

Tyler Museum of Art



Tyler Museum of Art's Lesson: Susie Phillips, *View #1*

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Lesson Plan: Susie Phillips, *View #1*



Susie Phillips, *View #1*, 1984, oil on canvas, 36 inches X 44 inches, Tyler Museum of Art, Tyler, Texas

<https://tylermuseum.pastperfectonline.com/webobject/4AE962FC-672D-48B4-B641-371455851135>

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, Still Life, Color, Movement, Usage of Patterned Line

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Art Vocabulary

Activity Vocabulary:

Susie Phillips

- She was born in 1949, and she continues to create art today.¹
- She studied art at the Southern Methodist University. In 1992, she graduated with her Bachelors of Fine Arts.²
- She started to exhibit her work in 1978 in the Dallas region. A few years later, in 1988, she began a partnership with Conduit Gallery.³
- Inspired by Paul Cézanne and Henri Matisse, Phillips creates vibrant paintings, pastel compositions, drawings, collage paper works, and embroidery that express a unique blend of pattern, proportion, and color.⁴
- She is considered to be a “Still-Life Painter”, due to her representations of still life arrangements and people.⁵
 - o However, the Conduit Gallery defines her as an “Un-Still-Life Artist” for her inclusion of post-impressionistic and fauvist themes in her work.⁶
- Following the timeline presented by the gallery, she began to paint and draw first.⁷
 - o Next, she studied quilting methods to create collage paper assemblages that resemble the method of quilting.⁸
 - o Most recently, she has started to create embroidery works.⁹
 - Beginning during the pandemic, she became proficient in the weaving process to create fabric works that resemble her painting style. This was known as her “Lap Work”.¹⁰
- Her works ask the viewer to study how simple arrangements can be enlivened with vibrant patterns.¹¹
 - o Then, within this state of reflection, Phillips asks the viewer to contemplate how time played a factor in the compositions.¹²

¹ “To There and Back: Susie Phillips,” *Conduit Gallery*, updated June 25, 2016, accessed November 27, 2023, <https://conduitgallery.com/exhibitions/to-there-back>.

² Ibid.

³ Ibid.

⁴ “Still Crazy: Susie Phillips,” *Conduit Gallery*, updated January 4, 2014, accessed November 27, 2023, <https://conduitgallery.com/exhibitions/still-crazy>.

⁵ “Biography: Susie Phillips,” *Conduit Gallery*, updated 2023, accessed November 27, 2023, <https://conduitgallery.com/artists/susie-phillips>.

⁶ Ibid.

⁷ “Crazy Work: Susie Phillips,” *Conduit Gallery*, updated May 1, 2010, accessed November 27, 2023, <https://conduitgallery.com/exhibitions/crazy-work>.

⁸ “Still Crazy: Susie Phillips,” *Conduit Gallery*, <https://conduitgallery.com/exhibitions/still-crazy>.

⁹ “To There and Back: Susie Phillips,” *Conduit Gallery*, <https://conduitgallery.com/exhibitions/to-there-back>.

¹⁰ Ibid.

¹¹ Ibid,

¹² Ibid.

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- For the paper collage pieces, time is found in the various pieces of paper that were designed at different times to then be rearranged by the artist to create something new in the present.¹³
- For the paintings, time is found in the painting process that shifts the “real” subject into a living pattern. This is done by making a stationary subject have a sense of movement through the inclusion of short lines that match the surrounding hue. The collection of lines direct the viewer’s eye around the composition.¹⁴
- Lastly, for the embroidery, time is found in the meticulous stitching of the floss to create a piece that reflects her painter’s mind.¹⁵

Still Life:

- A still life is a collection of natural materials, plants, and man-made objects that are arranged to create an interesting composition.¹⁶
- The goal is to present the objects in a manner that exemplifies the color and space or to showcase owned objects and illustrate the temporary nature of life.¹⁷

Oil Paint:

- Oil paint is developed from mixing vibrant pigments in a thick slow-drying oil.¹⁸
- Due to the chemical makeup of the medium, the artist can create thin layers that dry like a glaze or thick opaque layers that create tangible texture on the canvas.¹⁹

Elements of Design²⁰:

- 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.

