Joslyn Art Museum

**WORKSHOP – Production – Make it Mine**

*The Virgin of the Rosary*, Unknown Artist, Spanish Colonial

**Lesson Plan**

**Focus:**
- **Art History:** Spanish Colonialism, Religious icons
- **Subject/Style:** Iconography, “Dressed-stature” painting
- **Art Principles:** Pattern, Emphasis, Balance
- **Media/Technique/Process:** Drawing, Painting

**General Goals:**
- Students will become aware of symbols and their function.
- Students will become familiar with *The Virgin of the Rosary*.
- Students will become familiar with the role of art in the Christian church.
- Students will recognize similarities and differences among a variety of cultural representations of the same subject (i.e. the Virgin Mary).
- Students will use symbols and cultural imagery to appropriate a universal figure (i.e. the Joslyn head).
- Students will critique (visually read) *The Virgin of the Rosary*.
- Students will move through the entire creative process.

**Specific Objectives:**
- Students will complete the iconography sketch sheet.
- Students will use their personal iconography, as well as the art elements & design principles, to complete a drawing of a universal figure (i.e. Joslyn head, Statue of Liberty, etc.).
- Students will apply their sketched ideas effectively within their final composition.
- Students will employ art elements and principles to strengthen the emphasis on their figure and unify their iconography within the composition.
- Students will incorporate areas of pattern within their final composition.

**Other Possible Objectives:**
- Create a garland to create emphasis
- Create an architectural niche to create space

**After completing this lesson, students will be able to do the following:**
- Recognize and explain specific iconography within *The Virgin of the Rosary*.
- Recognize and explain specific iconography within their artwork.
- Identify specific Spanish colonial aesthetic hallmarks within a work of art
Standards Addressed:
Standard 1: Understanding and applying media, techniques, and processes
Standard 2: Using knowledge of structures and functions
Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas
Standard 4: Understanding the visual arts in relation to history and cultures
Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others
Standard 6: Making connections between visual arts and other disciplines

Instructional Strategies that Strongly Affect Student Achievement – Robert J. Marzano

01 Identifying similarities and differences 06 Cooperative learning
02 Summarizing and note taking 07 Setting goals and providing feedback
03 Reinforcing effort and providing recognition 08 Generating and testing hypotheses
04 Homework and practice 09 Activating prior knowledge
05 Nonlinguistic representations

Resources:
Web:

Books:

Suggested Materials:
- The Virgin of the Rosary framed reproduction and teaching poster
- Culturally diverse depictions of the Virgin
- Iconography sketch sheet
- Draw sheet (with universal figure, i.e. Joslyn Head)
- Colored pencils/crayons/pastels/paint... etc.

Vocabulary:
Iconography  Architectural niche  Emphasis
Symbolism  Cherubs  Pattern
Rosary  Inca  Ornate
Garland  Pachamama  Stylization
Plume  Balance

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Anticipatory Set (Lead-In):
- Allow the students time to investigate The Virgin of the Rosary, then lead them through the first three stages of reading a work of art (Identify, Analyze, Interpret).
- Discuss with students how the figure is emphasized using the art elements and principles.
- Explain the images origin and purpose.
- Explain and discuss the symbols found within the image.
- Compare and contrast the Virgin of the Rosary with depictions of the same subject from other world cultures, and discuss how each culture has made the subject their own.
- Explain that each of them will make a universal figure their own using the art elements/principles and their own iconography.

Step-By-Step Procedures:
- Have students brainstorm and sketch iconography ideas (see Iconography Sketch Sheet).
- Pass out the printout with the head of a universal figure (see Draw Sheet).
- Have students employ the art elements and principles to complete the figure, making it their own by incorporation their personal iconography.

Extensions:
- Have students use fabric scraps to clothe their figure, creating a “dressed-statue.”
- Have students create an iconography key to display along side their appropriated figure.
- Have students create a biographical paragraph to display along side their figure that gives clues to the meaning behind their iconography.

Plan For Independent Practice:
- Have students who finish early create another appropriated figure using the head of a universal figure of their choice (i.e. Ronald McDonald, Abraham Lincoln).
- Have students who finish early create an ornate frame for their picture with cardboard or tag board.

Closure (Reflect Anticipatory Set):
- Have students volunteer to share their compositions with the class explaining their choice of iconography.
- Have students volunteer to have their compositions “read” by the class, trying to guess the meanings of their iconography.
- Arrange each student’s composition together to compare and contrast in the same way that was done with images of the Virgin at the beginning of the lesson.
- Arrange finished work so that the names of the artists are not shown, and have students attempt to guess each artist by reading the iconography.
- Have students complete the final stage of reading an artwork (Evaluate).
Adaptations (For Students With Special Needs):
- Adapted tools
- Have student choose and apply precut images or iconography stickers

Extensions (For Gifted Students):
- Have students create a hinged retablo or ornate frame for their composition.
- Have students research other imagery from another religion/belief system and compare and contrast that image with the Virgin.

Extensions (Interdisciplinary):
- Cultural Connections: Have students research images from other world religions. Have students research pre-Columbian history.

- Fine Arts: Have students research symbolism in music and/or dance.

- Language Arts: Have students write biographical paragraphs giving insight to their personal iconography. Have students describe similarities and differences between two spiritual works of art from separate world cultures.
iconography sketch sheet

LSSN: “Make it Mine”, Virgin of the Rosary

Use the spaces below to brainstorm and sketch ideas for your personal iconography.

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