

# Student Days

at Scarborough Renaissance Festival®

## Art

# Appreciation

***Scarborough Curriculum***

***Guide Outline by Subject***

***For Teachers' Use***

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Scarborough Renaissance Festival®

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## **Art Appreciation**

**Objectives:** Students will-

- Understand the relationship between the arts and the times during which they were created.
- Describe and analyze musical sound and gather examples of musical artistry.
- Relate music to history, to society, and to culture.
- Demonstrate an understanding of art history and culture as records of human achievement.
- Identify important art, literature, and architecture of the period.
- Illustrate the first letter of their name to understand the creativity, skill, and effort involved in handwritten manuscripts of the time.
- Communicate in oral and visual forms.

### **Elementary 1<sup>st</sup> – 5<sup>th</sup>**

TEKS: 1. 3&4; 2. 3&4; 3. 3&4; 4. 3&4; 5. 3& 4

### **Middle School 6<sup>th</sup> – 8<sup>th</sup>**

TEKS: 6. 3&4; 7. 3&4; 8. 3&4

### **High School 9<sup>th</sup> – 12<sup>th</sup>**

TEKS: Music 1, Music 5; Art 3

**Sample Lesson:** Pieter Bruegel, the Peasants' Painter

**Resources:** *\*\*If you have a successful resource, please share with the Student Days Department\*\**

# Pieter Bruegel, the Peasants' Painter

## Materials:

- Attached Bruegel's Peasant's Life Alphabet

## Discussion:

- The following drawing activity is meant to be flexible in duration and ability level. Use all, some, or none of the format presented depending on your students' depth of study. Have students collect ideas and draw what they see portrayed during their visit to the Festival that might fit right into one of Bruegel's paintings. Encourage the students to seek out uncommon and unique subject matter. Poll students while on the bus back to campus to identify the most unusual illustrations generated at the Festival.

## Challenge:

- Have students draw someone doing something common to modern everyday life.
- Have students discuss and research modern artists who depict scenes or people typical of contemporary times.

Here is some background information for you to use.

Pieter Bruegel (1525-1569) – Pieter Bruegel was born in a small village in the Netherlands. At that time, all trades and crafts were organized in groups called Guilds. People would work for years in guilds as a student assisting a master and perfecting their skill in hopes of one day becoming a master themselves. Bruegel probably spent his early life this way learning to mix paints, clean brushes, practice techniques – all with the intent of painting his “masterpiece” which would serve as proof of all the skill he had acquired. Acceptance of his masterpiece would signal his readiness to open his own workshop, except he didn't.

Instead, Bruegel took to traveling the countryside far and near with a sketchbook in his hands. He would draw whatever caught his eye - landscapes, people, town activities. In his travels, he visited Rome and eyed the masterpieces of Michelangelo and Leonardo da Vinci. Bruegel was known to have dressed as a farmer and wander into the countryside. Many of his paintings captured the daily activities and everyday life of the common folk of his time.

Bruegel became popular among the wealthy, who in turn, purchased many of his works. He married the daughter of his former master and had two sons, both who later became artists. Pieter then became known as the Elder to distinguish him from his sons.

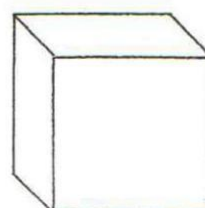
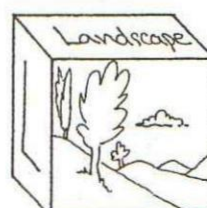
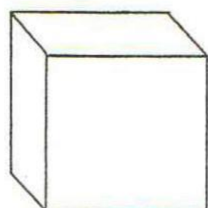
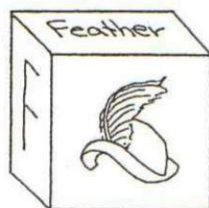
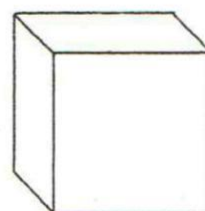
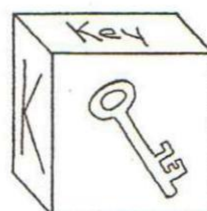
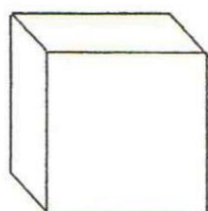
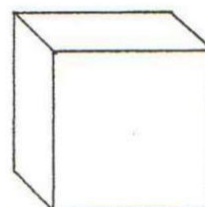
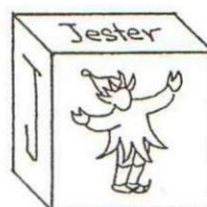
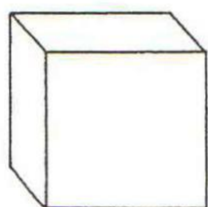
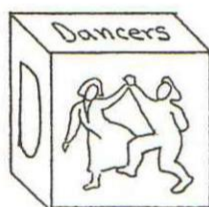
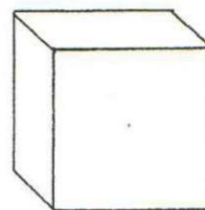
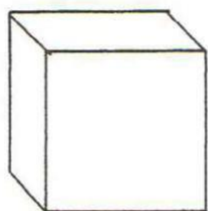
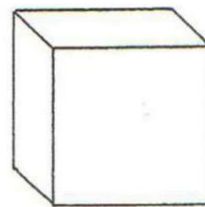
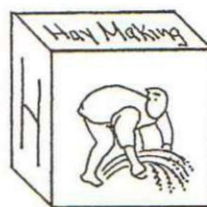
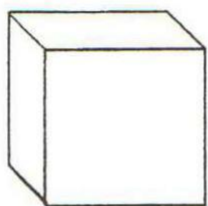
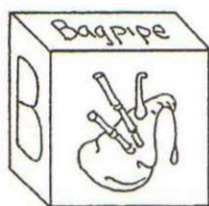
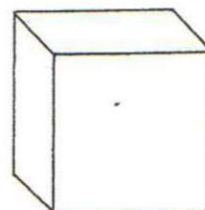
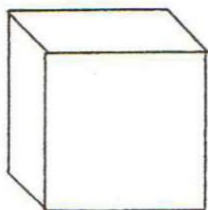
Pieter Bruegel's art is significant to the study of the Renaissance because of his choice of subject matter. Through his paintings, the stories of the peasant class, who could neither read nor write, come to life. The paintings depict the everyday dress, activities, and life during this time.



