

Renalssance In Learning:

Rembrandt Toolkit #1



“That painter who has no doubts will achieve little.”

Da Vinci

Leonardo's Ledger

“A painting is finished when the artist says it is finished.” —Rembrandt

“Painter’s Crown...”



Rembrandt Self-Portrait—1634

- Students look at a Rembrandt self-portrait and share ideas about what is a portrait
- Read Venezia’s Rembrandt book and discuss
- Instruct students on the genre of biography. Encourage students to select artist biographies
- Discuss research strategies to gather data on Rembrandt
- Write research notes in paragraph form in Da Vinci journal
- Students draw a portrait of another class member as a “Partner in Art.”
- Show and discuss video: Rembrandt’s Beret
- Students draw and paint their own self-portrait using mirrors as a guide and portrait techniques acquired in a mini-lesson taught by the art teacher.
- Math connection with the measurements used in drawing the human face.
 - Students write an autobiographical sketch to accompany the self-portrait
- Develop an understanding of the role art plays in a culture through use of art cds, videos and the Internet
- Students use digital cameras to take pictures of the self-portraits and the student artists
- Import self-portrait, digital pictures and autobiographical sketch into a PowerPoint presentation
- Display work throughout the school for “Artists in Residence”
- Science/Health: Sections of brain and its functions
- Wizard of Oz DVD segment: “If I Only had a brain”
- Ask the Docent letters done in computer lab



Art



- Instruct students on what separates Rembrandt from other artists by reading: What Makes a Rembrandt a Rembrandt
- Show Rembrandt’s Artist in his Studio painting
- Students brainstorm what they think is on the easel standing before Rembrandt yet hidden from their



Connection

- view
- Discussion of the possibility that the canvas on easel is blank could lead to writing activity based on idea that the students’ slates are clean and their canvas is ready for them to color/paint. What will their lives/canvases look like?

Palette Colors

Audience	K -12
Time	2-3 hour media center; 2-3 hour classroom; 1 hour art class
Materials	Book: Great Artists of the World Rembrandt by Venezia
Materials	Book: What Makes a Rembrandt a Rembrandt by Muhlberger
Materials	Video: Rembrandt’s Beret by Spoken Arts; Online resources
Materials	Digital Camera; Art Supplies; Da Vinci Journal
Skills	Research; Feelings; Writing; Participating; Biographies

National Standards

- *Informational Literacy:* 2; 5; 9
- *Visual Arts:* 4.1; 4.2; 4.3;4.4;4.5
- *Language Arts:* K-12.3;K-12.4; K-12.5; K-12.6; K-12.11; K-12.12
- *Math:* Measurement K-12
- *Science & Health:* K-4.1; K-4.3 K-4.5:

Ask The Docent

Artist's Name: Rembrandt

Dear Docent:-

Sincerely,

Docent Response

Dear _____:

Ciao!

