

Tyler Museum of Art



# Tyler Museum of Art's Lesson: Helen Gerardia, *Orbit II*

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## Lesson Plan: Helen Gerardia, *Orbit II*



Helen Gerardia, *Orbit II*, ca. 1971, acrylic on linen, 36 inches X 40 inches, Tyler Museum of Art, Tyler, Texas.

<https://tylERMuseum.pastperfectonline.com/Webobject/ED4BFDC6-6A7E-4ACA-AE37-301051462317>

**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, Abstraction, Pattern, Minimal Color

## Art Vocabulary

### Activity Vocabulary:

#### Helen Gerardia:

- Helen Gerardia was born in 1903 and died in 1988.<sup>1</sup>
- She moved to the United States from Dnipro, Ukraine, formerly known as Ekaterinoslav, Russia, when she was very young. The exact date of her arrival is unclear.<sup>2</sup>
- She began her study of art in 1947 at the Art Student's League of New York and the Brooklyn Museum of Art.<sup>3</sup>
- She learned about different painting styles found in Abstract and Pseudo-Cubist compositions.<sup>4</sup>
- She studied with Hans Hofmann, who introduced the method of building paintings from geometric blocks of color.<sup>5</sup> The color are stacked on top of each other to create vibrant color fields.
  - o From these lessons, Gerardia developed a fragmented style of painting. She took an image of a subject and shattered the design into geometric patterns.<sup>6</sup>
  - o The addition of bold colors, hard lines, and groupings of independent patterns in her work helps to reinforce the abstraction.<sup>7</sup>
- She exhibited her artwork in various museums, some of which include: the Museum of Modern Art (MoMA), the Whitney Museum of Art, the Jewish Museum in New York, and the Miami Museum of Modern Art.<sup>8</sup>
- Due to her accomplishments, she was able to work towards and become the president of the American Society of Contemporary Artists in New York.<sup>9</sup> She was president between 1967 through 1969.<sup>10</sup>

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<sup>1</sup> "Artist: Helen Gerardia," *Smithsonian American Art Museum*, updated 2023, accessed December 6, 2023, <https://americanart.si.edu/artist/helen-gerardia-1779>.

<sup>2</sup> "Helen Gerardia / 1903 – 1988," *Verostko Center for the Arts*, updated 2020, accessed January 8, 2024, <https://www.verostkocenter.org/helen-gerardia.html>.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

<sup>5</sup> "Artist: Helen Gerardia (Ukrainian-American, 1903-1988)," *Van Every Smith Galleries at Davidson College*, updated 2024, accessed January 8, 2024, <https://www.artworkarchive.com/profile/van-every-smith-galleries/artist/helen-gerardia>.

<sup>6</sup> "Helen Gerardia / 1903 – 1988," *Verostko Center for the Arts*, <https://www.verostkocenter.org/helen-gerardia.html>.

<sup>7</sup> Ibid.

<sup>8</sup> "Creator Record: Gerardia, Helen," *The University of Montana*, updated 2019, accessed January 4, 2024, <https://montanamuseum.pastperfectonline.com/bycreator?keyword=Gerardia%2C+Helen>.

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

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### **Abstract Art:**

- An abstract composition uses a variety of shapes, lines, colors, and patterns to create a mood, an expression of a concept, or a unique view of something from nature.<sup>11</sup>

### **Cubism:**

- Cubism is an art movement where the artist represents a person, landscape, or architecture through a fractured method. By showcasing different angles and perspectives of the subject within combined blocks, the result is an abstracted representation of the original concept. The style is often defined by ‘cube-shapes’ and ‘triangle-shapes’ to build and construct the image. The more fragmented the blocks are, the harder it is to identify the subject.<sup>12</sup>

### **Elements of Design<sup>13</sup>:**

- Artists use the elements of design to create the foundation of the artwork. The elements of art include: line, shape, form, space, color, and texture.

### **Line:**

- An element of design; line is created on a surface with a pointed moving tool. Lines can range in size, width, texture, and presentation. Common types of line are vertical, horizontal, diagonal, zig-zag, and curved.

