



Tyler Museum of Art’s Lesson Plan: Jack Brusca, #2

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Lesson Plan: Jack Brusca, #2



Jack Brusca, #2, 1972, Silkscreen print on Somerset Paper, 22.125 inches x 29.875 inches, Tyler Museum of Art, Tyler, Texas, USA.

<https://tylERMuseum.pastperfectonline.com/webobject/5C163B63-7F8A-436D-B3B3-665870411171>

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, and Pop Art and Contemporary Art¹

¹ Robert Bonanno, "Art History- Jack Brusca," *Fire Island Pines Historical Society*, December 27, 2021, Accessed January 25th, 2023. <https://www.pineshistory.org/the-archives/art-history-jack-brusca>.

Art Vocabulary

Activity Vocabulary:

Jack Brusca:

- Jack Brusca was born in New York in 1939 and died in 1993 at the age of 56 from AIDS.²
- He attended the University of New Hampshire and the School of Visual Arts.³
- He was an American Contemporary artist whose artwork depicts illusions of manipulated letters, numbers, and flowers among other things.⁴
- He received critical acclaim for his paintings in 1969 and for the costumes he developed for ballet sets in 1991.⁵
- His work was exhibited at Galeria Bonino, New York in 1969, and Paraty Gallery in SoHo in 1989. These were his one-man shows.⁶
- His artworks have also been displayed at Daniel Coon Fine Art Gallery located in New York.⁷
- His work, such as his print titled #2, is a part of the Tyler Museum of Art's permanent collection.⁸
 - His work consists of geometrical forms, with a degree of illusionism, that makes the metal band make the painting look like a sculpture.⁹

Pop Art

- Pop Art is an art movement that is inspired from popular culture and contemporary events. Artists of this movement use films, television commercials, and other forms of popular culture to create their artwork.¹⁰

² Jack Brusca, "About Jack", updated 2023, accessed January 25th, 2023, <https://www.jackbrusca.com/about>

³ Ibid

⁴ "Jack Brusca," RoGallery, updated 2023, accessed February 7, 2023, <https://rogallery.com/artists/jack-brusca/>.

⁵ Jack Brusca, "About Jack", updated 2023, accessed January 25th, 2023, <https://www.jackbrusca.com/about>

⁶ Ibid

⁷ "Jack Brusca," RoGallery, updated 2023, accessed February 7, 2023, <https://rogallery.com/artists/jack-brusca/>.

⁸ "Browse Record," 1977.01.17 - #2 | Tyler Museum of Art, accessed February 7, 2023, <https://tylERMuseum.pastperfectonline.com/webobject/5C163B63-7F8A-436D-B3B3-665870411171>.

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¹⁰ Eden Gallery. "Pop Art: What Is Pop Art Definition?," updated 2021. Accessed January 25th, 2023. <https://www.eden-gallery.com/news/what-is-pop-art>.

Printmaking

- Printmaking is a process of transferring an image from a source onto another surface such as fabric or paper. The process of transferring an image uses a matrix. This device is a design template that is made from wood, glass, or metal. Once the design is ready, ink is then added to transfer the design onto the surface of the desired material.¹¹

Silkscreen Printmaking (Serigraphy):

- Serigraphy is a medium where the artist applies their designs and stencils to a fabric or a screen. Multiple colors are used in serigraphy. They are applied separately in order to achieve the perfect image that the artist desires.¹²

Contemporary Painting

- Contemporary painting is a style of art that was established between the 1960s through the 1970s. This movement survives to this current day. There are several genres in Contemporary painting, such as: abstract, figure, landscape, portrait, photographic, and still life.¹³

Elements of Design:¹⁴

- 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.

¹¹ Freyda Spira and Liz Zanis, "What Is Printmaking?," Metmuseum.org, accessed February 7, 2023, <https://www.metmuseum.org/about-the-met/collection-areas/drawings-and-prints/materials-and-techniques/printmaking>.

¹² Park West Gallery, "What Is a Serigraph?: How Artists Have Embraced Serigraphy," Park West Gallery, updated March 1, 2019, accessed February 7th, 2023 <https://www.parkwestgallery.com/what-is-a-serigraph-serigraphy/#comments>.

¹³ Sylvia Walker, "Contemporary Painting: A Complete Overview — CAI," Contemporary Art Issue - Platform, Publisher & Gallery on Contemporary Art, January 10, 2023, Accessed January 25th, 2023. <https://www.contemporaryartissue.com/contemporary-painting-a-complete-overview/>.

¹⁴ Rosalins Ragan, "Elements of Art," in *Art Talk*, 61 - 211, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1998).