¹³ Ibid.

¹⁴ “Still Not Still: Susie Phillips,” *Conduit Gallery*, updated June 17, 2023, accessed November 27, 2023, <https://conduitgallery.com/exhibitions/still-not-still>.

¹⁵ “Lap Work: Pandemic Stitching: Susie Phillips,” *Conduit Gallery*, <https://conduitgallery.com/exhibitions/lap-work-pandemic-stitching>.

¹⁶ “Art Term: Still Life,” Tate Modern Museum, updated 2022, accessed September 7, 2022, <https://www.tate.org.uk/art/art-terms/s/still-life>.

¹⁷ Ibid.

¹⁸ “Art Term: Oil Paint,” *Tate Modern Museum*, updated 2023, accessed May 10, 2023, <https://www.tate.org.uk/art/art-terms/o/oil-paint>.

¹⁹ Ibid.

²⁰ Rosalins Ragan, “Elements of Art,” in *Art Talk*, 61 – 211, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

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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 Design²¹:

- 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.

²¹ Rosalins Ragan, "Principles of Design," in *Art Talk*, 211 - 347, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

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Balance:

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

Proportion:

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

Variety:

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

Emphasis:

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

Unity:

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

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Elementary School Lesson Plans:

National Learning Standards

Goals:

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

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Study Susie Phillip's art style from the painting *View #1*;
- Study different types of still life compositions;
- Arrange a still life or select a still life design to recreate;
- Create a bold still life using watercolor paint, acrylic paint, or tempera paint using Susie Phillip's methods of color, movement, and line;
- And, write an artist statement that explains how movement is represented in the finished still life.

National Learning Standards for Visual Arts:

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

Pre-Kindergarten:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.Pka: Engage in self-directed play with materials;
 - VA:Cr1.2.Pka: Engage in self-directed, creative making.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.PKa: Use a variety of artmaking tools;
 - VA:Cr2.2.PKa: Share materials with others;
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.PKa: Share and talk about personal artwork.
- Presenting:
 - Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.PKa: Identify places where art may be displayed or saved.

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- Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.PKa: Identify where art is displayed both inside and outside of school.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.PKa: Recognize art in one's environment.
 - VA:Re.7.2.PKa: Distinguish between images and real objects.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.PKa: Interpret art by identifying and describing subject matter.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.PKa: Select a preferred artwork.
- 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:Cr2.2.Ka: Identify safe and non-toxic art materials, tools, and equipment.
 - VA:Cr2.3.Ka: Create art that represents natural and constructed environments.

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- Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.Ka: Explain the process of making art while creating.
- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.Ka: Select art objects for personal portfolio and display, explaining why they were chosen.
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.Ka: Explain what an art museum is and distinguish how an art museum is different from other buildings.
- 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.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.Ka: Explain reasons for selecting a preferred artwork

First Grade:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.2.1a: Use observation and investigation in preparation for making a work of art.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.1a: Explore uses of materials and tools to create works of art or design.
 - VA:Cr2.2.1a: Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
 - VA:Cr2.3.1a: Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

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- Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.1a: Use art vocabulary to describe choices while creating art.
- Presenting:
 - Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.1a: Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.2.1a: Compare images that represent the same subject
 - 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.

Second Grade:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.2.2a: Make art or design with various materials and tools to explore personal interests, questions, and curiosity
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.2a: Experiment with various materials and tools to explore personal interests in a work of art or design
 - VA:Cr2.2.2a: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.2a: Discuss and reflect with peers about choices made in creating artwork

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- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.2a: Categorize artwork based on a theme or concept for an exhibit.
 - Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.2a: Distinguish between different materials or artistic techniques for preparing artwork for presentation
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.2a: Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.2a: Perceive and describe aesthetic characteristics of one's natural world and constructed environments
 - VA:Re.7.2.2a: Categorize images based on expressive properties
 - Anchor Standard 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:Cr1.2.3a: Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.3a: Create personally satisfying artwork using a variety of artistic processes and materials.
 - VA:Cr2.2.3a: Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.

