Simply Charlotte Mason presents

da Vinci

Picture Study Portfolios

by Emily Kiser

Breathe a sigh of relief—you, the teacher, don't have to know about art in order to teach picture study!

With Picture Study Portfolios you have everything you need to help your family enjoy and appreciate beautiful art. Just 15 minutes once a week and the simple guidance in this book will influence and enrich your children more than you can imagine.

In this book you will find

- A living biography to help your child form a relation with the artist
- Step-by-step instructions for doing picture study with the pictures in this portfolio
- Helpful Leading Thoughts that will add to your understanding of each picture
- Extra recommended books for learning more about the artist

"We cannot measure the influence that one or another artist has upon the child's sense of beauty, upon his power of seeing, as in a picture, the common sight of life; he is enriched more than we know in having really looked at even a single picture."—Charlotte Mason

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Leonardo da Vinci
(1452–1519)

by Emily Kiser

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Leonardo da Vinci

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Picture Study

Why do we do Picture Study?

A Charlotte Mason education is full of variety. Parents spread a feast before their children, giving them endless opportunity to taste, savor, enjoy, discover, and appreciate many different kinds of intellectual food, otherwise known as ideas. Nature study, music, and art are just as important in this balanced feast as math, reading, and science. Picture study doesn't take much time, just fifteen minutes or so each week, but its benefits are far reaching: "We cannot measure the influence that one or another artist has upon the child's sense of beauty, upon his power of seeing, as in a picture, the common sights of life; he is enriched more than we know in having really looked at even a single picture" (*Home Education*, p. 309).

Charlotte Mason says that it rests with parents and no others to provide an *intellectual culture* by which she means, "not so much the getting of knowledge, nor even getting the power to learn, but the cultivation of the power *to appreciate, to enjoy, whatever is just, true, and beautiful in thought and expression*" (*Formation of Character*, p. 212, emphasis mine).

Through conscientious study of the great masters of art, children take delight in the "just, true, and beautiful" expression that these artists have given us. Charlotte Mason went so far as to tell us that God "whispers in the ear" of the great artists and we owe it to Him to study their works and read their messages rightly (*Ourselves*, Part 2, p. 102). This ability to appreciate and read a painting rightly is a skill to be developed over time, one that develops naturally as we, the teachers, expose our children to great works of art. "As in a worthy book we leave the author to tell his own tale, so do we trust a picture to tell its tale through the medium the artist gave it" (*Towards A Philosophy of Education*, p. 216).

How do we do Picture Study?

"But the reader will say, 'A young child cannot appreciate art; it is only the colour and sentiment of a picture that reach him. . . .' But, as a matter of fact, the minds of children and of their elders alike accommodate themselves to what is put in their way; and if children appreciate the vulgar and sentimental in art, it is because that is the manner of art to which they become habituated" (*Home Education*, pp. 307, 308).

Art appreciation is an integral part of the abundant feast that parents should spread before their children. Just as we weed the "twaddle" out of our bookshelves, and replace it with high quality literature, we should be feeding our children's intellects with high quality art, not "vulgar, sentimental" illustrations that are common in children's books. Our children are born persons who appreciate *real* art, from a very young age.

"We recognise that the power of appreciating art and of producing to some extent an interpretation of what one sees is as universal as intelligence, imagination, nay, speech, the power of producing words. But there must be knowledge and, in the first place, *not the technical knowledge of how to produce*, but some reverent knowledge of what has been produced; that is, ***children should learn pictures, line by line, group by group, by reading, not books, but pictures themselves***" (*Towards a Philosophy of Education*, p. 214, emphasis mine).

The first step in doing picture study is supplying your children with good art. Charlotte Mason believed that art appreciation, in the form of picture study, should be included in a student's lessons from the age of six onwards. Each term the student studies six or so works by a single artist. It is not important to study artists in chronological order, and we do not give young children teaching on art history periods; rather, they will assimilate this information as their history reading progresses, and their knowledge of art increases. Breathe a sigh of relief—you, the teacher, don't have to know about art in order to teach picture study! "[T]he first and most important thing is to know the pictures themselves" (*Towards a Philosophy of Education*, p. 216). It can be helpful to choose artists to study who painted during, or pictured scenes from, the history period you are studying, although this is not necessary. More important, make sure that the styles of the artists studied during the year are different from one another to avoid confusion for your children.

When we begin to study a new artist Charlotte Mason suggested that we read a short story of that artist's life. Then we let the children study one picture, silently taking

it all in, noticing every detail until they know it and see it in their mind's eye. This type of study will furnish them with a portable gallery hung in their mind that they will carry with them throughout their lives. They will have made connections with hundreds of great works of art over the course of their school studies, and will know these works intimately.