Name \_\_\_\_\_

### Bruegel's Peasant's Life Alphabet

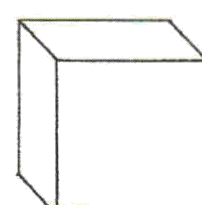
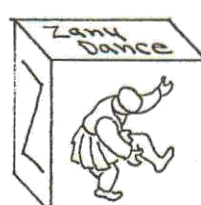
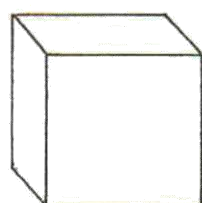
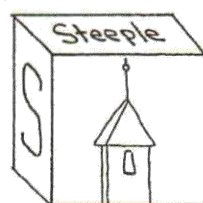
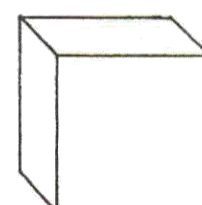
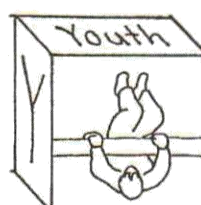
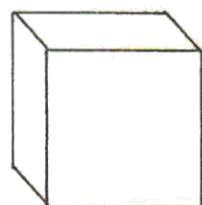
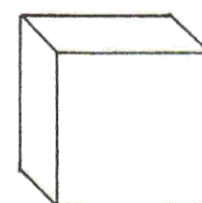
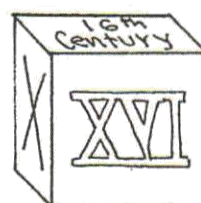
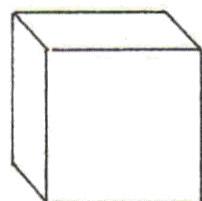
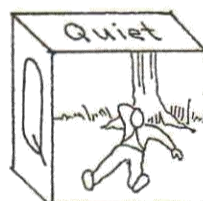
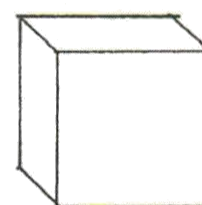
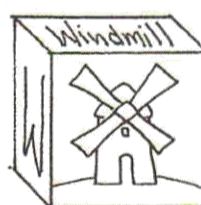
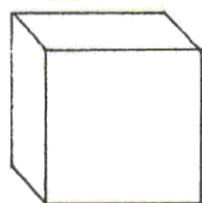
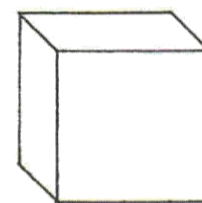
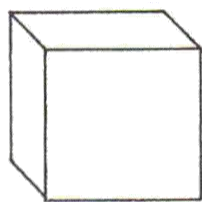
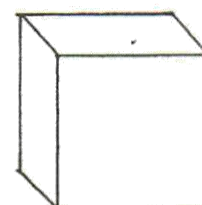
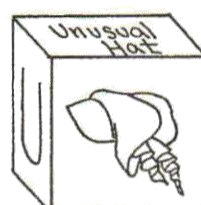
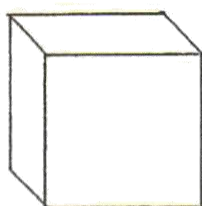
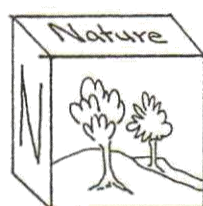
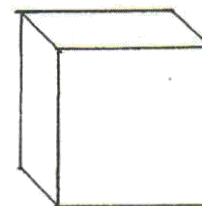
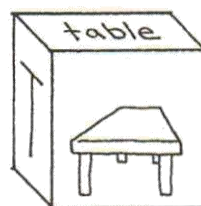
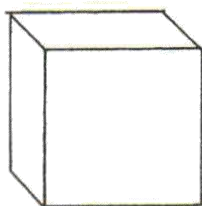
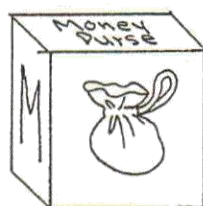
Pieter Bruegel made these drawings of the everyday lives of peasants he saw in his lifetime. Inside the empty letter blocks, draw an object or scene you saw during your visit to the Festival.  
Example: A-acrobat, B-basket, C-cape.





