

Week 7

“Rembrandt – A Man of Sorrows”

Read page 65. Then read *“Appreciating Rembrandt”* on the bottom of page 66 and have the students answer the questions pertaining to Rembrandt’s etching, *“Jesus and the Money Changers”* (page 67), on the lines provided.

When finished, have them compare the pen-and-ink drawing, *“The Annunciation,”* by Rembrandt with Fra Angelico’s *“Annunciation”* (page 43) and answer the questions on the bottom of page 68.

Art Lessons #46 & #47:
"Jesus & the Money Changers"

Read John 2:13-17 and have the students draw their interpretation of "Jesus and the Money Changers" in the figure box provided on page 66. Start the drawing off lightly and then go over it with a black drawing pen. When finished, have them draw the self-portrait of Rembrandt on page 65, following the instructions on the bottom of the page.



Art Lesson #49 (page 69):
"The Pen & Ink Page"

Read page 69 and have the students add the darker values in each illustration on the bottom of the page with their black drawing pen and using controlled lines. **Pointer:** Have students refer back to the pen-and-ink exercises in Lesson #10 (page 13) and see if they have made progress in drawing and shading with lines.

Checklist:

Did students take their time and use straight, controlled lines?

Art Lesson #50:
"More Lines"

Have students add a darker value to each of the 3 geometric shapes in the middle of page 70 with their black pen. Use horizontal lines in the triangle, vertical lines in the rectangle, and diagonal lines in the circle.

"Illustrating a Story"

Read the top of page 70. Then, have the students print the names: *Rembrandt van Rijn*, *Albrecht Durer*, and *Fra Angelico* 10 times each on the lines provided on the page. Encourage them to use good penmanship.

Checklist:

Did student correctly spell the names?

Did student use good penmanship?



Teacher's Note: Continue to ask the question in class, "What artists do you remember?" or "How many artist names do you know?"

Art Lesson #51: *"Illustrating a Story"*

Have students read *"The Prodigal Son"* (Luke 15:11-32) and draw two scenes from the story in the figure boxes provided on page 71. Start the drawings lightly in pencil and then go over them with a black drawing pen.

Teacher's Note: There are many ways, or approaches, in learning how to draw. One method is by practicing the fundamentals, another is copying from pictures, and a third is working from one's imagination. As mentioned, being creative may be difficult for some students, similar to writer's block. Sit down with students and encourage them with creativity, going over various sequels from the story and picturing it in words. One of our purposes as teachers is to inspire.



*"The mediocre teacher tells.
The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires."*

William Arthur Ward

Art Lesson #52 (page 72):

"The Refrigerator Gallery"

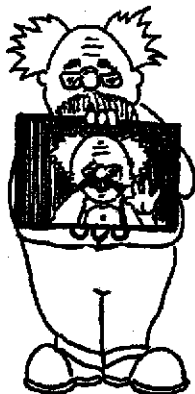
Place the postcard *"Portrait of the Artist's Son, Titus"* in front of the students and have them draw Rembrandt's son with their colored pencils in the figure box on the top of the page 72 as instructed.

Art Lesson #53 (page 73):

"Drawing Your Self-Portrait"

Read page 73 and have students look in the mirror and draw their self-portrait in figure box A, *"My First Self-Portrait."*

Teacher's Note: Lesson #53 may be good to give as a home assignment, depending on how much time you have for the class. It is always good to date students' artwork to see how much progress they make with time and practice.



Art Lesson #54 (page 74):

"A Nose is a Nose..."

Read page 74 and have students draw a nose on the face in the figure box (L). It would be beneficial for students to practice G, H, I, J, and K in their sketchbooks before beginning.



Art Lesson #55 (page 75):

"Self-Portrait with Proportions"

Read page 75 and have students draw a face using proper proportions in the figure box (K). Then, have them return to page 73 and do 3 more self-portraits (being mindful of proper proportions) in B, C, and D. Draw one self portrait in pencil, one with colored pencils, and one with a black drawing pen. Various art materials are called "*mediums*."

Checklist:

- Did students use proper proportions in drawing their portraits?
- Which medium did they like best? Why?

Art Lesson #56 (page 76):

"Drawing Faces from Pictures"

Read page 76 and have the students copy the two portraits by Rembrandt in the figure boxes provide. The first portrait is to be done with drawing pencils and the second with a black pen. Start the drawings off lightly.

Teacher's Note: Continue to ask students which method, or medium, they liked best and why? However, also encourage them to continue practicing with the mediums they don't like as much. Most students (especially boys) have "*comfort zones*" and simply have no desire to learn new materials.