Shape:

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

Form:

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

Space:

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

Color:

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

Texture:

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

Principles of Design:¹⁵

- 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.

¹⁵ Rosalins Ragan, "Principles of Design," in *Art Talk*, 211 - 347, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

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.

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;
- Understand the artwork's historical significance and how it relates to certain environments;
- Create a print using vibrant color that expresses a number, a letter, and an object;
- And, explain why and how the student created the prints in an artist statement.

Texas Elementary School TEKS:

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

Kindergarten:

- §117.102.b.1.B
 - o Foundations: Observation and Perception:
 - identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment.
- §117.102.b.2. A / B
 - o Creative Expression:
 - create artworks using a variety of lines, shapes, colors, textures, and forms;
 - arrange components intuitively to create artworks.
- §117.102.b.3. A / C
 - o Historical and Cultural Relevance:
 - identify simple subjects expressed in artworks;
 - identify the uses of art in everyday life.
- §117.102.b.4.A / B
 - o 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.

First Grade:

- §117.105.b.1. B
 - Foundations: Observation and Perception:
 - identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.
- §117.105.b.2. A / B
 - 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 / C
 - 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;
 - 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. B
 - Foundations: Observation and Perception:
 - identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.
- §117.108.b.2. A / B
 - 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 / 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.

- §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;

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

Elementary School Art Activities:

Questions for Elementary School Students:

1. Examine Jack Brusca's artwork, #2. Identify where each element of art is located in the art.
2. Examine Jack Brusca's artwork, #2. Identify where each principle of art is located in the art.
3. Do you think that Jack Brusca's composition #2 is a successful piece of art? Why or why not?
4. Why do you think that Jack Brusca used the number 2 in his artwork #2?
5. Do you think that Jack Brusca used a good choice of color within his artwork #2? Explain your answer.

Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Pre-Cut Small Styrofoam Sheets, Water Soluble Speedball Ink, Mixed-Media Paper, Pencil
- **Subject:** Art History, Printmaking, Pop Art
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Extended Day Project

Students will study Jack Brusca's artwork titled #2 and his methods of Pop Art and color. Then, the class will create their own collection of prints.

First, the students will each receive two Styrofoam sheets. Using a pencil, the students will draw a design or object on one sheet and a number on the second sheet. Once the designs are finished and the teacher has approved of the designs, the student can begin printing.

The teacher will set up a space for the students to print their Styrofoam sheets. Likewise, the teacher can wait until the entire class is ready to print to set up materials. These areas will have trays with water soluble ink, an ink roller, and paper. The students, with the teacher's help, will roll one color of ink on one Styrofoam sheet. Then, the students will roll a second color of ink on the second Styrofoam sheet.

When the Styrofoam has been inked, the students will place the first Styrofoam sheet on the paper with the ink-side touching the paper. The student, with teacher supervision, will press the print onto the paper. Afterwards, the student will pull the Styrofoam off the paper, and press the second Styrofoam sheet onto the same paper. This will create a single print that has two different colored prints on a single page: a number and a design.

The teacher can choose to have the students make multiple prints using these two designs. Likewise, the teacher can allow 3rd grade - 5th grade to include a third Styrofoam print to create a triple layered print.

Activity: Elementary School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Art History, Printmaking
- **Texas TEKS:** Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade
- **Duration:** Extended Day Project

After the students complete their prints, the students will write an artist statement. In the artist statement, the students will address how they were inspired by Jack Brusca's artwork, why they chose their colors, and why they created the final design.

Kindergarten through 2nd grade students need to write between 3 to 5 sentences. 3rd grade students through 5th grade students need to write at least half a page.

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;
- Understand the artist's use of color.
- Understand the artwork's historical significance and how it relates to certain environments.
- Create a print using vibrant color that expresses a number, a letter, and an object;
- And, explain why and how the student created the prints in an artist statement.

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 / B
 - o 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 / 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 / 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.

- §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 / D
 - 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
 - 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;

- 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
 - Critical Evaluation and Response:
 - create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;
 - analyze original artworks and portfolios using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - 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 (Jack Brusca, #2). Identify where each element of art is located in the folk art.
2. Examine (Jack Brusca, #2). Identify where each principle of art is located in the folk art.
3. Do you think that Brusca's #2 is a successful piece of art?
4. Why do you think that Brusca used the number 2 in his artwork #2?
5. Do you think that Brusca used a good choice of color within his artwork #2?
6. Can you explain how Brusca created an illusion within his artwork #2?

Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** 4 Styrofoam plates, pencil, speedball ink, paper
- **Subject:** Art History, Printmaking
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Day Project

Students will study Jack Brusca's artwork titled #2 and his methods of Pop Art and color. Then, the class will create their own collection of prints.

