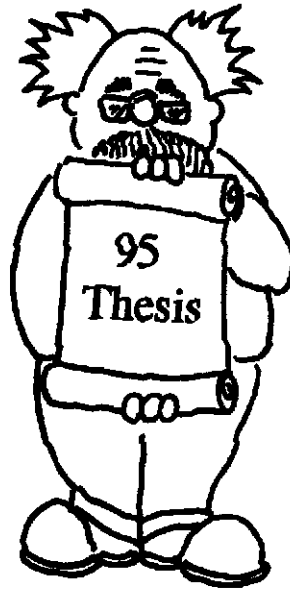
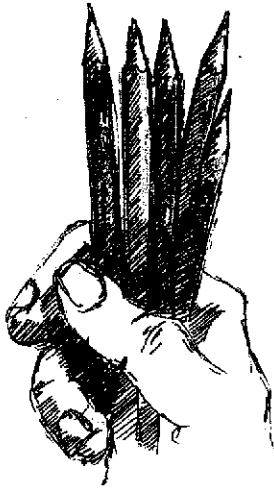


Part IX: The Reformation



Part IX: The Reformation



(Before beginning watch Part IX of the DVD series *God & the History of Art*, approximately 10 minutes and 25 seconds, if available as part of your program.)

Read pages 282 thru 286.

Art Lesson #168 (page 283): “*DiManiera*”

Have students return to page 283, selecting any work they like from the collection of masters in the postcard series to copy for this assignment. First, have them decide if it is going to be a horizontal or vertical composition. Then, lightly place marks suggesting how the subject matter will sit in the figure box (this is similar to what we did in Lesson #149 on page 247, as shown on the bottom of the page). Finally, copy the masterpiece “*in the manner of*” the artist, imitating the style in composition, color, movement, and expression.

(page 287-top of page 288):

“*Spanish Art/El Greco*”

Art Lesson #169 (page 288): “*The Ascension*”

Many great artists of the past painted their interpretation of Christ ascending to heaven. This was a popular topic and often titled *The Ascension*. El Greco’s *Ascension* is quite unique and colorful. (Raphael and Carl Bloch have also done excellent paintings of *The Ascension*). For this assignment, have students draw their depiction of Christ ascending. Students can simply draw the scene from their imagination. Color with colored pencils and add detail with a black drawing pen. (Students may want to do some research in the library or on the internet to learn how to draw the robe of Christ and the other figures.)

* Use a larger piece of paper or cardstock

Teacher's Note: This could prove to be another delightful lesson. Have the students develop their depiction of "The Ascension" into a larger illustration. Poster-board and markers might be ideal for such an assignment.

Pointer: The larger the work, the more students can develop the details and color.
(any size bigger than 8.5 x 11)

Art Lesson #170 (page 289):
"Working from a Model"

use clay to figurine
model a figurine
or use an
object

The most practical way to do this assignment is to select a figurine (or a toy) for each of the students to draw. Draw it from 3 different angles, turning it from left to right. Use brown and black colored pencils. When finished, select the favorite of the 3 drawings and have them do a larger, more complete rendering of it in the figure box on the bottom of the page, placing it in a natural setting with a background. Have a light source to create a light side and shaded side.

Teacher's Note: You can have several students work with one figurine as, with each turn, they will all have a different angle.

(pages 291 & 292):

"Flemish Artists"

Art Lesson #171 (page 292):

"Still Life"



Drawing from "life" teaches students to see light, structure, and form. Set up a simple still life for the students to draw. You may do well to set up 3 relatively simple objects such as a bottle, an apple, a small vase with a flower, a candlestick, or even a cup. Situate the objects in a triangular composition with the largest object in the background and the smaller objects in the foreground. Overlap by placing some of the objects slightly in front of others to create depth. Use ellipses to draw the top and bottom of round objects such as a cup (see Lesson #4). This will show that objects are round. Have a light source and shade with lines. Use colored pencils and blue and violet in the shaded areas.

* I would like
this to be a
more beautiful
collection of items,
and completed
w/ great detail.



Van Gogh La Chambre de Van Gogh a Artes (1888)



Edward Hopper The Long Leg (1935)



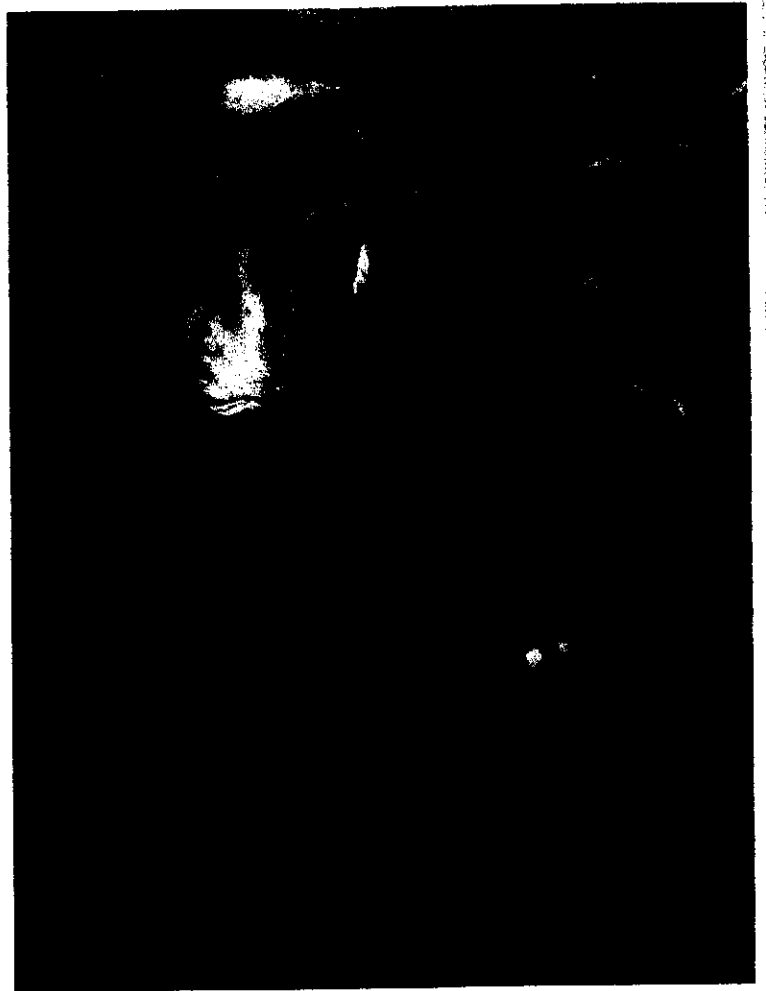
Edgar Degas Waiting (L'Attente) (1880-82)



Andre Derain Bateaux au port de Collioure (1905)



Van Gogh Sunflowers, Arles (1889)



Peter Paul Rubens (1630)
David Slaying Goliath



Edgar Degas Dancers in Pink
(1883)



Paul Cézanne Le vase paille
(1895)