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- VA:Cr3.1.3a: Elaborate visual information by adding details in an artwork to enhance emerging meaning.
- Presenting:
 - Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.3a: Identify exhibit space and prepare works of art including artists' statements, for presentation.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.3a: Speculate about processes an artist uses to create a work of art.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.3a: Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.3a: Evaluate an artwork based on given criteria.
- Connecting:
 - Anchor Standard 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.

Fourth Grade:

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

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- Presenting:
 - Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.4a: Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.4a: Compare responses to a work of art before and after working in similar media.
 - VA:Re.7.2.4a: Analyze components in visual imagery that convey messages.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.4a: Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.4a: Apply one set of criteria to evaluate more than one work of art.

Fifth Grade:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.5a: Combine ideas to generate an innovative idea for art-making.
 - VA:Cr1.2.5a: Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.5a: Experiment and develop skills in multiple art-making techniques and approaches through practice.
 - VA:Cr2.2.5a: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
 - VA:Cr2.3.5a: Identify, describe, and visually document places and/or objects of personal significance.

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- Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.5a: Create artist statements using art vocabulary to describe personal choices in art-making.
- Presenting:
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.5a: Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.5a: Compare one's own interpretation of a work of art with the interpretation of others.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.5a: Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
 - 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.

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;
- Study Susie Phillip's art style from the painting *View #1*;
- Study different types of still life compositions;
- Arrange a still life or select a still life design to recreate;
- Create a bold still life using watercolor paint, acrylic paint, or tempera paint using Susie Phillip's methods of color, movement, and line;
- And, write an artist statement that explains how movement is represented in the finished still life.

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 / C
 - o Creative Expression:
 - create artworks using a variety of lines, shapes, colors, textures, and forms;
 - arrange components intuitively to create artworks;
 - use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms.
- §117.102.b.3. A
 - o Historical and Cultural Relevance:
 - identify simple subjects expressed in artworks;

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- §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;

First Grade:

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

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- Creative Expression:
 - express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space;
 - create compositions using the elements of art and principles of design;
 - identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.
- §117.108.b.3. A
 - Historical and Cultural Relevance:
 - interpret stories, content, and meanings in a variety of artworks;
- §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 / C
 - Creative Expression
 - integrate ideas drawn from life experiences to create original works of art;
 - create compositions using the elements of art and principles of design;
 - produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.
- §117.111.b.3. A
 - Historical and Cultural Relevance:
 - identify simple main ideas expressed in artworks from various times and places;
- §117.111.b.4. A / B

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- 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 / 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; and
 - produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials.
- §117.114.b.3. A / B
 - Historical and Cultural Relevance:
 - compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions;
 - compare purpose and content in artworks created by historical and contemporary men and women, making connections to various cultures;
- §117.114.b.4. A / B
 - Critical Evaluation and Response
 - evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists.

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- 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;
 - produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials.
- §117.117.b.3. A / B
 - Historical and Cultural Relevance:
 - compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols;
 - compare the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures;
- §117.117.b.4. A / B
 - Critical Evaluation and Response
 - evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists;
 - use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums;

Elementary School Art Activities:

Questions for Elementary School Students:

1. Examine Susie Phillips' painting *View #1*. Identify where each element of art is located in the artwork.
2. Examine Susie Phillips' painting *View #1*. Identify where each principle of art is located in the artwork.
3. What is a still life?
4. How do you make a still life?
5. How does Susie Phillips use color and line to show movement?
6. Why do you think Susie Phillips wants to show movement in her still life?

Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** pre-assembled still life or objects used to create a still life, paintbrush, mixed media paper, pencil, water cup, paper towel, and either watercolor paint, acrylic paint, tempera paint, or markers.
- **Subject:** Still Life, Color, Movement, Line, Pattern
- **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 class will study Susie Phillips' painting *View #1* and discuss still life compositions. Afterwards, the students will create a still life composition that uses the methods of movement, line, and bold color found in the artist's work.

The teacher can decide if the students will construct their own still life, each have a pre-built still life, or be provided with a handout that shows a type of still life. The students will draw the still life using a pencil on mixed media paper. Once the still life drawing is approved by the teacher, the student can begin to add color to the piece.