Docent

Rembrandt Rubric Assessment

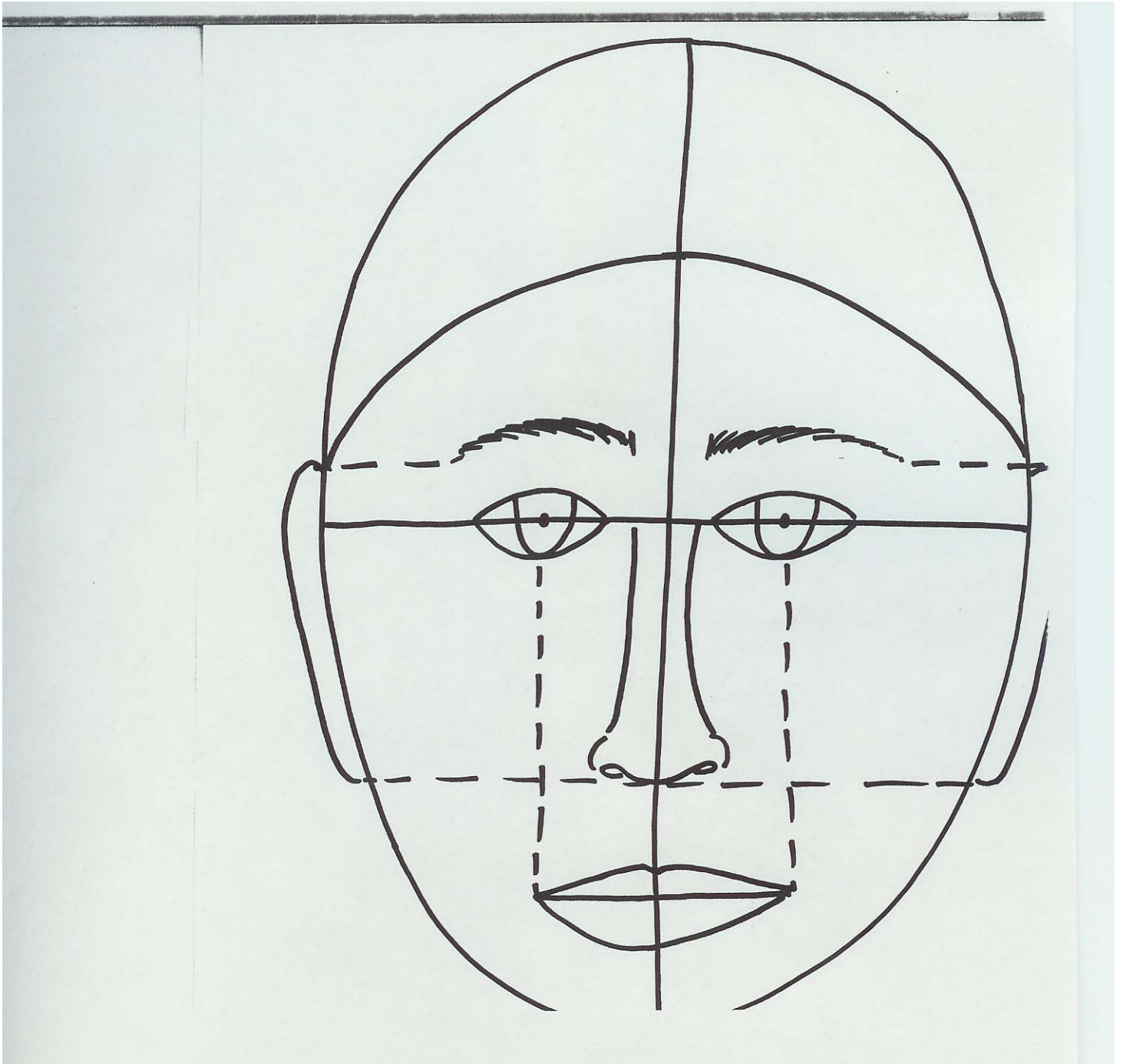
Research Report : Rembrandt Biography

Student Name: _____

CATEGORY	4	3	2	1
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources	All sources are accurately documented in the desired format.	All sources are accurately documented, but a few are not in the desired format.	All sources are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Notes	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Outline	Outline has been completed and shows clear, logical relationships between all topics and subtopics.	Outline has been completed and shows clear, logical relationships between most topics and subtopics.	Outline has been started and includes some topics and subtopics.	Outline has not been attempted.
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.

How to Draw a Self-Portrait

(Template)



Guidelines for Drawing Self-Portrait

1. Start by drawing a large oval, like an upside-down egg.
2. Draw your guidelines, 1 down through the middle and 1 across through the middle.
3. Draw 2 football shapes for the eyes, along the line across the middle of your head.
 - Draw letter 'U's for the irises of your eyes
 - Draw your pupils
4. Make a small mark halfway between your eyes and your chin. This is for the bottom of your nose.
5. Make a small mark halfway between the bottom of the nose and the chin. This is for the middle of your lips.
6. Draw your nose by:
 - Draw a small curve for the bottom of your nose
 - Draw your nostrils on both sides of this curve
 - Draw the skin on the sides of the nostrils
 - Finish by drawing the two lines that represent the sides of the bridge of you nose
7. The corners of your mouth line up with your pupils. Draw 2 dotted lines straight down from your pupils.
8. Starting from one dotted line, draw a straight line that goes through your small mark and extends to the other dotted line. This is the line where your lips touch.
9. Draw your bottom lip.
10. Draw your top lip
11. Draw your eyebrows. There are no rules for this. All eyebrows are unique.
12. Draw 2 dotted lines extending out from the outside corners of your eyebrows to the sides of your face.
13. Draw a dotted line extending out from the bottom of your nose to the sides of your face.
14. Your ears line up with the outside corner of your eyebrows and the top of your head. This is for your hairline. Draw a line that curves down from this mark to both ears.
15. Make a small mark halfway between the top of your eyebrows and the top of your head. This is for your hairline. Draw a line that curves down from this mark to both ears.
16. Hair. Boys fill in the hair area with fuzzy marks with side of the lead of a pencil or with short lines. Girls draw their parts, showing the direction their hair is brushed by drawing lines. Bangs can be drawn by making lines coming down from the hairline towards the eyebrows.
17. Check the chin. Erase the lines and adjust the shape of the chin if needed.