After studying the picture, the reproduction is turned over or hidden from sight, and a six- to nine-year-old then describes what he saw with all the details he took in, maybe drawing a few lines to show where various objects were located—all from memory. An older child adds to this narration a description of the lines of composition, light and shade, and the style of this artist, as he is able. (All of this knowledge comes through the simple study of pictures in this manner, week after week, short after short lesson.) High school students may render in mono-chrome (all one color), and from memory, as many details of the picture as they can remember. Don't have your children attempt to reproduce the picture exactly; Charlotte Mason said this lessens a child's reverence for the artwork (*Towards a Philosophy of Education*, p. 216).

When the narrations, oral or drawn, are complete, a discussion about the picture may occur. Teachers should keep in mind that they are not the dispensers of knowledge, but should tell the name of the piece and ask the child's response to it. Did you like this painting? What did this picture make you think of? Did it remind you of anything you've read about? These simple questions further a child's interaction with the piece, helping him connect the new painting to his previous knowledge. Many works of art have subjects from literature, mythology, the Bible; your children will recall the stories that they have read or will remember the picture when they do read about the subjects portrayed.

All of these things occur in one short lesson each week. Fifteen or twenty minutes once a week is not hard to fit in, even though your school schedule may seem full. The change in type of lesson, the enjoyment afforded by looking at great art, and the relations your students will make are just some of the rewards you will discover by including picture study in your home school.

How to use a Picture Study Portfolio

1. Read the story.

At the start of the term, read the story of the artist included in this portfolio. It may take one or two lessons to complete the reading, but keep the lessons short—fifteen to twenty minutes maximum. Make sure students narrate the reading, either orally or in written form according to their ability.

2. Select a picture

After this introduction to the new artist for the term, select one picture to study per lesson. Charlotte Mason recommended six different pictures. This allows students to become familiar with the style of the artist, after even just six pictures they will recognize paintings they have not seen before as the work of an artist they have studied. We have included more than six pictures so that you may choose which you would like to study. There is no particular order to the pictures; it isn't necessary to study some over others. The choice is yours; select pictures that appeal to you and your children. Spread the individual works out over the term, or introduce one painting each week for six weeks and then allow the students quiet time over the remaining weeks to look over the pictures at their leisure.

3. Do a picture study.

During the picture study lesson follow these steps:

- Ask the children to tell you about the picture you looked at last time. If this is the first picture study of the term, ask them to tell you a little about the artist's life, where he was from, or something else they remember about him.

- Before they look at the picture, you may want to tell them how large the actual work is, comparing it to some object they are familiar with. Do not tell them the title yet.
- Have the children look at the picture silently for 3–5 minutes, looking closely at all the details in the painting until they can see it in their mind's eye. Have them check to make sure they can see the whole picture with their eyes closed.
- Next, ask the student(s) to narrate the picture, telling as much as they can about the painting. If you are doing picture study with more than one child, start with one and stop him after he has narrated some of the picture, then have the next child add to his sibling's narration. Older students may do a drawing of the piece from memory if they are able.

4. Have a Picture Talk.

Last, have a "Picture Talk." Now tell the children the title of the work. Does this shed any light on what they thought was happening in the picture? What do they think of this picture? Do they like it? How does it make them feel? Can they tell what time of day it is? This is not a time to quiz the student(s) on what they may have missed; it is a time for them to engage and contemplate the picture further. Charlotte Mason tells us that questions about what they think never bore the students, but quizzing them does! If there is a story behind the picture, you may want to look that up and read it if there is time. But keep the lesson short!

5. Display the picture in your home.

Put the picture of the week on display somewhere in your home where everyone can see it.

That's all there is to it. Enjoy this course of your educational feast. Your family will be blessed by having "a couple of hundred pictures by great masters hanging permanently in the halls of [your] imagination" (*Towards a Philosophy of Education*, p. 43).

The Story of Leonardo da Vinci

from *The Stories of the Painters* by Amy Steedman, edited by Emily Kiser

On the sunny slopes of Monte Albano, between Florence and Pisa, the little town of Vinci lay high among the rocks that crowned the steep hillside. It was but a little town. Only a few houses crowded together round an old castle in the midst, and it looked from a distance like a swallow's nest clinging to the bare steep rocks.

Here in the year 1452 Leonardo, son of Ser Piero da Vinci, was born. It was in the age when people told fortunes by the stars, and when a baby was born they would eagerly look up and decide whether it was a lucky or unlucky star which shone upon the child. Surely if it had been possible in this way to tell what fortune awaited the little Leonardo, a strange new star must have shone that night, brighter than the others and unlike the rest in the dazzling light of its strength and beauty.