The teacher can decide if the students will use watercolor paint, acrylic paint, tempera paint, or markers. Using the selected medium, the students will color the drawing using bold colors and patterned lines to create visual movement. The students will decide where the patterned lines will be placed in the composition. The students will pattern the entire drawing to complete the artwork. The student can choose to blend the colors or layer them as flat colors.

Activity: Elementary School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Still Life, Color, Movement, Line, Pattern
- **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

After the students have completed their still life compositions, they will write a short artist statement. The students will answer the following prompts:

- (If the students were able to arrange the still life): Why did you arrange the still life in this design?
- (If the students were able to choose their pre-built or handout of a still life): Why did you choose this still life?
- How did you arrange the lines and patterns on your still life artwork?
- How did Susie Phillips inspire you to design your composition?
- What have you learned about patterned lines, vibrant color, and movement?

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;
- Study Susie Phillip's art style from the painting *View #1*;
- Study different types of still life compositions;
- Arrange a still life or select a still life design to recreate;
- Create a bold still life using watercolor paint, acrylic paint, or tempera paint using Susie Phillip's methods of color, movement, and line;
- And, write an artist statement that explains how movement is represented in the finished still life.

National Learning Standards for Visual Arts:

Sixth Grade, Seventh Grade, and Eighth Grade

Sixth Grade:

- Creating:
 - o Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art.
 - VA:Cr1.2.6a: Formulate an artistic investigation of personally relevant content for creating art.
 - o 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.
 - o 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.

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- Presenting:
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.6a: Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.
- 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.

Seventh Grade:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.7a: Apply methods to overcome creative blocks.
 - VA:Cr1.2.7a: Develop criteria to guide making a work of art or design to meet an identified goal.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

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- 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.
- Presenting:
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.7a: Compare and contrast viewing and experiencing collections and exhibitions in different venues.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.7a: Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
 - VA:Re.7.2.7a: Analyze multiple ways that images influence specific audiences.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.7a: Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.7a: Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.
- Connecting:
 - Anchor Standard 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.

Eighth Grade:

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

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- VA:Cr1.1.8a: Document early stages of the creative process visually and/or verbally in traditional or new media.
 - VA:Cr1.2.8a: Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.8a: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.
 - VA:Cr2.3.8a: Select, organize, and design images and words to make visually clear and compelling presentations.
 - Anchor Standard 3:
 - Creating: Refine and complete artistic work.
 - VA:Cr3.1.8a: Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.8a: Develop and apply criteria for evaluating a collection of artwork for presentation.
 - Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.8a: Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.8a: Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
- 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.

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- Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
- Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.8a: Create a convincing and logical argument to support an evaluation of art.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.8a: Make art collaboratively to reflect on and reinforce positive aspects of 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;
- Study Susie Phillip's art style from the painting *View #1*;
- Study different types of still life compositions;
- Arrange a still life or select a still life design to recreate;
- Create a bold still life using watercolor paint, acrylic paint, or tempera paint using Susie Phillip's methods of color, movement, and line;
- And, write an artist statement that explains how movement is represented in the finished still life.

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 / C
 - o Creative Expression:
 - create original artworks based on direct observations, original sources, personal experiences, and the community;

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- apply the art-making process to solve problems and generate design solutions;
- produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.
- §117.202.c.3.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 / C
 - Creative Expression:
 - create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community;
 - apply the art-making process to solve problems and generate design solutions;

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- apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;
- §117.203.b.3.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 / C
 - 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;

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- create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;
- §117.203.b.3.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 Susie Phillips' painting *View #1*. Identify where each element of art is located in the artwork.
2. Examine Susie Phillips' painting *View #1*. Identify where each principle of art is located in the artwork.
3. What is a still life?
4. How do you make a still life?
5. How does Susie Phillips use color and line to show movement?
6. Why do you think Susie Phillips wants to show movement in her still life?

Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** pre-assembled still life or objects used to create a still life, paintbrush, mixed media paper, pencil, water cup, paper towel, and either watercolor paint, acrylic paint, tempera paint, or markers.
- **Subject:** Still Life, Color, Movement, Line, Pattern
- **National Learning Standards:** Sixth Grade, Seventh Grade, and Eighth Grade
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Project

The class will study Susie Phillips' painting *View #1* and discuss still life compositions. Afterwards, the students will create a still life composition that uses the methods of movement, line, and bold color found in the artist's work.

The teacher can decide if the students will construct their own still life, each have a pre-built still life, or be provided with a handout that shows a type of still life. The students will draw the still life using a pencil on mixed media paper. Once the still life drawing is approved by the teacher, the student can begin to add color to the piece.

The teacher can decide if the students will use watercolor paint, acrylic paint, tempera paint, or markers. Using the selected medium, the students will color the drawing using bold colors and patterned lines to create visual movement. The students will decide where the patterned lines will be placed in the composition. The students will pattern the entire drawing to complete the artwork. The student can choose to blend the colors or layer them as flat colors.

Activity: Middle School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Still Life, Color, Movement, Line, Pattern
- **National Learning Standards:** Sixth Grade, Seventh Grade, and Eighth Grade
- **Texas TEKS:** Art 1, Art 2, Art 3
- **Duration:** Extended Project

After the students have completed their still life compositions, they will write a short artist statement. The students will answer the following prompts:

- (If the students were able to arrange the still life): Why did you arrange the still life in this design?
- (If the students were able to choose their pre-built or handout of a still life): Why did you choose this still life?
- How did you arrange the lines and patterns on your still life artwork?
- How did Susie Phillips inspire you to design your composition?
- What have you learned about patterned lines, vibrant color, and movement?

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;
- Study Susie Phillip's art style from the painting *View #1*;
- Study different types of still life compositions;
- Arrange a still life or select a still life design to recreate;
- Create a bold still life using watercolor paint, acrylic paint, or tempera paint using Susie Phillip's methods of color, movement, and line;
- And, write an artist statement that explains how movement is represented in the finished still life.

National Learning Standards for Visual Arts:

High School Proficient, High School Accomplished, and High School Advanced

High School Proficient:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.Ia: Use multiple approaches to begin creative endeavors.
 - VA:Cr1.2.Ia: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.Ia: Engage in making a work of art or design without having a preconceived plan.
 - 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.

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- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.Ia: Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- 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.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.
 - VA:Cn10.1.Ia: Document the process of developing ideas from early stages to fully elaborated ideas.

High School Accomplished:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.1.IIa: Individually or collaboratively formulate new creative problems based on student’s existing artwork.
 - VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.
 - VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.

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- VA: Pr4.1.IIa: Analyze, select, and critique personal artwork for a collection or portfolio presentation.
 - Anchor Standard 6:
 - Presenting: Convey meaning through the presentation of artistic work.
 - VA:Pr6.1.IIa: Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.IIa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
 - VA:Re.7.2.IIa: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.IIa: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.IIa: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- Connecting:
 - Anchor Standard 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.

High School Advanced:

- Creating:
 - Anchor Standard 1:
 - Creating: Generate and conceptualize artistic ideas and work.
 - VA:Cr1.2.IIIa: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
 - Anchor Standard 2:
 - Creating: Organize and develop artistic ideas and work.

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- 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.
- Presenting:
 - Anchor Standard 4:
 - Presenting: Select, analyze, and interpret artistic work for presentation.
 - VA: Pr4.1.IIIa: Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
 - Anchor Standard 5:
 - Presenting: Develop and refine artistic techniques and work for presentation.
 - VA:Pr5.1.IIIa: Investigate, compare, and contrast methods for preserving and protecting art.
- Responding:
 - Anchor Standard 7:
 - Responding: Perceive and analyze artistic work
 - VA:Re.7.1.IIIa: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
 - VA:Re.7.2.IIIa: Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
 - Anchor Standard 8:
 - Responding: Interpret intent and meaning in artistic work.
 - VA:Re8.1.IIIa: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
 - Anchor Standard 9:
 - Responding: Apply criteria to evaluate artistic work.
 - VA:Re9.1.IIIa: Construct evaluations of a work of art or collection of works based on differing sets of criteria.
- Connecting:
 - Anchor Standard 10:
 - Connecting: Synthesize and relate knowledge and personal experiences to make art.

