

Picture Study

SAMPLE





About the Course

Students study art from 1800-1900 through pieces by Edward Bannister, Lilius Trotter, and Vincent Van Gogh. The lesson plans include discussion prompts that tie the artwork to what is being learned in Art Instruction, and other books and resources help students further their relationship with the art studied and consider how art intersects with the large questions of life.

Picture Study

Optional books have been recommended in each term to further the study for high schoolers. They will need to spend time dividing the page count throughout the term on their own in order to determine reading assignments. The recommended books are also good for teacher pre-study to gain knowledge about the art form and/ or artist in order to share information "by the way" with your students.



Placement & Combining Tips

There is one set of lesson plans for students in all grades, which makes this an ideal course to study in a multi-age setting. All lessons begin the same, but extensions increase the length and sophistication of the content.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
1-12	Picture Study 1 time/week 10 min 1 time/week 15 min 1 time/week 20 min 1 time/week 20 min	Our Work: Grades 1-2 Our Work: Grade 3 Our Work: Grades 4-6 Our Work: Grades 7-8 Our Work: Grades 9-12 Art Print Set Redeeming Vision A Passion for the Impossible: The Life of Lilius Trotter Van Gogh

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Picture Study				
				Picture Study



Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

Picture Study

*Acknowledgement: All Trotter Artwork is used by permission of the Lilius Trotter Legacy and Arab World Ministries of Pioneers

- Make sure each student has a copy of the artwork included in Our Work for G1-12 and in the Art Print Set.
- Keep a copy of the artwork you are currently studying on display throughout the weeks of study, only removing it from sight during the memory work lesson. You can remove it from sight by simply turning it over just before beginning that lesson.
- It is helpful to pre-read biographical information of each artist in full to share with students "by the way." Knowing the information before the students ask the questions is helpful. This way, you can either answer the question directly or help the students know that they will learn the answers as the term progresses. Read the bios directly to your students during lesson times, adding anything you may have learned during your own study of the artist. You can find bios in the lesson links or in Our Work.
- Before each term, preview the link page which includes links to the Artist biographies and each piece of artwork to be used during the term.
- Applied Art Questions have been supplied in the Quick Links. These are general questions to be used during Picture Study time as you see fit. The questions can be applied to any artist and artwork. These questions draw in Art Lessons that students study throughout their time of taking those lessons. They help students to connect the skills they are learning in visual arts to what they are observing in Picture Study. Use the questions that are in the level your student is currently taking or has previously taken.
- HS students read the assigned books throughout the term, where applicable.

Term Prep & Teacher Tips

Picture Study

Optional books have been assigned per term for teacher pre-study.



Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

Picture Study



Our Work: Grades 1-2



Our Work: Grade 3



Our Work: Grades 4-6



Our Work: Grades 7-8



Our Work: Grades 9-12



Art Print Set



Redeeming Vision



A Passion for the Impossible: The Life of Lilius Trotter



Van Gogh



Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)

∞ [View Supply List Details](#)

Picture Study



Mungyo Soft Pastels



Aerosol Hair Spray



White and Colored Chalk



Quick Links

Picture Study

∞ [Art Print Set](#)

∞ [Appendix: Applied Art Questions](#)

∞ [Foundations \(See Section 5: Art Appreciation and Instruction\)](#)

Click THIS text or scan the QR code for links.



SAMPLE

Picture Study

How To Teach



Prepare

- Read about the artist ahead of time with the bio provided and share some information about the artist's life with the students.
- Make sure each student has their own copy of the work.



Observe

- Give students time to look closely at the work of art until they are comfortable. They should be able to see the picture in their mind's eye.
- Next, have students discuss observations starting with what is most prominent while looking at the work. Studies show that children benefit from viewing the picture as they discuss it. Students will work on their ability to recall the details by memory in subsequent weeks.
- Lastly, at the end of each picture study lesson if time allows, turn the picture over and have the student describe all that they can recall. This will help to strengthen the memory muscles and to move the memory to long term storage as opposed to short term only.



Discuss

- Continue with a Picture Talk, or natural discussion, using the provided questions in the lesson plans.
- The level of this discussion will be based on the age of the students.
- Optional: There are additional "Applied Art" questions in the Appendix that address concepts such as color, design, and shapes.



Memory Activity

- The second week that you look at a work of art, students will do some kind of memory discussion or drawing as indicated in the lesson plans. It might be a drawing with chalk, modeling with clay, or finding colors with pastels.
- Optional Tip: If students are apprehensive to do a memory drawing, offer a piece of tracing paper and pastel or charcoal for the student to trace over the main lines of the work. Students may feel more empowered at the next memory drawing after tracing once. However, it is okay if students do not feel able to create these memory drawings. Continue to persevere in this way. You are offering students the scaffolding they require in order to grow stronger in their observational skills and in relationship with the artist and their body of work.



Connect

Hang the print in view. Students can record important dates on the Wall Timeline or Book of Centuries. Look for more ideas on the Extra Helpings page.



