

Part X:

French Neo-Classical Art

(Eight Weeks)



Countess Antoine Appony
Jean-Auguste-Dominique Ingres

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(Before beginning watch Part X of the DVD series *God & the History of Art*, approximately 10 minutes and 16 seconds, if available as part of your program.)

Week #1:

“How Much to Reveal”

Read pages 140-141, 143-144, and 147. Select *“Le Premier Baiser,” “Sistine Madonna”* (detail), *“Madonna and Child with Book,”* and *“St. Joseph and the Infant Christ”* and place them in front of the students. Then read page 145 and discuss the questions, having the students write a brief summary of their thoughts on the lines provided.



Art Lesson #89 (page 142):

“Studies from Sculpture”

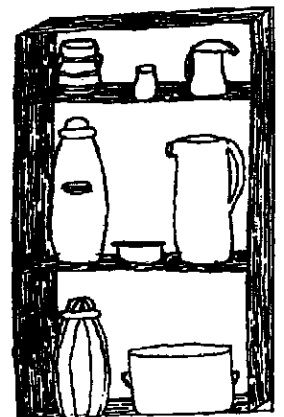
Read the top of page 142 and place the postcard *“Head of Caligula”* in front of the students. Before copying this in the figure box, have them do a value study in pencil. Values are different gradations from light to dark. (A sample of the values is illustrated in the 6 vertical circles.) Do the value studies in the 6 circles using vertical lines to create the various values from light to dark. Remember, the closer the lines are together, the darker the value will be. When finished have the students copy *“Caligula”* (from the postcard) in the figure box or in their sketchbook, having at least 4 different values.

Pointer: Make sure your pencils are sharpened. A sharp pencil gives good lines.

Art Lesson #90 (page 142):

“Drawing Objects Around the House”

Place a toy animal or figurine in front of the students and have them draw it from 3 different vantage points: looking up, at eye level, and looking down. Place it on a box or shelf in order for the students to look up in the first study, directly at eye level for the second study, and on the floor for the third. Use colored pencils, doing the drawings in the figure boxes provided or in their sketchbooks.

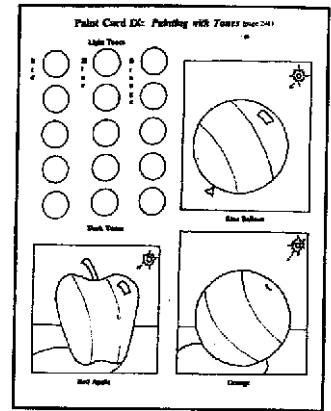


Beginning Painting/Paint Card #IX:

Art Lesson #143 (page 241):

"Painting with Tones"

Before beginning, have the students do the exercise on the bottom of page 241 by making lighter and darker tones of red, orange, and blue with their colored pencils. The middle circle in each row will always have the most color. For example, red. The red will become lighter and lighter going to the left and darker and darker going to the right. Red can be made darker by blending black and lighter by blending some white and yellow. Blue is made darker with black and lighter with white. (If you don't have white, use your lighter-blue pencil or place less pressure on the pencil. You can even use an eraser to make a color lighter.) For orange, try adding its compliment (blue) to make it darker and yellow to make the lighter tones.



Pointer: Students should practice and experiment mixing colors on the side of their paper.

Art Lesson #143 (page 241):

"Painting with Tones"

Place Paint Card # IX in front of the students. Have them read page 241. Like the value study we did in Lesson #89, tones are different gradations of color from light to dark. Let's now paint with tones. First, paint the middle circle in the first row with red and the middle circle in the second row with blue using paint straight from your puddles. Then, paint the middle tone of the apple red and the middle tone of the balloon blue. To make your red darker, pull out some red from the side of your puddle and add a speck of blue. (You can always make it darker by adding a touch more blue, but be careful as blue can overwhelm the lighter color.) Paint the bottom circle this darker tone and also the shaded side of your apple. Then, add a little more red to this dark red and paint the 4th circle. Clean your brush and wipe it dry.

Let's now make a light red by pulling out some red and adding quite a bit of white and yellow to it to make a light red. Paint the top circle in the first row and the light side of the apple with this light red. Finally, add a little more red to this and paint the second circle. Clean your brush and wipe it dry. Do the same with the blue. To make a blue darker, pull out some blue from the side of the puddle and continue to add a little red at a time to make a very dark blue. Clean your brush and make a light blue by pulling out some white and adding a speck of blue.