### **Shape:**

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

### **Form:**

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

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<sup>11</sup> “Art Term: Abstract Art,” *Tate Modern Museum of Art*, updated 2022, accessed April 6, 2022, <https://www.tate.org.uk/art/art-terms/a/abstract-art>.

<sup>12</sup> “Art Term: Cubism,” *Tate Modern Museum of Art*, updated 2024, accessed January 9, 2024, <https://www.tate.org.uk/art/art-terms/c/cubism>.

<sup>13</sup> 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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### **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<sup>14</sup>:**

- Artists used principles of design to build upon the foundational elements of design. This includes the following: rhythm, movement, balance, proportion, variety, emphasis, and unity.

### **Rhythm/ Pattern:**

- A principle of design; this term defines 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.

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<sup>14</sup> Rosalins Ragan, "Principles of Design," in *Art Talk*, 211 - 347, edited by Bennett and McKnight Division, (San Francisco: Glencoe Publishing Company, 1988).

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**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 the Abstraction found in the Helen Gerardia's painting *Orbit II*;
- Create an Abstract painting of an approved subject or concept using acrylic, tempera, or watercolor paint;
- And, write an artist statement that explain how the subject or concept was fractured into the final abstracted composition.

## **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:Cr2.3.PKa: Create and tell about art that communicates a story about a familiar place or object.
  - Anchor Standard 3:
    - Creating: Refine and complete artistic work.
      - VA:Cr3.1.PKa: Share and talk about personal artwork.
- Responding:
  - Anchor Standard 7:
    - Responding: Perceive and analyze artistic work
      - VA:Re.7.1.PKa: Recognize art in one's environment.

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- Anchor Standard 8:
  - Responding: Interpret intent and meaning in artistic work.
    - VA:Re8.1.PKa: Interpret art by identifying and describing subject matter.
- Connecting:
  - Anchor Standard 10:
    - Connecting: Synthesize and relate knowledge and personal experiences to make art.
      - 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:Cr2.3.Ka: Create art that represents natural and constructed environments.
  - Anchor Standard 3:
    - Creating: Refine and complete artistic work.
      - VA:Cr3.1.Ka: Explain the process of making art while creating.
- Responding:
  - Anchor Standard 7:
    - Responding: Perceive and analyze artistic work
      - VA:Re.7.1.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

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**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.
  - Anchor Standard 3:
    - Creating: Refine and complete artistic work.
      - VA:Cr3.1.1a: Use art vocabulary to describe choices while creating art.
- Responding:
  - Anchor Standard 7:
    - Responding: Perceive and analyze artistic work
      - VA:Re.7.1.1a: Select and describe works of art that illustrate daily life experiences of one's self and others
  - Anchor Standard 8:
    - Responding: Interpret intent and meaning in artistic work.
      - VA:Re8.1.1a: Interpret art by categorizing subject matter and identifying the characteristics of form
  - Anchor Standard 9:
    - Responding: Apply criteria to evaluate artistic work.
      - VA:Re9.1.1a: Classify artwork based on different reasons for preferences.
- Connecting:
  - Anchor Standard 11:
    - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
      - VA:Cn11.1.1a: Understand that people from different places and times have made art for a variety of reasons.

**Second Grade:**

- Creating:
  - Anchor Standard 1:
    - Creating: Generate and conceptualize artistic ideas and work.
      - VA:Cr1.2.2a: Make art or design with various materials and tools to explore personal interests, questions, and curiosity

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- 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
- Responding:
  - Anchor Standard 7:
    - Responding: Perceive and analyze artistic work
      - VA:Re.7.2.2a: Categorize images based on expressive properties
  - Anchor Standard 8:
    - Responding: Interpret intent and meaning in artistic work.
      - VA:Re8.1.2a: Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form
  - Anchor Standard 9:
    - Responding: Apply criteria to evaluate artistic work.
      - VA:Re9.1.2a: Use learned art vocabulary to express preferences about artwork
- Connecting:
  - Anchor Standard 11:
    - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
      - VA:Cn11.1.2a: Compare and contrast cultural uses of artwork from different times and places.