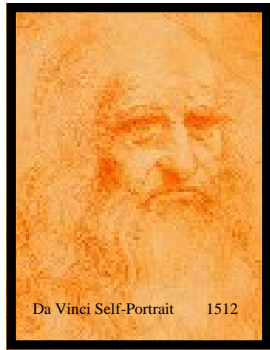
To make your drawing look more like the person you are drawing pay attention to these things:

What shape is the bottom of their nose? What shapes are their nostrils?

Does the person have 'fat' or 'skinny' lips?

What shapes are the eyebrows? Are they really bushy or just have a few hairs?

What shape is the chin? Do you need to make your oval more or less pointy at the bottom?



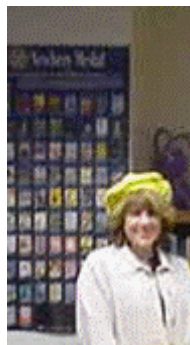
Leonardo's Ledger

Extra! Extra! Extra! Artists In Residence



Art integrated across the curriculum connects beautifully with a brain compatible classroom. This year at camp we will be learning about many artists in collaboration with our library media center. We invite you to learn along with us. Art is the great equalizer. There is no right or wrong answer; it speaks to a child's emotions, which have been described as the gateway to brain compatible learning, and it sparks the creative spirit in all curricular areas.

children were given their own yellow felt berets, their "painter's crowns." We also prepared for state testing using Norman Rockwell's "Choosin' Up" painting as seen below.



Picture of Mrs. Hall and Mrs. Rennels with their 'Painter's Crowns' like the ones given to the students.

This month we will explore the self-portrait master, Rembrandt Harmensz Van Rijn. After watching "Rembrandt's Beret," the



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Special points of interest:

- 2004 Artists in Residence
- Interview with Principal
- Lance Armstrong's Tour of Hope
- Coming Attractions

ISTEP

It was the big game! We were playing baseball for the championship. My friends and I eagerly walked our hands up the smooth wooden bat to see who got to be the team captain. My hand clasped the top of the hitting instrument, and I was

"The Championship Game" Preparation

"Choosin' Up"
By Norman



able to pick my team first. Unfortunately my mom made me bring my little annoying brother to the game with me. He had to be on my team, and I knew he would ruin our chances to win it all.

The first five innings were uneventful. But, everything changed when [continued on page 3]

Live Strong With Lance Armstrong

The Da Vinci principle of corporalita reflects Leonardo's belief in the statement, "a sound mind in a sound body." Lance Armstrong epitomizes both. Surviving cancer after given only a 25% chance of beating this fast spreading disease to go on to win a historic six Tours de France is a remarkable achievement. The yellow wrist bands I purchased for the children serve as a reminder that all things are possible, obstacles can be overcome, and dreams can come true. For more information about these wristbands and the



Photograph taken by in Paris

Lance Armstrong Foundation go to:
www.wearyellow.com

In collaboration with the media center and our principal gave a book talk to the students on Matt Christopher's book, On the Bike with Lance Armstrong. For more Christopher books check in the media center!!!

Bristol-Myers Squibb Tour of Hope

On October 1, the Tour of Hope begins in Los Angeles. This is a race organized by the Lance Armstrong Foundation to promote cancer research. Teams of bikers whose lives have been directly or indirectly touched by cancer will ride stages of this cross country trip. On October 9, the bike teams are due to arrive in Washington, D.C. Lance Armstrong will be joining them at various stages throughout this journey.

"I'm determined to fight this disease and I will win!"
-Lance Armstrong
1996

The purpose of this tour is to raise awareness and funds for the Lance Armstrong Foundation. Lance Armstrong wants you to "make the promise and help renew America's commitment to cancer research." We will be accepting monetary donations to send in honor of our class. To tie in with our map unit and our outreach to the community, we will be charting the progress of the Tour of Hope on a large U.S. Map.

