

Distance Learning at the Cleveland Museum of Art

Spanish Art
Grades 9-12

This packet includes:

HOW TO PREPARE YOUR CLASS FOR THE DISTANCE LEARNING PRESENTATION.....	2
TEACHER INFORMATION GUIDE	3
PROGRAM OBJECTIVES:.....	3
COMMON CORE STATE STANDARDS APPLICABLE:	3
NATIONAL EDUCATION STANDARDS:	4
RECOMMENDED ACTIVITIES PRIOR TO THE PROGRAM	5
TEACHING EXTENSIONS AFTER THE PROGRAM:	6
SUGGESTED READINGS:.....	6
RELATED WEBSITES OF INTEREST:	7
STUDY GUIDE FOR SPANISH ART.....	8
STUDY GUIDE FOR SPANISH ART - ANSWER KEY	9
SPANISH ART VOCABULARY LIST	10
WRITING ABOUT ART	11
THE CLEVELAND MUSEUM OF ART DISTANCE LEARNING EVALUATION FORM.....	13
IMAGES FOR SPANISH ART	15

Teacher note:

Please have students bring pencils and the study guide to the distance learning program.

How to Prepare Your Class for the Distance Learning Presentation

Teacher Information will be sent or made available to you prior to the program.

Please familiarize yourself with the materials and discuss them with your class.

Have the Teacher Information Packet (T.I.P.) materials on hand in the classroom, ready for the program. These materials may be used during the videoconference.

Be prepared to facilitate by calling on students yourself during the lesson. Students are sometimes initially shy about responding to questions during a distance learning lesson.

Explain to students that this is an interactive medium and encourage them to ask questions.

Reinforce topics discussed in the program by asking students to complete some of the suggested pre- and post-conference activities in the Teacher Information Packet.

We ask teachers, after the program, to please fill out the Evaluation Form and return it to:

Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106

Thank You!

Spanish Art

Grades 9-12

Teacher Information Guide

Program Objectives:

1. Introduce students to a selection of Spanish artists, as well as the cultural and historical context of their lives.
2. Introduce stylistic changes from the earliest artist presented to the most recent artist in the lesson.
3. Increase students' familiarity with the Spanish language, as a portion of the presentation will be given in Spanish (on request).

Common Core State Standards Applicable:

English Language Art & Literacy in History/Social Studies, Science, and Technical Subjects- Grades 9-10

CCSS.ELA-Literacy.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

CCSS.ELA-Literacy.W.9-10.4

CCSS.ELA-Literacy.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCAA.ELA-Literacy.W.9-10.6

CCAA.ELA-Literacy.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.W.9-10.7

CCSS.ELA-Literacy.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Grades 11-12**CCSS.ELA-Literacy.RI.11-12.7**

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

CCSS.ELA-Literacy.W.11-12.4**CCSS.ELA-Literacy.WHST.11-12.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCAA.ELA-Literacy.W.11-12.6**CCAA.ELA-Literacy.WHST.11-12.6**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.W.11-12.7**CCSS.ELA-Literacy.WHST.11-12.7**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

National Education Standards:

For Language Arts – Foreign Language (grades K-12):

- Communication - Communicate in languages other than English.
- Cultures - Gain knowledge and understanding of other cultures.

- Connections - Connect with other disciplines and acquire information.

For Language Arts - English (grades K-12):

- Evaluation Strategies
- Communication Skills
- Communication Strategies
- Applying Knowledge
- Multicultural Understanding
- Developing Research Skills

For Fine Arts - Visual Arts (grades 9-12):

- Understanding the visual arts in relation to history and cultures.
- Making connections between visual arts and other disciplines.

For Social Sciences – World History (grades 5-12):

- Era 6: The emergence of the first global age, 1450-1770.
- Era 7: An age of revolutions, 1750-1914.
- Era 8: A half-century of crisis and achievement, 1900-1945

Recommended Activities prior to the Program: (Please provide students with copies of the study guide to bring to the distance learning lesson.)

1. Study Guide

Have students familiarize themselves with the questions on the study guide before the distance learning lesson to help them listen for the answers.

2. Spanish vocabulary exercise

Photocopy the enclosed Spanish vocabulary list for each student. Ask students to review the list and see how many of these words they know. Students should find the words which are unfamiliar in a dictionary. Write down short definitions for 5-10 of the unfamiliar words.

3. Identification

Ask students to choose two of the names listed below, research them and write a short paragraph. Share it with your classmates, so that the entire class will have learned something about each person on the list.