**Third Grade:**

- Creating:
  - Anchor Standard 1:
    - Creating: Generate and conceptualize artistic ideas and work.
      - VA:Cr1.1.3a: Elaborate on an imaginative idea.
      - VA:Cr1.2.3a: Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
  - Anchor Standard 2:
    - Creating: Organize and develop artistic ideas and work.
      - VA:Cr2.1.3a: Create personally satisfying artwork using a variety of artistic processes and materials.

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- Anchor Standard 3:
  - Creating: Refine and complete artistic work.
    - VA:Cr3.1.3a: Elaborate visual information by adding details in an artwork to enhance emerging meaning.
- 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.
      - VA:Re.7.2.3a: Determine messages communicated by an image.
  - Anchor Standard 8:
    - Responding: Interpret intent and meaning in artistic work.
      - VA:Re8.1.3a: Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
  - 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.
  - Anchor Standard 11:
    - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
      - VA:Cn11.1.3a: Recognize that responses to art change depending on knowledge of the time and place in which it was made.

**Fourth Grade:**

- Creating:
  - Anchor Standard 1:
    - Creating: Generate and conceptualize artistic ideas and work.
      - VA:Cr1.1.4a: Brainstorm multiple approaches to a creative art or design problem.

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- Anchor Standard 2:
  - Creating: Organize and develop artistic ideas and work.
    - VA:Cr2.1.4a: Explore and invent art-making techniques and approaches.
    - VA:Cr2.3.4a: Document, describe, and represent regional constructed environments.
- Anchor Standard 3:
  - Creating: Refine and complete artistic work.
    - VA:Cr3.1.4a: Revise artwork in progress on the basis of insights gained through peer discussion.
- Responding:
  - Anchor Standard 7:
    - Responding: Perceive and analyze artistic work
      - VA:Re.7.2.4a: Analyze components in visual imagery that convey messages.
  - Anchor Standard 8:
    - Responding: Interpret intent and meaning in artistic work.
      - VA:Re8.1.4a: Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
- Connecting:
  - Anchor Standard 11:
    - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
      - VA:Cn11.1.4a: Through observation, infer information about time, place, and culture in which a work of art was created.

**Fifth Grade:**

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

## **Elementary School Lesson Plans:**

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

#### **Goals:**

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

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Study the Abstraction found in the Helen Gerardia's painting *Orbit II*;
- Create an Abstract painting of an approved subject or concept using acrylic, tempera, or watercolor paint;
- And, write an artist statement that explain how the subject or concept was fractured into the final abstracted composition.

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

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

##### **Kindergarten:**

- §117.102.b.1.A / B
  - o Foundations: Observation and Perception:
    - gather information from subjects in the environment using the senses;
    - identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment.
- §117.102.b.2. A / B
  - o Creative Expression:
    - create artworks using a variety of lines, shapes, colors, textures, and forms;
    - arrange components intuitively to create artworks;
- §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;



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- express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers;

**First Grade:**

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

**Second Grade:**

- §117.108.b.1.A / B
  - Foundations: Observation and Perception:
    - compare and contrast variations in objects and subjects from the environment using the senses;
    - identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.
- §117.108.b.2. A / 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;

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- §117.108.b.3. A / B
  - Historical and Cultural Relevance:
    - interpret stories, content, and meanings in a variety of artworks;
    - examine historical and contemporary artworks created by men and women, making connections to various cultures;
- §117.108.b.4. A / 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;

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**Fourth Grade:**

- §117.114.b.1.A / B / C
  - Foundations: Observation and Perception:
    - explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
    - use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity;
    - discuss the elements of art as building blocks and the principles of design as organizers of works of art.
- §117.114.b.2. A / B
  - Creative Expression:
    - integrate ideas drawn from life experiences to create original works of art;
    - create compositions using the elements of art and principles of design; and
- §117.114.b.3. A / B
  - Historical and Cultural Relevance:
    - compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions;
    - compare purpose and content in artworks created by historical and contemporary men and women, making connections to various cultures;
- §117.114.b.4. 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

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- 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 Helen Gerardia's painting *Orbit II*. Identify where each element of art is located in the artwork.
2. Examine Helen Gerardia's painting *Orbit II*. Identify where each principle of art is located in the artwork.
3. What is Abstract art?
4. What is Cubist art?
5. What are the differences between Abstraction and Cubism?
6. What are the similarities between Abstraction and Cubism?

