

# VIRTUE OR VICE?

## ART AND LANGUAGE ARTS

**GRADE LEVEL:** K–12

### BASED ON

Jean-Baptiste Camille Corot, *Don Quixote*, ca. 1865–68, Gift of Mary M. Emery, 1919.1

### OBJECTIVE

- Students will demonstrate the ability to formulate ideas, opinions, and personal responses to texts being read.
- Students will be able to articulate their understanding of certain themes in a visual context, specifically through mixed-media illustrations.

### CONCEPT

In this lesson, students will first examine the Art Museum's painting *Don Quixote* by Corot and discuss their own interpretations of three concepts in Book Four of *Don Quixote*: grandiosity, idealization, and scapegoats. Teachers of elementary students might want to use more basic terms, such as arrogance, stereotypes, and blaming others. The discussion should lead into the assignment, in which the students will create three-panel paintings (triptychs). Each panel will show a student in a different persona; for example, panel one would show a student boasting (using either a pasted photo or an illustration). The student should also paste on the panel a written description of what he/she thinks the work grandiosity/arrogance means. The final piece will reveal three sides of one's personality and will allow the student to better understand the dynamics of his/her nature.

### VOCABULARY

Definitions from Merriam-Webster Online ([www.m-w.com](http://www.m-w.com))

triptych: a picture (as an altarpiece) or carving in three panels side by side

### MATERIALS | PROCEDURES

- poster board
  - acrylic tempera paint
  - rubber cement
  - pencils
  - dictionary
  - paintbrushes (various sizes)
1. With your students, examine the Art Museum's painting *Don Quixote* by Corot and discuss their own interpretations of three concepts in Book Four of *Don Quixote*: grandiosity, idealization, and scapegoats
  2. Teacher and students discuss three themes: grandiosity (arrogance), idealization (stereotyping), and scapegoats (passing blame)
  3. Student will then research and write down their own interpretations of these words and themes.
  4. The interpretations will then be pasted on three separate panels of a large piece of paper/poster board (preferably 18 X 24 in.)
  5. In each panel (one for each word), the student will either illustrate themselves in a thematic scene, or they may paste photos of themselves in a thematic scene that is pertinent to the specified word.
  6. The class will then discuss both the illustrated work and the individual interpretations of the words.



## ASSESSMENT

The students will be evaluate in two parts:

1. amount of participation in class discussion
2. completion of the triptych-style illustration

## NATIONAL STANDARDS

### VISUAL ARTS

- 4: Understands the visual arts in relation to history and cultures

### LANGUAGE ARTS

- 1: Uses the general skills and strategies of the writing process
- 3: Uses grammatical and mechanical conventions in written compositions
- 5: Uses the general skills and strategies of the reading process.
- 6: Uses reading skills and strategies to understand and interpret a variety of literary texts