Leonardo was always a strange child. Even his beauty was not like that of other children. He had the most wonderful waving hair, falling in regular ripples, like the waters of a fountain, the colour of bright gold, and soft as spun silk. His eyes were blue and clear, with a mysterious light in them, not the warm light of a sunny sky, but rather the blue that glints in the iceberg. They were merry eyes too, when he laughed, but underneath was always that strange cold look. There was a charm about his smile which no one could resist, and he was a favourite with all.

It was the old grandmother, Mona Lena, who brought Leonardo up and spoilt him not a little. His father, Ser Piero, was a lawyer, and spent most of his time in Florence, but when he returned to the old castle of Vinci, he began to give Leonardo lessons and tried to find out what the boy was fit for. But Leonardo hated those lessons and would not learn, so when he was seven years old he was sent to school.

This did not answer any better. The rough play of the boys was not to his liking. When he saw them drag the wings off butterflies, or torture any animal that fell into their hands, his face grew white with pain, and he would take no share in their games. The Latin grammar, too, was a terrible task, while the many things he longed to know no one taught him.

So it happened that many a time, instead of going to school, he would slip away and escape up into the hills, as happy as a little wild goat. Here was all the sweet fresh air of heaven, instead of the stuffy schoolroom. Here were no cruel, clumsy boys, but all the wild creatures that he loved. Here he could learn the real things his heart was hungry to know, not merely words which meant nothing and led to nowhere.

For hours he would lie perfectly still with his heels in the air and his chin resting in his hands, as he watched a spider weaving its web, breathless with interest to see how the delicate threads were turned in and out. The gaily painted butterflies, the fat buzzing bees, the little sharp-tongued green lizards, he loved to watch them all, but above everything he loved the birds. Oh, if only he too had wings to dart like the swallows, and swoop and sail and dart again! What was the secret power in their wings? Surely by watching he might learn it. Sometimes it seemed as if his heart would burst with the longing to learn that secret. It was always the hidden reason of things that he desired to know. Much as he loved the flowers he must pull their petals off, one by one, to see how each was joined, to wonder at the dusty pollen, and touch the honey-covered stamens. Then when the sun began to sink he would turn sadly homewards, very hungry, with torn clothes and tired feet, but with a store of sunshine in his heart.

His grandmother shook her head when Leonardo appeared after one of his days of wandering.

"I know thou shouldst be whipped for playing truant," she said; "and I should also punish thee for tearing thy clothes."

"Ah! but thou wilt not whip me," answered Leonardo, smiling at her with his curious quiet smile, for he had full confidence in her love.

"Well, I love to see thee happy, and I will not punish thee this time," said his grandmother; "but if these tales reach thy father's ears, he will not be so tender as I am towards thee."

And, sure enough, the very next time that a complaint was made from the school, his father happened to be at home, and then the storm burst. He took the boy by the

For Further Reading

If you are interested in reading more about Leonardo da Vinci, check your library for the following resources:

Katie and the Mona Lisa, James Mayhew (Orchard, 1998)

Picture book of a young girl's adventures "inside" famous Renaissance paintings, including da Vinci.

Leonardo and the Flying Boy, Laurence Anholt (Barrons, 2000)

Picture book about one of da Vinci's famous, though mischievous, apprentices.

Leonardo's Horse, Jean Fritz (G.P. Putnam, 2001)

This lengthier picture book tells the story of da Vinci's famous equestrian statue that was ruined before completion, and of the modern sculptor who recreated it.

Da Vinci (Getting to Know the Great Artists of the World), Mike Venezia (Children's Press, 1989)

This series is well-loved by younger readers.

Leonardo da Vinci, Diane Stanley (Morrow, 1996)

A very good series of biographies of the artists, much recommended if you can locate these out-of-print gems! For middle school on up.

Leonardo da Vinci Who Followed the Evening Star, Elma Levinger (Julian Messner, 1962)

This is a Messner Biography—one of my very favorite biography series for children. Suitable for upper-elementary readers, but engaging and informative enough for older students.