### Activity: Elementary School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Pencil, Mixed Media Paper, Paint Brush, Acrylic/Watercolor/ or Tempera Paint
- **Subject:** Abstraction, Painting
- **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 the artist Helen Gerardia and her use of abstraction in the painting *Orbit II*. Then, the students will create their own fragmented paintings that are inspired by Gerardia's style.

First, the students will pick a subject or a concept that is approved by the teacher. Then, the students will use a pencil to draw this idea on mixed media paper. Once the design is approved, the students will be able to paint the composition using either watercolor, acrylic, or tempera.

The goal with this project is to take a recognizable idea and fragment the imagery using abstraction. The student can focus on geometric designs, "stained glass-like" designs, or other styles.

### Activity: Elementary School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Abstraction, Painting
- **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

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- **Duration:** Extended Project

After the students have completed their paintings, they will write a brief artist statement. They will answer the following questions:

- What did you choose to paint?
- Why did you paint this subject?
- How did you abstract the subject?
- What colors did you use?
- Why did you pick these colors?
- What did you learn about Helen Gerardia's art style?

## **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 the Abstraction found in the Helen Gerardia's painting *Orbit II*;
- Create an Abstract painting of an approved subject or concept using acrylic, tempera, or watercolor paint;
- And, write an artist statement that explain how the subject or concept was fractured into the final abstracted composition.

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

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

#### **Sixth Grade:**

- Creating:
  - Anchor Standard 1:
    - Creating: Generate and conceptualize artistic ideas and work.
      - VA:Cr1.2.6a: Formulate an artistic investigation of personally relevant content for creating art.
  - Anchor Standard 2:
    - Creating: Organize and develop artistic ideas and work.
      - VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
  - Anchor Standard 3:
    - Creating: Refine and complete artistic work.
      - VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- Responding:
  - Anchor Standard 7:
    - Responding: Perceive and analyze artistic work
      - VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

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- 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 11:
    - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
      - VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.

**Seventh Grade:**

- Creating:
  - Anchor Standard 1:
    - Creating: Generate and conceptualize artistic ideas and work.
      - VA:Cr1.2.7a: Develop criteria to guide making a work of art or design to meet an identified goal.
  - Anchor Standard 2:
    - Creating: Organize and develop artistic ideas and work.
      - VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
      - VA:Cr2.3.7a: Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
  - Anchor Standard 3:
    - Creating: Refine and complete artistic work.
      - VA:Cr3.1.7a: Reflect on and explain important information about personal artwork in an artist statement or another format.
- Responding:
  - Anchor Standard 7:
    - Responding: Perceive and analyze artistic work
      - VA:Re.7.1.7a: Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.



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- VA:Re.7.2.7a: Analyze multiple ways that images influence specific audiences.
  - Anchor Standard 8:
    - Responding: Interpret intent and meaning in artistic work.
      - VA:Re8.1.7a: Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.
- Connecting:
  - Anchor Standard 11:
    - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
      - VA:Cn11.1.7a: Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

**Eighth Grade:**

- Creating:
  - Anchor Standard 1:
    - Creating: Generate and conceptualize artistic ideas and work.
      - VA:Cr1.1.8a: Document early stages of the creative process visually and/or verbally in traditional or new media.
  - 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.
  - 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 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.

