
VISUAL ARTS LESSON PLAN

Grade Level: 8th grade

Duration: six sixty minute periods

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Date: 2/29/2012

Unit: Renaissance

Lesson: Illuminated Manuscript Page

Massachusetts Visual Arts Curriculum Framework Learning Standards

2.8 For line, use and be able to identify various types of line

3.5 Create symbolic artwork by substituting symbols for objects, relationships, or ideas

4.5 Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects

Specific Lesson Objectives: [the students will...]

- Identify characteristics of illuminated manuscript pages from the Middle Ages and Renaissance
- Identify the meaning of a quote or lyric, and translate that meaning into an artwork
- Create symbolic artwork that represents an idea, concept, or emotion
- Demonstrate ability to measure by constructing the page layout
- Create loose, gestural preliminary sketches to map out illustration ideas
- Demonstrate purposeful use of color and line

Assessment of Learning:

- Preliminary Sketch
- Conversation and questioning with students during the lesson
- Homework
- Vocabulary quiz
- Final Product
- Student Self Assessment
- *Also, see rubric attached*

Essential Questions:

- What is the purpose of a book?
 - Why do people make books?
 - In the future, do you think people should continue to make actual, physical books, or should all books become electronic?
 - Why did people during the Medieval Ages and Renaissance invest so much time in decorating manuscripts?
 - In books, is it important to create visually appealing, decorated pages?
 - Why are there so many fonts to choose from when you use Microsoft Word?
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Guiding Questions:

- How are books made?
- How were illuminated manuscripts made?
- Where have you seen black letter font before?
- What are the components of an illuminated manuscript page?
- Why did you choose the quote or lyric that you chose?
- What is the meaning of your quote/lyric?
- What symbols or images can you use to depict your quote/lyric?
- What materials were illuminated manuscripts made with in the Medieval Ages and the Renaissance?
- What materials are you using to make your manuscript page?

Activity: The students will create an illuminated manuscript page based on a song lyric or quote of their choice. Their elaborately decorated page will contain the quote, an illuminated letter, miniature illustration, and decorative border. Students will use symbols and images to visually represent the meaning of their quote of lyric, and will demonstrate purposeful use of color and line.

Motivation: [our lesson initiating activity here]

- Power point presentation
- Sample of completed artwork
- Reproductions of medieval and early renaissance illuminated manuscript pages
- Examples of illuminated letters
- Discussion about an illuminated manuscript page
- Warm-up questions at beginning of period

Materials: 12" x 18" white drawing paper, large manila paper, pencils, tea, cups, large paintbrushes, rulers, colored pencils, markers, gold paint, handouts

Procedure:[core activity here...the teacher will]*Day One*

- Provide warm-up questions: What is the purpose of a book? Why do people make books? What do you know about how books are made?
- Explain lesson and show sample
- Give a power point presentation about illuminated manuscripts
- Discuss the learning activity in more depth
- Provide a demo on staining paper with tea
- Pass out materials: large manila paper, white drawing paper, tea, brushes
- Clean Up
- Close by discussing warm up question
- Homework: find quote/lyric to base manuscript page on

Day Two

- Provide warm-up question: Why are there so many different fonts to choose from when you use Microsoft Word?
 - Review information about illuminated manuscripts
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- Demonstrate how to use a ruler to measure and create the template for the manuscript page. Also show that the ruler can be used to create lines on which text can be written.
 - Ask students what quote/lyric they picked, and how they can represent it visually
 - Instruct students to begin by creating an illuminated letter and write the quote
 - Pass out handouts on illuminated letters/ manuscripts
 - Students work and teacher conferences with students individually
 - Clean up
 - Close by discussing answers to warm up question
 - Homework: Calligraphy reading/questions

Day Three

- Provide warm-up questions: Why did you choose the quote or lyric that you chose? What symbols or images can you use to depict your quote/lyric?
- Ask students how far they got the previous class
- Instruct students to finish illuminated letter and writing the quote, and to then move onto the miniature illustration, and do the border last.
- Pass out handouts on illuminated letters/ manuscripts
- Students work and teacher conferences with students individually
- Clean up
- Close by discussing answers to warm up question

Day Four

- Provide warm-up question: Why did people during the Medieval Ages and Renaissance invest so much time in decorating manuscripts?
- Same as day 3
- Homework: study vocabulary list for quiz

Day Five

- Provide warm-up question: In the future, do you think people should continue to make actual, physical books, or should all books become electronic?
- Provide matching game to review for vocabulary quiz
- Give vocabulary quiz
- Same as day 3, and 4

Day Six

- Provide warm-up question: In books, is it important to create visually appealing, decorated pages?
- Same as day 3, 4, and 5
- Homework: self assessment

References and specific resources:

Horn, D. V. (2006). *Leaves of Gold: Treasures of Manuscript Illumination from Philadelphia Collections*. Retrieved from <http://www.leavesofgold.org/index.html>

Witcombe, C. L. C. E. (1995). *Art History Resources*. Retrieved from <http://witcombe.sbc.edu/private/witcombe-teaching.html>

Appendices: *Rubric and another other instructional handouts are attached at the end of the lesson. Please label Rubric- with Lesson Name*