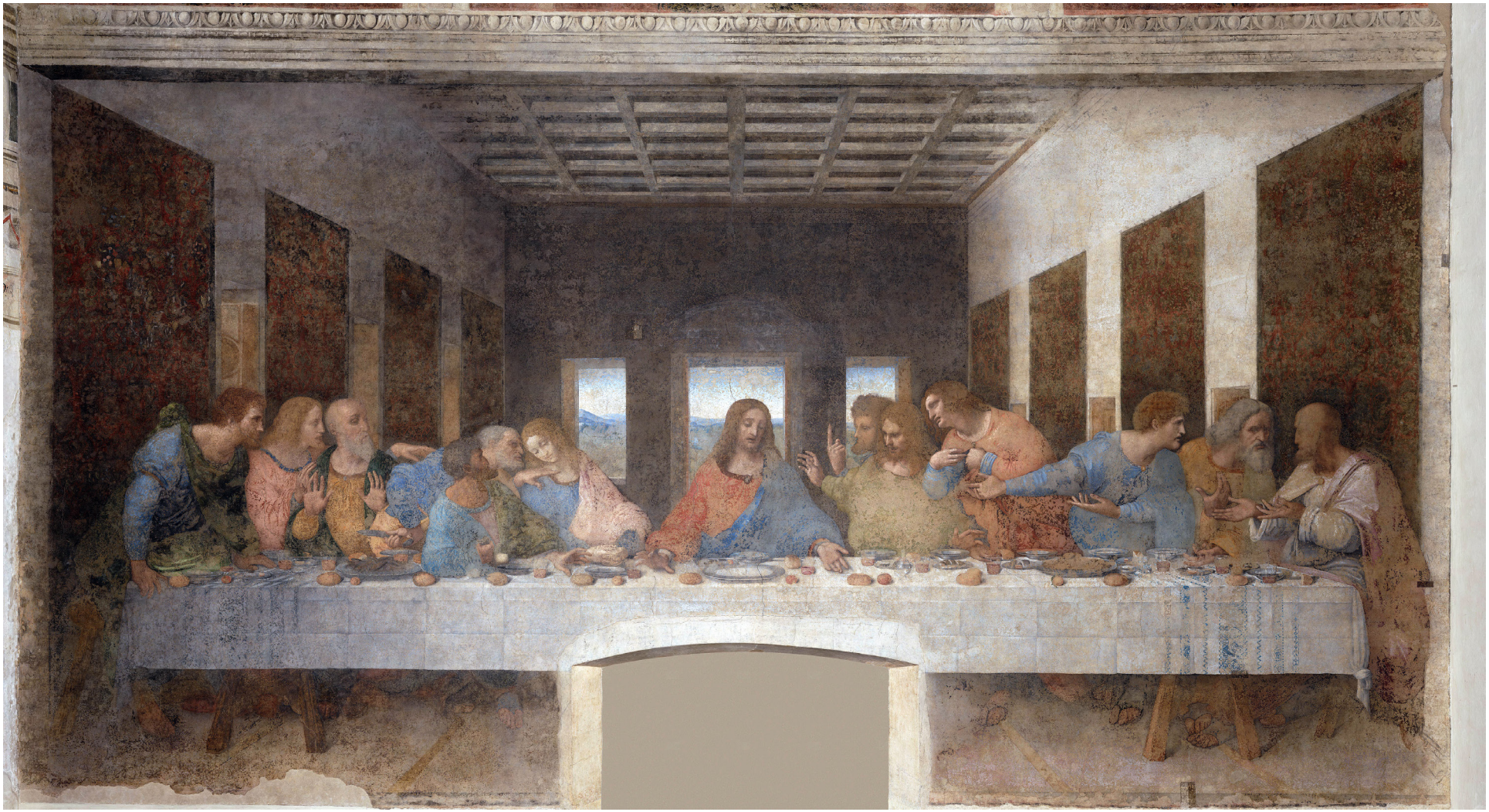
Leonardo da Vinci (Landmark Books) , Emily Hahn (Random House, 1956; reprinted by Sonlight Curriculum, 2000)

A wonderful series collected by lovers of living books, this Landmark Book is written for upper-elementary readers on up.

Leonardo da Vinci Picture Study

Choose **six** of the following pictures to study with your students; select those you like best, or that your students will enjoy the most. There is **no order to the following pages**, though the first few pictures are generally the artist's best known works; the extra pictures are included to give you options when choosing pieces to study.

In each lesson, use the "Leading Thoughts" to lead your students in a Picture Talk *after* they have studied the piece and given their narrations. You may choose to talk about or ask any, all, or none of the questions and comments. These are included to provide any helpful information that you and your students may not be familiar with, and to draw your attention to significant points of the work of art. Remember not to lecture your students; ask them what *they* think of the painting. After even a short time you will be amazed at the number, and quality, of relations your students will have formed with great artists and their works!



The Last Supper

1494–98, tempera on gesso, pitch & mastic, 181" x 346"
Santa Maria delle Grazie, Milan, Italy

Present this picture as described on pages 9 and 10.

Leading Thoughts

Read the four Gospel accounts of the Last Supper in Matthew 26:20–30, Mark 14:17–26, Luke 22:1–38, and John 13. Is there one in particular that seems to have inspired Leonardo's interpretation? What, do you think, is the moment that the artist chose to depict in this scene?

Can you identify which figure is Judas? He is the only figure portrayed in shadow, and his arm has just knocked over the salt—a bad omen and symbol of treachery.

Notice how da Vinci has grouped all twelve disciples into groups of three, six on each side of Christ. This painting is very balanced as a whole. If you were to trace all the lines of the room, where would they all converge? Do you think this was an important decision for the artist to make when constructing this particular moment in Jesus' life? What makes you think so?