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- Responding:
  - Anchor Standard 7:
    - Responding: Perceive and analyze artistic work
      - VA:Re.7.1.8a: Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
      - VA:Re.7.2.8a: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
  - Anchor Standard 8:
    - Responding: Interpret intent and meaning in artistic work.
      - VA:Re8.1.8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
- Connecting:
  - Anchor Standard 11:
    - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
      - VA:Cn11.1.8a: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

## **Middle School Lesson Plans:**

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

#### **Goals:**

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

- Identify the principles of design used in the artwork;
- Identify the elements of design used in the artwork;
- Study the Abstraction found in the Helen Gerardia's painting *Orbit II*;
- Create an Abstract painting of an approved subject or concept using acrylic, tempera, or watercolor paint;
- And, write an artist statement that explain how the subject or concept was fractured into the final abstracted composition.

#### **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;

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- §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;

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- 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;

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- §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 Helen Gerardia's painting *Orbit II*. Identify where each element of art is located in the artwork.
2. Examine Helen Gerardia's painting *Orbit II*. Identify where each principle of art is located in the artwork.
3. What is Abstract art?
4. What is Cubist art?
5. What are the differences between Abstraction and Cubism?
6. What are the similarities between Abstraction and Cubism?
7. How does Helen Gerardia use Abstraction in her painting *Orbit II*?
8. Is *Orbit II* a successful example of abstraction? Why or why not?

### Activity: Middle School Fine Arts

- **Activity Setting:** Classroom
- **Materials:** Pencil, Mixed Media Paper, Paint Brush, Acrylic/Watercolor/ or Tempera Paint
- **Subject:** Abstraction, Painting
- **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 the artist Helen Gerardia and her use of abstraction in the painting *Orbit II*. Then, the students will create their own fragmented paintings that are inspired by Gerardia's style.

First, the students will pick a subject or a concept that is approved by the teacher. Then, the students will use a pencil to draw this idea on mixed media paper. Once the design is approved, the students will be able to paint the composition using either watercolor, acrylic, or tempera.

The goal with this project is to take a recognizable idea and fragment the imagery using abstraction. The student can focus on geometric designs, "stained glass-like" designs, or other styles.

### Activity: Middle School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Abstraction, Painting
- **National Learning Standards:** Sixth Grade, Seventh Grade, and Eighth Grade
- **Texas TEKS:** Art 1, Art 2, Art 3

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- **Duration:** Extended Project

After the students have completed their paintings, they will write a brief artist statement. They will answer the following questions:

- What subject or concept did you choose to paint?
- Why did you paint this subject?
- How did you paint an abstracted representation of this subject? Explain your planning and painting process.
- What color palette did you use?
- Why did you pick these colors to create your abstraction?
- How did Helen Gerardia's style influence your artwork?



## **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 the Abstraction found in the Helen Gerardia's painting *Orbit II*;
- Create an Abstract painting of an approved subject or concept using acrylic, tempera, or watercolor paint;
- And, write an artist statement that explain how the subject or concept was fractured into the final abstracted composition.

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

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

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

- Creating:
  - Anchor Standard 1:
    - Creating: Generate and conceptualize artistic ideas and work.
      - VA:Cr1.2.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.
- 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.

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- VA:Re.7.2.Ia: Analyze how one’s understanding of the world is affected by experiencing visual imagery.
  - Anchor Standard 8:
    - Responding: Interpret intent and meaning in artistic work.
      - VA:Re8.1.Ia: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
  - Anchor Standard 9:
    - Responding: Apply criteria to evaluate artistic work.
      - VA:Re9.1.Ia: Establish relevant criteria in order to evaluate a work of art or collection of works.
- Connecting:
  - Anchor Standard 10:
    - Connecting: Synthesize and relate knowledge and personal experiences to make art.
      - VA:Cn10.1.Ia: Document the process of developing ideas from early stages to fully elaborated ideas.
  - Anchor Standard 11:
    - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
      - VA:Cn11.1.Ia: Describe how knowledge of culture, traditions, and history may influence personal responses to art.