Now, let's make orange. Clean your brush and pull out some yellow. Then add a little red at a time to make orange. To make a lighter orange, mix white and yellow together and add a little of this orange to it. To make a dark orange, clean your brush and dip it in a touch of blue (the compliment of orange) and add it to the orange. Finally, see if the students can make a brown for the apple stem.

Checklist:

- Did students make the various tones?
- Did they mix enough paint?
- Keep an orderly palette?
- Paint with control?



Week #II:

Read pages 148, 149, and pages 151, 153, and 155.

Art Lesson #93 (page 150):

"Drawing Samson"

Read the life of Samson in Judges (chapters 13 thru 16). Then have the students draw a very strong, muscular Samson either in the figure box on page 150 or in their sketchbooks. Start by drawing lightly in pencil and then going over their drawing with a black drawing pen

Art Lesson #94 (page 150):

"Story of Samson"

Now, let's show Samson in motion or in "contrapasto," balanced on one foot, drawing Samson in a different setting and with more action. Practice drawing him in various positions on another sheet of paper before doing your final drawing in the larger figure box. You may want to use stick figures to help position him the way you want and then add flesh and muscles to his body. Do the final drawing with colored pencils, starting off lightly with an orange pencil.

Teacher's Note: There are many art lessons in this section and will take longer than one class session to complete. Therefore, you may want to give some of the easier assignments (i.e., Lesson #93 and #94) for homework. You may also want to include Lesson #95, #96, #97, #98, #99, #100, #101, and #102 as homework and do the painting lesson (Paint Card #VI, page 162) in class. You may do best to even divide it into a two-week section, depending on your schedule. However, this is a wonderful section and should not be overlooked.

Art Lessons #95, #96 & #97:

“Greek Architecture”

You will need to make copies of these 3 lessons as the students will have to complete the Greek columns. Have them start their drawings off lightly in pencil and then go over them with their black pen.

Checklist:

___ Did the students draw with neat controlled lines?

Art Lessons #98, #99, #100 & #102:

“The Hellenistic Period”

Make copies of pages 155, 156, 157, 158, 159, and 161. After reading the pages, have students put designs on the pottery, vases, and coins as instructed.

Art Lesson #101 (page 160):

“The Woman at the Well”

Read page 160 and then have the students read the story about the woman at the well in John (chapter 4:5-7). When finished, have them depict the scene in the figure box with colored pencils. Students may want to do some research on architecture and the dress of the times. However, focus on the vase the woman has with her, illustrating one of the Greek vases.

Teacher’s Note: Have students hold up their drawings and tell what type of vase they illustrated.



Beginning Painting/Paint Card #VI:

Art Lesson #103 (page 162):

“Painting Black –Figured Red Figured Amphora”

Place Paint Card #VI in front of the students. Have them read page 162 and paint the vases: one red/orange and the other black. (Before beginning you may want to make a copy of the paint card and have the students draw one of the figures on the vases from page 162 or of Samson from the previous lessons. This will help them plan their composition.) Return to the vases when they are dry and have the students lightly draw or paint the figures on the vases from their studies. Make sure to use a very fine brush when sketching in the figures. This should also be practiced on another sheet of paper. Remember, the figures will be painted a red/orange on the black vase and black on the red/orange vase.

Art Lesson #104 (page 163): Examination #III
Have students take the examination on page 163.

Paint Card 227: Finding Flat Angles

Lesson #104: Examination #III

Matching: Match each definition with the correct term by printing the letter next to the number in the left column: 4 points each.