Term 1

WEEK 1 20m Picture Study - Lesson 1

Picture Talk: *Edward Mitchell Bannister*

Art Print Resource: *Dorchester 1856*
Vocabulary: Linear Perspective, Proportion

→ STUDY

Look at the art quietly for a few minutes; study the work as a whole, then begin to observe details.

∞ Link: Edward Mitchell Bannister Bio

∞ Link: *Dorchester 1856*

→ NARRATE

Still looking at the art, tell all that you notice. Look and listen while others narrate.

→ PICTURE TALK

Edward Mitchell Bannister is an American artist who worked in the Barbizon School style. He painted vast landscapes, often times looking at scenes around him. Bannister painted scenes that were true to life, representing objects as they were. He also painted portraits of people he knew.

Discuss using the questions to strengthen observational skills. Share about the artist's life as opportunities arise.

1. Discuss everything you see in this landscape.
2. Talk about where you may have observed a scene like this before in your own life.
3. What are the people doing in the bottom, right corner?

→ PICTURE INFORMATION

Dorchester 1856 is one of Bannister's earlier paintings. In this painting, he has laid out the scene of a coastal town with boys fishing in the bottom, right corner. There are several boats in the water. Paintings like these sold well for Bannister, as middle-class patrons desired to decorate their homes with scenes of places they loved.

The painting resembles a colonial style of painting with flat colors and idealistic scenes. His houses are all similar. Though Edward already possesses considerable artistic ability, we will notice as we study Bannister's body of work how he grows in his artistic skills, becoming more able to communicate realism in **perspective** and **proportion**.

★ TEACHER NOTE

Edward Mitchell Bannister (November 2, 1828-January 9, 1901) was a Canadian-American oil painter

● TERMINOLOGY

Perspective: A way of drawing on a two-dimensional surface that portrays the correct depth, width, and height of an object.

∞ **Video Link:** Perspective

Proportion: refers to the size relationship between objects; for example, your hand is smaller than a horse, and your ear is larger than an ant. Things farther away are smaller, while things closer to you are larger; for example, a chair right next to you will appear larger than a tree that is half a mile down the road.

∞ **Video Link:** Proportion

WEEK 2 20m Picture Study - Lesson 2

Picture Talk: *Edward Mitchell Bannister*

Art Print Resource: *Dorchester 1856*
 Materials: art book, pastels or watercolors, paper towels, water

→ MEMORY DISCUSSION

Describe the work from memory. What color do you remember most and why?

→ ART APPLICATION

From memory:

Take out your pastels and art books used in art lessons. Have students think about the colors of the painting they have studied. Follow the steps for each grade...

- Levels 1-5: Find the closest color in pastels and tell what they would match in the artwork. For example, a shirt on a boy, or a hat on a fisherman, a sash on a ballerina, a star in the right part of the sky, etc.



Term 1

Find at least two colors.

- Levels 6-12: Mix several color swatches of the colors you remember in your art book. Label them as the object in the painting. For example, a shirt on a boy or a hat on a fisherman, a sash on a ballerina, a star in the right part of the sky, etc.
- Once you are satisfied with your color choices, compare your choice of pastel and swatch to the artwork.

→ EVALUATE

Re-examine print. How did you do?

∞ Link: *Dorchester 1856*


→ PICTURE TALK

If time allows, read about the artist in his bio. You will have time to read more later if needed.

∞ Link: Edward Mitchell Bannister Bio

WEEK 3 20m Picture Study - Lesson 3

Picture Talk: Edward Mitchell Bannister

 Art Print Resource: *Newspaper Boy*
Vocabulary: Portrait

→ STUDY

Look at the art quietly for a few minutes; study the work as a whole, then begin to observe details.

∞ Link: *Newspaper Boy*

→ NARRATE

Still looking at the art, tell all that you notice. Look and listen while others narrate.

→ PICTURE TALK

Discuss using questions to strengthen observational skills. Share about the artist's life as opportunities arise.

∞ Link: Edward Mitchell Bannister Bio

1. Discuss everything you see in this portrait.
2. Observe and discuss the color palette.
3. Where is the light source in the portrait? What do you think is the light source?

→ PICTURE INFORMATION

Newspaper boys were a common sight in the 1860s. Bannister paints a **portrait** of this young man. He has elevated what would usually be seen as a poor, destitute child to a young man, dignified in his work. The boy stands tall with newspapers in one hand and his other hand in his pocket, ready to make change for a customer. His clothes appear clean and neat. He has a hat on his head to keep him warm. His gaze seems calm and resolute. All signs of success as opposed to poverty.

A shadow is visible on the left of the painting, the boy's right side, which communicates that he has slowed down for the moment. Usually, these boys were walking up and down city blocks, yelling the headlines in order to drum up business. A still moment was a rarity. This could be another marker of success for this young man in particular.

• TERMINOLOGY

Portrait: a painting, drawing, or sculpture of a person that captures that person's likeness in physical appearance and personality.

∞ **Video Link:** Proportion