**High School Accomplished:**

- Creating:
  - Anchor Standard 1:
    - Creating: Generate and conceptualize artistic ideas and work.
      - VA:Cr1.1.IIa: Individually or collaboratively formulate new creative problems based on student’s existing artwork.
  - Anchor Standard 2:
    - Creating: Organize and develop artistic ideas and work.
      - VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
      - VA:Cr2.2.IIa: Demonstrate awareness of ethical implications of making and distributing creative work.
      - VA:Cr2.3.IIa: Redesign an object, system, place, or design in response to contemporary issues.
- Presenting:
  - Anchor Standard 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.
- Connecting:
  - Anchor Standard 10:
    - Connecting: Synthesize and relate knowledge and personal experiences to make art.
      - VA:Cn10.1.IIa: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.
  - Anchor Standard 11:
    - Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
      - VA:Cn11.1.IIa: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

**High School Advanced:**

- Creating:
  - Anchor Standard 1:
    - Creating: Generate and conceptualize artistic ideas and work.
      - VA:Cr1.1.IIIa: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
  - 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.
- 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.
      - 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 the Abstraction found in the Helen Gerardia's painting *Orbit II*;
- Create an Abstract painting of an approved subject or concept using acrylic, tempera, or watercolor paint;
- And, write an artist statement that explain how the subject or concept was fractured into the final abstracted composition.

## **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 / F
  - 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;
    - demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.

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- §117.302.c.3.A / B
  - Historical and Cultural Relevance
    - compare and contrast historical and contemporary styles while identifying general themes and trends;
    - describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
- §117.302.c.4.A / B / 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
  - Creative Expression:
    - create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
    - apply design skills in creating practical applications, clarifying presentations, and examining consumer choices in order to make successful design decisions;
    - create original artwork to communicate thoughts, feelings, ideas, or impressions;

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- §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 / B / D
  - o Creative Expression:
    - create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent;
    - solve visual problems and develop multiple solutions for designing ideas, creating practical applications, clarifying presentations, and evaluating consumer choices in order to make successful design decisions;

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- 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.



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- §117.305.c.2.A / B / D
  - o Creative Expression:
    - produce an original body of artwork that integrates information from a variety of sources, including original sources, and demonstrates sustained self-directed investigations into specific themes such as a series or concentration of works;
    - evaluate and justify design ideas and concepts to create a body of personal artwork;
    - create original artwork to communicate thoughts, feelings, ideas, or impressions;
- §117.305.c.3.A / B
  - o 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
  - o 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 Helen Gerardia's painting *Orbit II*. Identify where each element of art is located in the artwork.
2. Examine Helen Gerardia's painting *Orbit II*. Identify where each principle of art is located in the artwork.
3. What is Abstract art?
4. What is Cubist art?
5. What are the differences between Abstraction and Cubism?
6. What are the similarities between Abstraction and Cubism?
7. How does Helen Gerardia use Abstraction in her painting *Orbit II*?
8. Is *Orbit II* a successful example of abstraction? Why or why not?

### Activity: High School Fine Arts

- **Activity Setting:** Classroom and/or outdoor location
- **Materials:** Pencil, Mixed Media Paper, Paint Brush, Acrylic/Watercolor/ or Tempera Paint
- **Subject:** Abstraction, Painting
- **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 the artist Helen Gerardia and her use of abstraction in the painting *Orbit II*. Then, the students will create their own fragmented paintings that are inspired by Gerardia's style.

First, the students will pick a subject or a concept that is approved by the teacher. Then, the students will use a pencil to draw this idea on mixed media paper. Once the design is approved, the students will be able to paint the composition using either watercolor, acrylic, or tempera.

The goal with this project is to take a recognizable idea and fragment the imagery using abstraction. The student can focus on geometric designs, "stained glass-like" designs, or other styles.

### Activity: High School Art History

- **Activity Setting:** Classroom
- **Materials:** Pencil/ Pen on Paper or Word Document
- **Subject:** Abstraction, Painting

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- **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 paintings, they will write a brief artist statement. They will answer the following questions:

- What subject or concept did you choose to paint?
- Why did you paint this subject?
- How did you paint an abstracted representation of this subject? Explain your planning and painting process.
- What color palette did you use?
- Why did you pick these colors to create your abstraction?
- How did Helen Gerardia's style influence your artwork? Explain you answer and provide examples from your composition.