For more information go to:

www.tourofhope.org



Principal Tours France



Two students, camp reporters and photographers, generated six questions to ask the principal about her recent trip to France in July. Below is the interview.

Why did you go to France last summer?

I wanted to see Lance Armstrong.

Where did you stay in France?

Metz, Provence, and Paris

Did you see the Eiffel Tower?

Yes, every day out of the window

Did you get to talk to Lance?

No

How did it feel to be in Paris when he won the Tour de France?

I felt like I had won.

What is your favorite memory of your trip?

Picnicking and biking in the mountains

*Picture of Principal

“The Championship Game” - ISTEP Prep [continued from page 1]

the other team blasted a homerun in the sixth inning bringing one runner home. They scored again before our pitcher, Josh, got the third guy out. The score was 3 to 0.

My brother led the batting order and struck out like always. Before you knew it, my team had three outs and our hopes of winning were destroyed. I wished my brother would go home. How embarrassing to have my pesky brother lose the game for us!

Finally the ninth inning began. The Blue Jays still had a 3 run lead. Their most powerful batter was up. He hit the ball high and left and lucky for us, our catcher caught the ball and he was out. Our luck changed, and

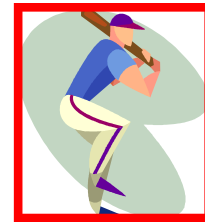
Their most powerful batter was up. He hit the ball high and left and lucky for us, our catcher caught the ball and he was out. Our luck changed and we struck out the next two runners.

Our team was up. I hit a baseline drive and made it to first. My friends, Brett and Sam hit runs to make the bases loaded. I couldn't believe it when my next two teammates struck out. The bases were loaded, we had two outs, and guess who was up to bat...my brother. When the umpire said, "Strike two," my heart sank. But to my surprise, on the next pitch, my brother hit a ball out of the

park, and we won the championship! I guess he's not so disturbing after all!

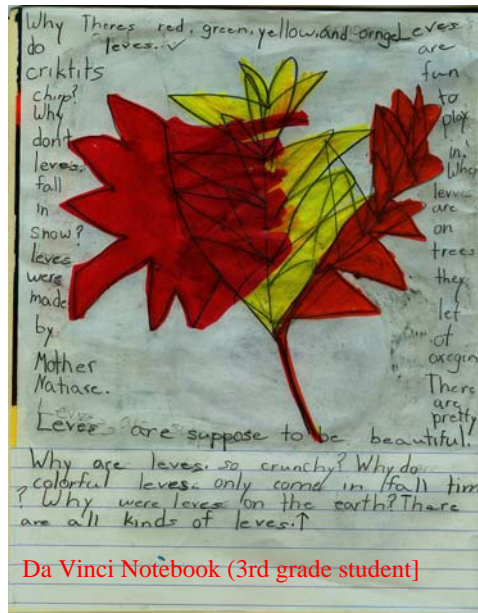
—Mrs. Hall's 3rd Grade Class

2004



Dendrite

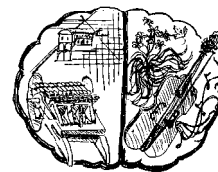
To “build” dendrites in the brain, we went to the outdoor lab with our Da Vinci notebooks and discovered all kinds of fascinating things. The children wrote questions in their notebooks and drew illustrations just like Leonardo. Then we traveled to the media center to find the answers to our questions. Our student inquiry for the moment was satisfied.



Da Vinci Notebook (3rd grade student)

Walk

Leonardo urged artists and scientists to “go straight to nature” in the search for knowledge and understanding.



???? Ask the Docent—Rembrandt????

Each month the students “Ask the Docent” questions regarding an artist. The “Artist of the Month” is Rembrandt.

*Please note: Questions are printed the way students wrote them.

Dear Docent,

I wanted to know how many self-portraits Rembrandt painted? Are there any Rembrandt self-portraits in a museum near us that I could go to see of this

great artist?

K

Dear K:

Rembrandt painted over 100 self-portraits of himself. A Rembrandt self-portrait is at the Indianapolis Museum of Art. Hopefully, we can take a field trip to the IMA to see this self-portrait or maybe

we can have a virtual videoconference field trip.



Ciao,
Da Vinci Docent

Rembrandt Self-Portrait 1661