(Answers on last page of *God & the History of Art I.*)

- | | |
|-----------------------|--|
| ___ 1. perspective | a. a style of Greek architecture |
| ___ 2. grid | b. a type of paper |
| ___ 3. Pharaohs | c. a sacred hilltop fortress |
| ___ 4. pigments | d. having a raised surface |
| ___ 5. papyrus | e. vertical, ribbed sections of columns |
| ___ 6. humanism | f. a great awakening in art |
| ___ 7. the Golden Age | g. showing depth in pictures |
| ___ 8. contrapasto | i. colors of paint |
| ___ 9. Herodotus | i. showing the human form in motion |
| ___ 10. Order | j. a design on Greek pottery |
| ___ 11. flute | k. small equal squares used to make proper proportions |
| ___ 12. Hellenes | l. a type of Greek vase |
| ___ 13. herringbone | m. showing man in all his splendor & glory |
| ___ 14. Amphora | n. Greek historian |
| ___ 15. relief | o. devotion to pleasure and comfort |
| ___ 16. Epicureanism | p. Greek people |
| ___ 17. Acropolis | q. ancient kings of Egypt |

II. Fill in the blanks: Write the correct word in the blanks to complete each statement: 2 points each.

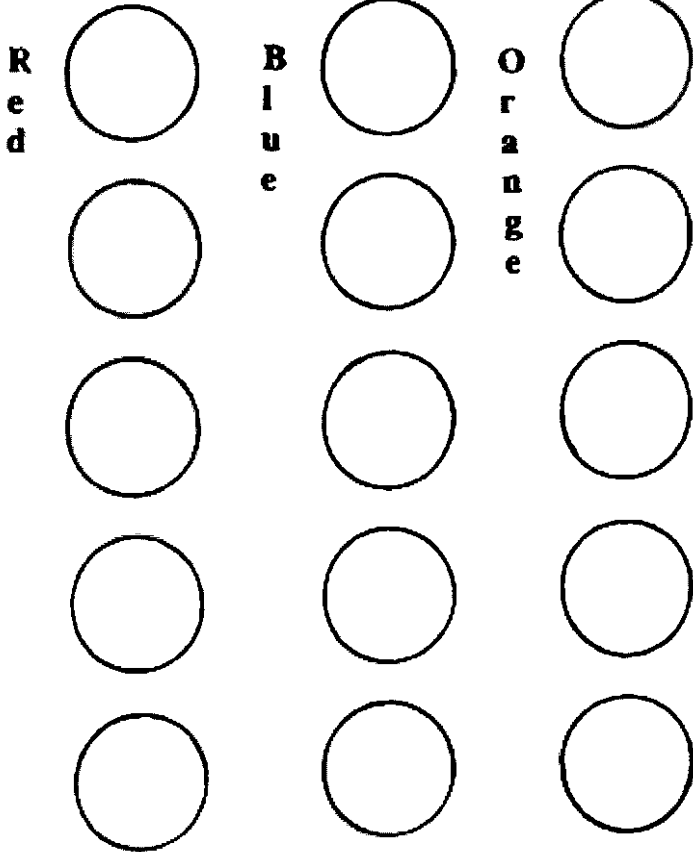
1. Greece was made up of many _____ -states.
2. The Bible says your nakedness is your _____.
3. An _____ has a total disbelief in any supreme being.
4. The _____ was the top decoration of the Greek column.
5. The term "classic profile" comes from ancient _____.
6. Sculpting and baking red clay was called _____.
7. _____ means placing everything in correct size to other parts.

III. True or False: Place a "T" or "F" next to each statement if it is true or false: 2 points each.

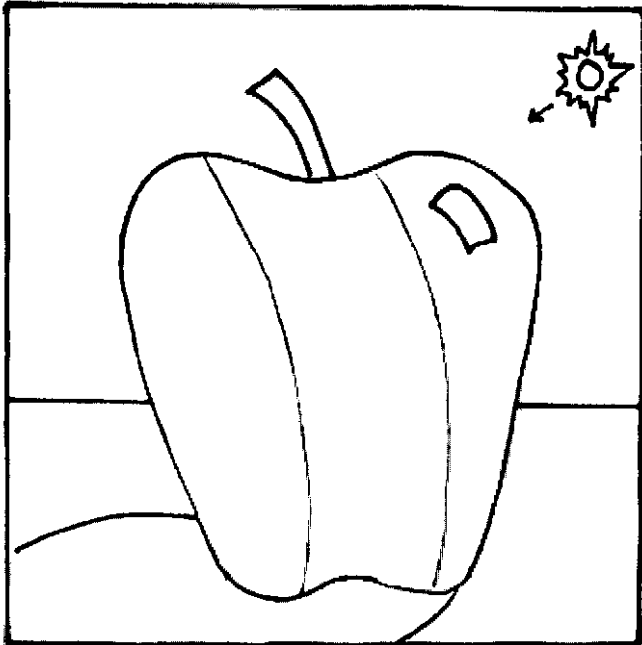
1. ___ Ancient Egyptian figures were drawn and painted in profile.
2. ___ Hieroglyphics were a system of mathematics.
3. ___ The ancient Greeks used models to pose for them.
4. ___ Values are shades from light to dark.
5. ___ A narcissist loves nature.
6. ___ In Egyptian art, making figures larger symbolized importance in society.
7. ___ The ancient Greeks have been a model of perfection in the arts.
8. ___ Art expresses a civilization's philosophy about life.
9. ___ Many ancient statues were destroyed as idols by Christians.