First, the students will each receive four Styrofoam sheets. Using a pencil, the students will draw a design on each Styrofoam sheet. Once the designs are finished and the teacher has approved of the designs, the student can begin printing.

The teacher will set up a space for the students to print their Styrofoam sheets. Likewise, the teacher can wait until the entire class is ready to print to set up materials. These areas will have trays with water soluble ink, an ink roller, and paper. The students, with the teacher's help, will roll one color of ink on one Styrofoam sheet. Then, the students will roll a different color on the second Styrofoam sheet, then a different one for the third Styrofoam sheet and for the fourth Styrofoam sheet. The students should have four different colors for each print.

When the Styrofoam has been inked, the students will place the first Styrofoam sheet on the paper with the ink-side touching the paper. The student, with teacher supervision, will press the print onto the paper. Afterwards, the student will pull the Styrofoam off the paper, and press the second Styrofoam sheet onto the same paper. They will also do this for the third and fourth Styrofoam sheet. This will create a single print that has four different colored prints on a single page.

The teacher can choose to have the students make multiple prints using these four designs.

Activity: Middle School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Art History, Printmaking
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Day Project

After the students complete their prints, the students will write an artist statement. In the artist statement, the students will address how they were inspired by Jack Brusca's artwork, why they chose their colors, and why they created the final design.

Students are required to write a half to at least a full page for their artist statements.

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;
- Understand the artwork's historical significance and how it relates to certain environments.
- Identify how the artist used the idea of an illusion within their artwork.
- Understand the process of printmaking and how the artist made use of this medium to create a successful piece of artwork.

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.

- §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.

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

Level IV:

- §117.305.c.1.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 / 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 / D / F
 - Critical Evaluation and Response:
 - develop evaluative criteria to justify artistic decisions in artwork such as that in museums, local galleries, art exhibits, and websites based on a high level of creativity and expertise in one or more art areas;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and the measure of uniqueness;
 - use responses to artwork critiques to make decisions about future directions in personal work;
 - evaluate a wide range of artwork to form conclusions about formal qualities, aesthetics, historical and cultural contexts, intents, and meanings.

High School Art Activities:

Questions for High School Students:

1. Examine (Jack Brusca, #2). Identify where each element of art is located in the art.
2. Examine (Jack Brusca, #2). Identify where each principle of art is located in the art.
3. Do you think that Brusca's #2 is a successful piece of art?
4. Why do you think that Brusca used the number 2 in his artwork #2?
5. Do you think that Brusca used a good choice of color within his artwork #2?
6. How did Brusca create an illusion within his artwork #2?
7. What is the process of making a Silkscreen Print (Serigraphy Print)?
8. Do you believe that Brusca was successful with his printmaking process? Why or why not?

Activity: High School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** 6 Styrofoam plates, speedball ink, pencil, paper
- **Subject:** Art History, Printmaking
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Extended Day Project

Students will study Jack Brusca's artwork titled #2 and his methods of Pop Art and color. Then, the class will create their own collection of prints.

First, the students will each receive six Styrofoam sheets. Using a pencil, the students will draw a design on each Styrofoam sheet. Once the designs are finished and the teacher has approved of the designs, the student can begin printing.

The teacher will set up a space for the students to print their Styrofoam sheets. Likewise, the teacher can wait until the entire class is ready to print to set up materials. These areas will have trays with water soluble ink, an ink roller, and paper. The students, with the teacher's help, will roll one color of ink on one Styrofoam sheet. Then, the students will roll a different color on the second Styrofoam sheet, then a different one for the third Styrofoam sheet and for the fourth, fifth and sixth Styrofoam sheet. The students should have six different colors for each print.

When the Styrofoam has been inked, the students will place the first Styrofoam sheet on the paper with the ink-side touching the paper. The student, with teacher supervision, will press the print onto the paper. Afterwards, the student will pull the Styrofoam off the paper, and press the second Styrofoam sheet onto the same paper. They will also do this for the third and fourth Styrofoam sheet as well for the fifth and sixth Styrofoam sheet. This will create a single print that has six different colored prints on a single page.

The teacher can choose to have the students make multiple prints using these six designs.

Activity: High School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Art History, Printmaking
- **Texas TEKS:** Art Level I, Level II, Level III, and Level IV
- **Duration:** Extended Day Project

After the students complete their prints, the students will write an artist statement. In the artist statement, the students will address how they were inspired by Jack Brusca's artwork, why they chose their colors, and why they created the final design. Students also need to explain the process of printmaking based on the knowledge taught by their teacher. Students need to then take this knowledge and explain how their activity is related to the process of printmaking.

Students are required to write a full page for their artist statements.