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- 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;
- Study Susie Phillip's art style from the painting *View #1*;
- Study different types of still life compositions;
- Arrange a still life or select a still life design to recreate;
- Create a bold still life using watercolor paint, acrylic paint, or tempera paint using Susie Phillip's methods of color, movement, and line;
- And, write an artist statement that explains how movement is represented in the finished still life.

Texas High School TEKS:

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

Level I:

- §117.302.c.1.A / B / C / D
 - o Foundations: Observation and Perception:
 - consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;
 - identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
 - make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.
- §117.302.c.2.A / B / D / F
 - o Creative Expression:
 - use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;

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- communicate a variety of applications for design solutions;
- create original artwork to communicate thoughts, feelings, ideas, or impressions;
- demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.
- §117.302.c.3.A
 - Historical and Cultural Relevance
 - compare and contrast historical and contemporary styles while identifying general themes and trends;
- §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 / B / D / F
 - Creative Expression:
 - create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
 - apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions;

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- create original artwork to communicate thoughts, feelings, ideas, or impressions;
- select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media.
- §117.303.c.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 / C / E
 - Critical Evaluation and Response:
 - interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
 - evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
 - use responses to artwork critiques to make decisions about future directions in personal work;
 - select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

Level III:

- §117.304.c.1.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 / B / D / F
 - Creative Expression:
 - create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
 - 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;
 - select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.
- §117.304.c.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;

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- compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
 - compare and contrast the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
 - 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 / F
- Creative Expression:
 - produce an original body of artwork that integrates information from a variety of sources, including original sources, and demonstrates sustained self-directed investigations into specific themes such as a series or concentration of works;
 - evaluate and justify design ideas and concepts to create a body of personal artwork;
 - create original artwork to communicate thoughts, feelings, ideas, or impressions;
 - create artwork, singularly and in a series, by selecting from a variety of art materials and tools appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media.
- §117.305.c.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 Susie Phillips' painting *View #1*. Identify where each element of art is located in the artwork.
2. Examine Susie Phillips' painting *View #1*. Identify where each principle of art is located in the artwork.
3. What is a still life?
4. How do you make a still life?
5. How does Susie Phillips use color and line to show movement?
6. Why do you think Susie Phillips wants to show movement in her still life?

Activity: High School Fine Arts

- **Activity Setting:** Classroom and/or outdoor location
- **Materials:** pre-assembled still life or objects used to create a still life, paintbrush, mixed media paper, pencil, water cup, paper towel, and either watercolor paint, acrylic paint, tempera paint, or markers.
- **Subject:** Still Life, Color, Movement, Line, Pattern
- **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 class will study Susie Phillips' painting *View #1* and discuss still life compositions. Afterwards, the students will create a still life composition that uses the methods of movement, line, and bold color found in the artist's work.

The teacher can decide if the students will construct their own still life, each have a pre-built still life, or be provided with a handout that shows a type of still life. The students will draw the still life using a pencil on mixed media paper. Once the still life drawing is approved by the teacher, the student can begin to add color to the piece.

The teacher can decide if the students will use watercolor paint, acrylic paint, tempera paint, or markers. Using the selected medium, the students will color the drawing using bold colors and patterned lines to create visual movement. The students will decide where the patterned lines will be placed in the composition. The students will pattern the entire drawing to complete the artwork. The student can choose to blend the colors or layer them as flat colors.

Activity: High School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Still Life, Color, Movement, Line, Pattern
- **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

After the students have completed their still life compositions, they will write a short artist statement. The students will answer the following prompts:

- (If the students were able to arrange the still life): Why did you arrange the still life in this design?
- (If the students were able to choose their pre-built or handout of a still life): Why did you choose this still life?
- How did you arrange the lines and patterns on your still life artwork?
- How did Susie Phillips inspire you to design your composition?
- What have you learned about patterned lines, vibrant color, and movement?