Paint Card IX: *Painting with Tones* (page 241)

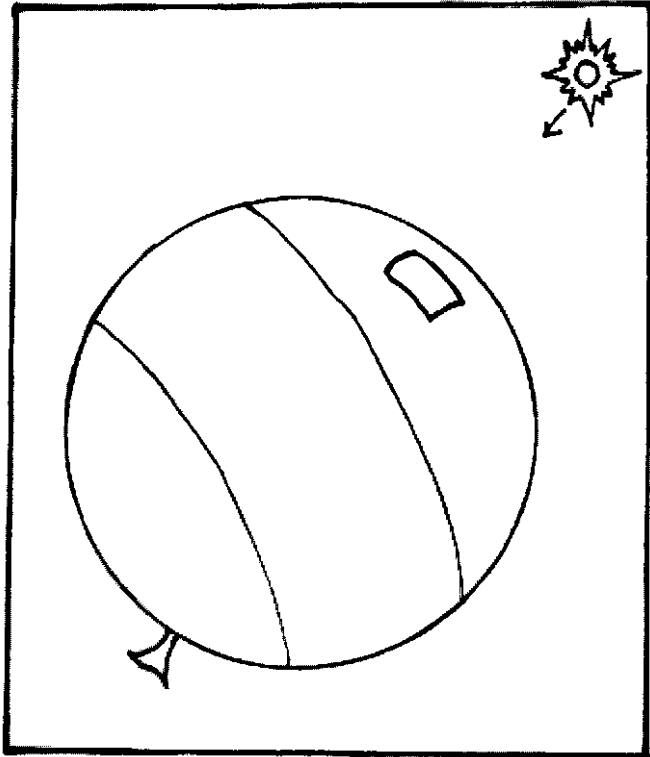
Light Tones



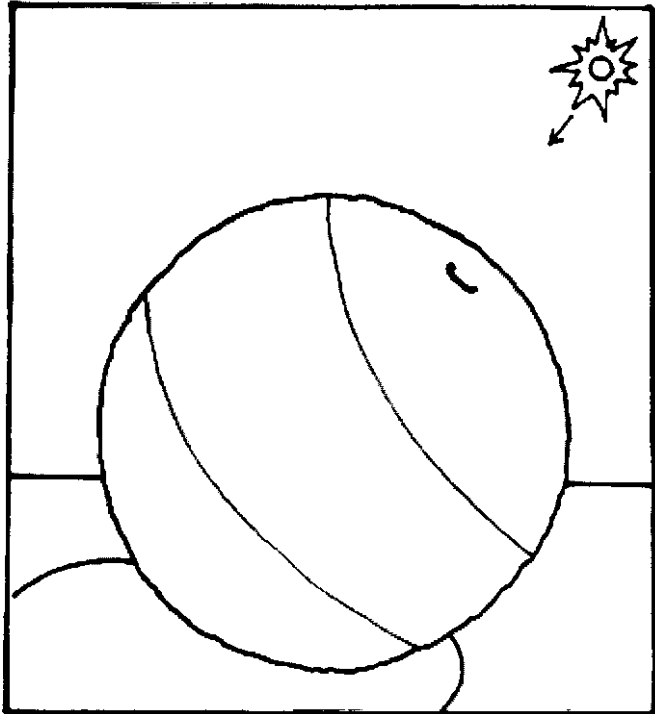
Dark Tones



Red Apple



Blue Balloon



Orange

Paint Card VI: "Red & Black Figure" Amphorae (page 162)

