

Joslyn Art Museum Comprehensive Study Lesson Plan

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2nd Semester – Sculpture

Focus: Auguste Rodin's *One of the Burghers of Calais: Andrieu d'Andres* and *Eve*

Objectives – Students will:

- Discover the story of the Burghers of Calais and consider why it was important for the town to install a sculpture of these medieval heroes.
- Demonstrate their ability to understand various emotions by acting them out, discussing, and replicating them in artworks.
- Recognize the importance of emotions in artworks to compare and contrast them in real life.

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: Rodin teaching poster, Rodin sculpture images, basket, drawing paper, charcoal and drawing pencils, clay

Vocabulary: burgher, emotion, gestural, inspiration, muscular, pose, scale, tactile, weather (as in to age something)

Procedure:

- **Engage:** Emotion. Write a list of emotions, separate, and put in a basket. Students should select a word and create a pose. Students should then guess the emotion (this is not charades). Take the opportunity to talk about body language.
- **Art Talk 1:** Picture This. Refer to the workshop lead by Rita Paskowitz at the April 2013 Thursdays for Teachers.
- **Art Talk 2:** Copy vs. Inspiration. Have a discussion with your students about the difference between copying something versus being inspired by it.
- **History:** Who was Auguste Rodin, and what is his story? Refer to the teaching poster and additional information in Teacher Support Materials.
- **Aesthetics:** Show students various images of Rodin's sculptures. Talk about his style and focus on the muscular forms. Depending on the age level, look at the artworks of just feet or hands Rodin created, too. Discuss how in some instances he made the surface quite smooth while leaving another part rough. For a tactile experience, bring your students to Joslyn's Peter Kiewit Foundation Sculpture Garden to see *Andrieu d'Andres*.
- **Production:** Gestural Drawings. Teach students how to create quick drawings to capture a figure in a short amount of time. Describe a situation then have students create gestural drawings and discuss the emotions. Select three poses that could tell the story.

- **Other:** Journal activity: show students an image of Rodin's *Eve*. Have students think about a time when they may have been filled with guilt and shame. Next show them *Andrieu d'Andres* and have them think about an experience filled with courage or grievous heroism. Group activity: students should write down some key words from each scenario Rodin is portraying in the two sculptures. Share the words those to compare and contrast these emotions in the artworks. (Activity suited better for older students)
- **Close:** Recreate the Scene. Looking at all six burghers, have students take the various poses and express emotions. Students may take turns standing together or apart (see teaching poster for composition examples). Discuss which is more powerful.

Extensions:

- **Cultural Connections:** Review the story of the Burghers of Calais. Look at other cultures who put personal sacrifice for country / community first in their life. Students should share research findings with classmates.
- **Fine Arts:** Using the drawings created in Production, have students create that emotion with clay. They can choose to do a figure or simply a bust. They must take into consideration the emotion they are portraying.
- **Language Arts:** Show students various images from Rodin's *The Gates of Hell*. Decide what emotions are being expressed. For older students, connect to Dante's *Inferno*. Transition the conversation to Cibot's *Fallen Angels* (found at Joslyn) and Milton's *Paradise Lost*. Students should write about this transition.
- **Math:** Scale. How do artists use scale? Looking at Joslyn's *Eve* have students calculate her approximate scale (give *Eve* an estimated height). Use other Rodin sculptures to create these math problems.
- **Science:** How do sculptures weather? Describe what happens to bronze and consider doing a classroom experiment over the course of the school year. How should they be cared for when they are exposed to the elements? Discuss whether caretakers so keep the sculptures looking new or let them weather.