

Joslyn Art Museum Comprehensive Study Lesson Plan

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EUROPEAN ARTISTS

Focus: Titian and *Giorgio Cornaro with a Falcon*

Objectives – Students will:

- Learn about Titian and the story of one of the most influential Venetian artists.
- Understand the difference between conservation and preservation.
- Discover how paintings are used to inspire costumes for the theater today.
- Critically examine how Renaissance fairs do not accurately represent the time period.

Common Core Standards available on online version at www.joslyn.org/education/teachers/thursdays-for-teachers

Resources: Check out the **Teacher Support Materials** online, and <http://www.joslyn.org/education/teachers> for additional resources

Suggested Materials: Titian teaching poster, artworks by Titian images, Renaissance painting images, Renaissance fair photos, video camera, editing software, paper and art supplies, map of Italy,

Vocabulary: conservation, costume, falconry, Middle Ages, nobility, oil paint, preservation, Renaissance, restoration, rivalry, sitter, tempera

Procedure:

- **Engage:** Show students this commercial - <http://goo.gl/6uySvc> Why would he get a falcon? Is there a connection to the sitter in Titian's painting? This is a good lead in to **Cultural Connections**.
- **Art Talk 1:** The Art of Creative Costuming. How do costume designers use paintings, like ones by Titian, when creating costumes for actors? Refer to the workshop led by Lora Kaup at the November 2013 Thursdays for Teachers.
- **Art Talk 2:** Oil vs. Tempera. Before oil paint was invented, artists would use tempera paint. Talk about how the painters would mix up this egg-based paint and then store it in bladders. How did oil paint change artists' techniques? It did not dry as fast so they had more time to work with it. Discuss other innovations related to painting with oils and tempera.
- **Art Talk 3:** The Rivalry in Venice. Discuss the relationship among Titian, Tintoretto, and Veronese. In what ways did their rivalry strengthen and encourage the development of art in Venice? Refer to the teaching poster for additional information.
- **History:** Who was Titian, and what was his story? Refer to the gallery experience led by Suzi Eberly at the November 2013 Thursdays for Teachers as well as the teaching poster and additional information in Teacher Support Materials.

- **Aesthetics:** Through the conservation process, the Getty removed all layers of old restoration until only paint applied by Titian remained. Why was it important to preserve the paint only applied by Titian's hand under a layer of varnish before filling in the damaged areas? Should they have filled in the damaged areas to restore the painting to look like it did in the 16th century, or should they have left it with just Titian's work?
- **Production:** Show students this flash mob style recreation of Rembrandt's *Night Watch* for the opening of the Rijks Museum <http://goo.gl/FA9p2>. Then using Titian's painting, have students create a commercial. What would they sell using this artwork?
- **Other:** Renaissance Scavenger Hunt. Talk about what the Renaissance means and its history. Then show paintings from this time period to contrast with photos from Renaissance fairs. Have students identify events or items that are historically inaccurate.
- **Close:** Turn down the lights and have a viewing party of the commercials students created.

Extensions:

- **Cultural Connections 1:** Tell students about the medieval sport of falconry that was reserved mainly for nobility. Discuss that how what was not done for "living" purposes, like raising animals or growing food, was considered leisure activities and the higher classes would have that time. How is falconry still going on today?
- **Cultural Connections 2:** Discuss the religious wars from the Middle Ages. How do they compare with the religious-based wars today?
- **Fine Arts:** Show *Giorgio Cornaro with Falcon* and discuss how the items like the falcon, dog, and sword tell us more about him. Then have students create a self-portrait that includes three items that allow people to know more about who they are.
- **Language Arts:** Look up writing from that time period and find some to juxtapose with the artwork. For younger students, have them create word bubbles.
- **Math:** As Titian's popularity grew, he traveled all over Italy (Rome, Florence, and Milan) and even up to Germany for commissions. Study these places and calculate how long it would have taken him to get there from Venice.
- **Science:** Talk about how the concepts of conservation and preservation differ. Then have students research the process of conserving a painting. Perhaps include a field trip to Omaha's Ford Conservation Center to see their labs.