6.99, A.M., Texas Coast, #9*. Identify where each element of art is located in the artwork.
2. Examine Ann Stautberg's painted photograph *9.6.99, A.M., Texas Coast, #9*. Identify where each principle of art is located in the artwork.
3. What is a painted photograph?
4. Why does Ann Stautberg take photographs of simple objects and locations?
5. What is a better composition: a black and white photograph, a color photograph, or a painted photograph? Explain your answer.
6. Do you think Ann Stautberg's painted photograph is successful? Why or why not?

Activity: High School Fine Arts

- **Activity Setting:** Classroom and/or outdoor location
- **Materials:** Black and White Printed Photograph, Watercolor Paints, Paint Brush, and a Water Cup
- **Subject:** Painting, Photography, Color
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Extended Project

The students will study Ann Stautberg's artwork *9.6.99, A.M., Texas Coast, #9*. Specifically, the students will learn how she paints translucent oils on to her black and white photographs. Afterwards, the class will create their own painted photograph.

First, the students will receive a black and white photo that is printed on heavy cardstock or watercolor paper. The teacher can provide a selection of photographs that are different views of the town/city and the landscape.

As an alternative method, the teacher can consider allowing the students to take their own photos of the town/city or the surrounding nature. This would require the students to print their black and white photographs onto cardstock paper or watercolor paper.

Once the students have their photos, they will receive watercolor paints, a paint brush, and a water cup. The students will reference a colorful version of their photo, which will help the student determine how to paint the photograph. Likewise, the students can reference the original colorful photo and choose to paint the black and white image with different colors. This could allow students to work with colors to create unique color complements, color triads, or other color mixtures.

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The teacher will monitor the student's progress through the painting process. If a student finished the project quickly, ensure the photo is painted in a manner that best represents the student's skill set. The goal is for the students to have a painted photograph that either shares similarities to the actual colorful photograph or express a unique mixture of colors.

Activity: High School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Artist Statement, Painting, Photography, Color
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Extended Project

After the students have completed their painted photographs, the students will write a one-page or two-page artist statement. In the statement, the students will explain why they selected their chosen photograph, how they painted their image, and how they were inspired by Ann Stautberg's artwork.