

Look, Recall, Draw

ART AND SOCIAL STUDIES

GRADES: 7-8

BASED ON



Anthony Van Dyck
(1599-1641), Flanders/Europe
Portrait of a Man in Armor (Member of the Spinola Family)
Circa 1621-1627
Oil on canvas
Gift of Mary M. Emery, 1927.393

OBJECTIVES

- Students will learn about the history of armor.
- Students will look at portraits of men in armor and use art analysis to describe the images using the elements and principles of art and design.
- Students will participate in discussion about the purpose/importance of armor.
- Students will create their own armor through drawing.

CONCEPT

Through this multi-layered project students will learn about the artist Anthony Van Dyck through Google Art Project- User Gallery, discussion and art analysis. After looking at various images of armor and discussing its purpose, students will design their own set of armor through list making (descriptors of their armor), a sketch and a final drawing.

MATERIALS

- Contour outline of image- 1 per student
- 8.5"x 11" drawing paper - sketch
- Pencils
- Erasers
- Colored Pencils
- Projector
- Internet- to access Google Art Project (links below)

VOCABULARY

Armor: special clothing that people wear to protect their bodies from weapons

CLASS EXPERIENCE

Portrait: a painting, drawing, or photograph of a person that usually only includes the person's head and shoulders

Renaissance: the period of European history between the 14th and 17th centuries when there was a new interest in science and in ancient art and literature especially in Italy

PROCEDURE

Day 1

1. Students will look at the Google Art Project user gallery, "Portraits of Men in Armor".
 - a. Participate in discussion, answering the posed questions with each image
2. Students will look at the image by Van Dyck, *Portrait of a Man in Armor*, for 5 minutes.
 - a. After looking at the image, the teacher will take it away.
3. Students, in a group (3-4 students), will describe, through a list or drawing, what they saw.
4. Each group will team up with another group, and compare/contrast what they have- group work and discussion.
 - a. What did you miss or have, compared to the other group.
5. We will come back as a group, and discuss what we saw as a class.
6. Project image, when finished- analyze
 - a. Is it good art? Why or why not?
 - b. Discuss elements and principles
 - i. Use of line, color, texture
 - ii. Use of emphasis, balance,
7. Students will brainstorm: If I needed armor, what would it look like?
 - a. Texture? Material?
 - b. Strength?
 - c. Quality?
8. Students will sketch out their armor, on sketch paper

Day 2

9. Students will then draw their armor in the contour drawing of the *Portrait of a Man in Armor*.
 - a. Pencil first
 - b. Add color with colored pencil

ASSESSMENT

SELF-EVALUATION:

1. What elements of armor spoke to you and influenced you when you were designing your own personal armor?
2. How was I successful? List 3 reasons.
 - a.
 - b.
 - c.

CLASS EXPERIENCE

3. What can I improve upon? (Craftsmanship, effort, use of time, etc.)
4. If you could redo this project, what would you change?
5. Grade yourself _____/100
6. Why did you give yourself that grade?

RUBRIC:

Art 1- Look, Recall, Draw- Body of Armor drawing

Name _____ Bell _____ Grade ____/100

Effort: Used time wisely, remained on task, worked to achieve excellence, completed work on time.

0 5 10 15 20 25

Illustration/Drawing of armor: There is a clear meaning and method as to why specific elements were added to the armor; drawing is clearly depicted and appropriately related to armor from the Renaissance or modern day.

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Craftsmanship: clean/recognizable image, good use of materials.

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Participation: student: participated in the discussion about the "Portraits of Men in Armor" on Google art project and worked individually and in a group in the pre-planning activity.

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Comments:

NATIONAL STANDARDS

National Visual Art Standards Grades 7 & 8:

Creating, Conceiving and developing new artistic ideas and work.

Anchor standard: Organize and develop artistic ideas and work.

7th Grade:

VA:Cr2.3.7a

Apply Visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

8th Grade:

VA:Cr2.3.8a

Select, organize, and design images and words to make visually clear and compelling presentations.

CLASS EXPERIENCE

Anchor Standard: Refine and complete artistic work

8th Grade:

Va:Cr3.1.8a

Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

National Common Core Social Studies Standards Grades 6-8:

[CCSS.ELA-Literacy.RH.6-8.7](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CURRICULUM CONNECTIONS

Students participate in discussion, while looking at the Google Art Project slides, "Portraits of Men in Armor" (link below). Students will also be analyzing the images for artistic and material qualities that relate to the time period of the armor. We will discuss what armor was like in specific time periods in history, and how it has evolved over time.

RESOURCES

Link to image on the CAM's website:

<http://www.cincinnatiartmuseum.org/art/collection/collections/?u=11296162>

User Galleries- Google Art Project- "Portraits of Men in Armor"

<https://www.google.com/culturalinstitute/user-gallery/portraits-of-men-in-armor/BgJyOoeaYle7Kw?hl=en>

Compare and Contrast using Google Cultural Institute (Google Art Project):

<https://www.google.com/culturalinstitute/compare/?item1=cAG66kD5ZyJmoA&item2=0gFXzQWzQpqB5O&hl=en>



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