Name \_\_\_\_\_

Continued



# Suggested Projects and Classroom Activities

## **Complimenting Contest:**

Hold a complimenting contest in your classroom. Students will create their own compliments, and then select an opponent. The more elaborate the compliment, the better, and the last person to run out of compliments wins. (The best formula for creating a renaissance-style compliment is to compare your subject to beautiful things. For example: "Your eyes are more radiant than a thousand stars on a crisp, clear night." One of the richest sources for inspiration is Shakespeare's *Romeo and Juliet*.)

## **Build a Castle:**

Design and build a model of a castle. During Henry VIII's reign, he built the castles of Deal, St. Mawes, Walmer, Sandown, Pendennis and rebuilt Dartmouth. However, due to the utilization of gunpowder and cannons during this period, the design of castles changed from that of medieval castles. Tudor castles were circular or semicircular structures made up of several circular sections. Medieval castles, for the most part, were square or rectangular. Rounded walls gave Tudor castles a more deflective surface against cannon fire and a better field of fire for their own guns and cannons inside the castle. Tudor castles also had a lower profile (less of a target for cannons) and thick walls.

## **Royal Feast:**

Research and create a menu for a feast. Remember that England is an island. There were plenty of sheep, but spices were quite a luxury because of their expense.

## **Greetings:**

Have your class practice greeting one another in the 16<sup>th</sup> Century style (see "Customs and Mannerisms" herein).

## **Present a Petition:**

Elect your own Parliament and have its members present a petition to Henry VIII.

## **Historical Writing:**

Write a letter or journal entry from the point of view of a historical figure. For example: a letter from Wolsey to Henry VIII regarding Parliament's refusal to grant him funding for a war, or a journal entry from Anne Boleyn concerning her long awaited marriage to Henry VIII. Be creative! Pick any one or make one up but be sure the letter or journal entry deals with a specific event.

## **Role Playing:**

Act out a meeting between Henry VIII and Pope Clement VII in regard to Henry's divorce from Catherine of Aragon, or between Henry VIII and one of his advisors regarding a matter of national concern.

## **Create a Newspaper:**

Although there were no newspapers in Renaissance England, create one for your class and include stories regarding the King's progress, Parliament's activities, and various military and religious happenings. Look at your local newspaper to gain a better understanding of story placement, writing style, and use of advertisements.

## **Obituaries:**

Write an obituary notice for King Henry VIII, Catherine of Aragon, Anne Boleyn or another important figure of the day. Examine the obituary section in your local newspaper to learn writing style and pertinent information.

## **A Renaissance Christmas:**

Stage a Christmas celebration in Renaissance England. What would be on the menu? What songs would be sung? Was there a Santa Claus, etc.?

## **Panel Discussion:**

Create a panel discussion or debate regarding an unpopular policy of national or domestic concern.

**Timelines:**

Create a timeline based on the information presented herein. Remember to highlight the important dates in Henry VIII's reign.

**Calligraphy & Illumination:**

Study some different calligraphic alphabets, and then try to learn one. Copy or write a paragraph in your new handwriting. Have students look at examples of manuscript illumination and have them illuminate a bookmark using their own initials.

**Coat of Arms:**

Have students create a Coat of Arms. Many coats of arms contained lions, eagles, and mythical beasts. An excellent resource is *A Complete Guide to Heraldry* by A.C. Fox-Davies.

**Translating Conversation:**

As an exercise, try to translate an ordinary 21st century conversation into Old English.

**Old English**

Faith, Jack, where hast thou been?

Thou wast to have been up betimes!

Aye, even so. My good grey mare threw a shoe upon the road; naught could I do but lead her to the smithy in Stratford, some seven miles off.

By St. Christopher, t'is ill luck

Too true, alack. Hast supped? I fear me thy trenchers be bare

Nay, in good sooth; we kept a cold partridge wing and a tankard of cider against thou shouldst arrive.

**21st Century**

Wow, Jack, where have you been?

I thought you were gonna get up early!

Yeah, but I had a flat tire and no spare. I had to hitchhike to World of Auto Parts.

Yeah, bummer

You're telling me. Is there any food left? I bet you guys ate it all.

No, as a matter of fact we saved you some pizza and a Pepsi.