

Quarter 2  
Week 4  
Art History

Read page 251.

Art Lesson #151:  
"Hand Study"

Read page 249 and complete the lesson on the bottom of the page with an orange colored pencil, drawing the hands in the figure boxes. Then draw hands on the 3 cartoon figures on the bottom of the page.



Art Lesson #152 (page 250):  
"More Hand Studies"

Do the two drawings of the bones in the hand in the figure boxes provided. Start with your yellow colored pencil and then go over it with a black pencil. When finished, draw your hand in two different positions in the bottom figure box.

**Teacher's Note:** Students will develop a portion of their drawing skills naturally. This is called development of motor skills. As you know, some of the art lessons in *God & the History of Art* are more difficult than others. As mentioned, if a student is having difficulty with a lesson, make a note of it, and return to it at a later time. Then, see how much progress the student has made simply in natural physical development.

**Checklist:**

\_\_\_ Does the student comprehend how many bones are in each finger?

## Art Lesson #153:

### *“Copying Hands”*

Read page 253 and answer the question on the lines provided. Copy the two drawings of hands (page 253) in the figure boxes on page 252. When finished, draw your hands in various positions in the larger figure box on the bottom of the page or in your sketchbook. Start with a yellow colored pencil. When finished, go over your drawing with a black pencil.

**Teacher’s Note:** Hands are difficult to draw. It is always good to praise and encourage students as it is easy to become frustrated with learning to draw. A good way to evaluate is to balance praise with constructive criticism. You may want to say something like, “Great drawing of your hand! However, don’t you think you should have made the fingers a little longer? But, overall, you did an excellent job.”

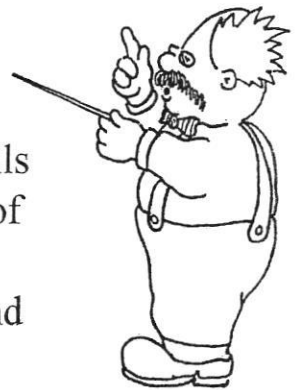
### *“The Last Supper”*

Read pages 255, 257, & 258. When finished, do the writing exercises on the line provided on page 258, **ART LESSON #155.**

Art Lesson: #154 (page 256):

### *“Drawing the Last Supper”*

Before beginning, read Luke 22:14-23. Then have the students draw various facial expressions the disciples may have had at the Last Supper when Jesus revealed that one of them was going to betray Him. Draw the various expressions in the small figure boxes on page 256. Give the students the option of drawing them with any pencils (or pen) they prefer. Then have them do two thumbnail sketches of the Last Supper in the long, thin figure boxes on the middle of the page. When finished, have them select their favorite of the two and draw it with more detail in the larger figure box on the bottom of the page.



**Teacher’s Note:** It is always good to gather source material. For example, in this lesson you may want to collect facial expressions from magazines, allowing the students to copy from pictures. This is also a good time for gathering source materials for clothing and buildings from the time of Christ.

**Pointer:** Enlarge some of the students’ drawings of facial expressions on a copy machine and hold them up to see if other students can guess the expression.



## “Michelangelo Buonarroti”

Read pages 259-261.

Art Lesson #156 (page 262):

### “The Sistine Chapel Ceiling”



Read page 262 and have the students draw their own biblical illustrations of the illustration of the Sistine Chapel provided (left side of the page). For detail, start with a sharp drawing pencil. Go over everything when finished with a black drawing pen.

**Teacher’s Note:** Students will be working very small in this assignment, which could be enjoyable. However, another option is to make enlarged copies.

**Pointer:** You may want to have students develop one of their best drawings from a Bible story on a large sheet of white posterboard. Use colored markers and place a lot of color and detail in the picture. Have them notice the difference in working very small and very large as Michelangelo did on the massive ceiling of the Sistine Chapel.

Art Lesson #157 (page 263):

### “Creation of Adam”

Read page 263 and place the postcard “Creation of Adam” (God’s hand touching Adam’s hand) in front of the students. Have them copy it in their sketchbooks. Start with an orange colored pencil and add details and darker values with brown and black colored pencils.

**Teacher’s Note:** For classroom situations a slide projector is excellent for showing works by the masters. (Quite often slides may be purchased in museum gift shops.) A slide projector is also beneficial to use when showing a larger rendering of a piece of art (like God’s hand touching Adam) from which students can copy.

Read pages 264 and 265.

Art Lesson #158 (page 266):

### “Clothing the Human Form”

Read page 266 and have the students draw two human figures on the bottom of the page with an orange colored pencil. After drawing clothes on their figures, have them go over their finished drawings with a black pencil.



## Art Lesson: #159 (page 267):

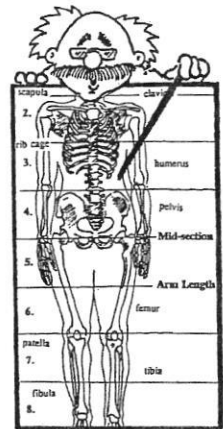
### *“Basic Proportions”*

Draw the basic skeleton of Professor Solomon in the eight lines provided, using proper proportions, and labeling the major parts. Have students work lightly with either a light colored pencil or a drawing pencil. When finished, draw and clothe another figure with proper proportions in the space provided.

**Teacher’s Note:** Students may not have enough space to draw both figures. You may want to make copies of the page and have them do one of the figures on each.

#### Checklist:

- Did student use proper proportions?
- Did student label parts correctly?



## Art Lesson #160 (page 268):

### *“Drawing the Human Skeleton”*

Now have the students draw a more realistic human skeleton (page 268). Use proper proportions (on the lines provided) and make sure to label the parts. Finally, draw the figure again, giving it flesh and clothes. When finished, have students draw the human skeleton from memory, again labeling the parts.

**Pointer:** Have a student stand on a chair and see if the other students can name the parts of the skeleton as you point to specific parts of the body.