Ferdinand II and Isabella of Castille
Tintoretto
Phillip IV
Charles III

Titian
King Phillip II of Spain
Phillip V
Charles IV

3. Have students research and write a short definition of the following terms:

Místicos

Misticismo

El renacimiento español

La contrarreforma

La reforma

Teaching Extensions after the Program:

1. Ask students to find a book on any of the painters presented during the distance learning lesson. Bring the book to class. In small groups, share the books. Each student will choose a painting he/she likes and talk about it.
2. Research project: using the Internet, books, or slides, if available, ask students to select an artist and prepare an oral presentation about his life and works.
3. Create a timeline including at least four famous Spanish painters. Add to the timeline five more notable Spaniards living during the same time as the aforementioned painters (birthdates within 25 years). Hint: investigate other fields, choosing for example, explorers, rulers, and religious figures.

Artists mentioned during this lesson: El Greco, Zurbarán, Velázquez, Murillo, Goya y Lucientes, Picasso, Dalí

4. Please find a map of Spain. Locate these cities:

Barcelona

Madrid

Toledo

Málaga

El Escorial

Sevilla

- Calculate the distance between the cities.
- Research one famous person or building from each location.

Suggested Readings:

Brown, Jonathan and Richard Mann. *Spanish Paintings of the Fifteenth through Nineteenth Centuries*. Washington National Gallery of Art: Cambridge University Press, 1990.

Richardson, Martha. *Hispanics of Achievement: Francisco Goya*. New York: Chelsea Publishers, 1994.

Selfridge, John W. *Hispanics of Achievement: Pablo Picasso*. New York: Chelsea Publishers, 1994.

Brown, Jonathan, ed. *Picasso and the Spanish Tradition of Painting*. New Haven: Yale University Press, 1996.

Related Websites of Interest:

Webmuseum: El Greco, <http://www.ibiblio.org/wm/paint/auth/greco/>

Diego Velazquez, www.cyberspain.com/passion/velazq.htm

Golden Age Spanish Sonnets, <http://sonnets.spanish.sbc.edu/>

This Teacher Information Packet and Distance Learning lesson were developed with the assistance of Irma Pianca, Spanish teacher (retired), Magnificat High School, Cleveland, Ohio.

Study Guide for Spanish Art Cleveland Museum of Art

A. Please give this painting a title:

Based on your title, write a one paragraph description of the story represented in the image and some ideas about the painting's meaning.

B. Compare and contrast El Greco's *Holy Family with Mary Madgalene* of 1595-1600 and Picasso's *La Vie* of 1904.

- How are these works similar and different?
- Which work depicts greater realism? Why do you think so? What expectations did viewers have for realism in works of art when these images were created?
- Who were these images painted for? How do their owners exemplify the changes that took place over 300 years in patronage?
- Where do you think these images might have been exhibited?
- How do their subjects compare? How do the subjects reflect social concerns of the time in which they were made?

Study Guide for Spanish Art - Answer Key Cleveland Museum of Art

A. Please give this painting a title: **Answers will vary according to student.**

Based on your title, write a one paragraph description of the story represented in the image and some ideas about the painting's meaning.

Answers will vary according to student.

B. Compare and contrast El Greco's *Holy Family with Mary Madgalene* of 1595-1600 and Picasso's *La Vie* of 1904.

- How are these works similar and different?

Similar: unconventional colors; elongated figures; emotive; El Greco depicts Holy Family, Picasso may depict a secular family

Different: religious vs. secular subject; different technique

- Which work depicts greater realism? Why do you think so? What expectations did viewers have for realism in works of art when these images were created?

Answers to questions 1 & 2 will vary; 16th/17th century viewers expected realism, traditional form and recognizable subject, which El Greco provided with elongated figures, emphasis on spirituality and its mystical aspects; early 20th century more viewers accustomed to artistic innovation which Picasso provides yet even though his figures are recognizable the subject mystifies and is not fully understood to this day

- Who were these images painted for? How do their owners exemplify the changes that took place over 300 years in patronage?

El Greco: for church or private patron; Picasso: for himself, no specific buyer.

Over the centuries the production of art changes from being created for a specific patron, who often made specific demands about the subject, to artists creating for their own self-expression and satisfaction

- Where do you think these images might have been exhibited?

El Greco: church, private chapel, or royal or elite residence; Picasso: artist's studio, then dealer or exhibition, then perhaps a private purchaser, then museum

- How do their subjects compare? How do the subjects reflect social concerns of the time in which they were made?

El Greco: Catholicism strong; church a strong force in government and daily lives of citizens; interest in mystical aspects of spirituality; impact of Counter-Reformation (Mary Magdalene/penance)

Picasso: more secular society; still mystical aspects which may have been part of his Spanish heritage; subject may make social comment; artists not afraid to reveal self-expression in any form they choose

The Cleveland Museum of Art Distance Learning Program

Spanish Art Vocabulary List

Many of the words below may be used in the distance learning lesson on Spanish Art. Check over this list and see how many of these words you know. Find the words which are unfamiliar in a dictionary or through the internet. Write down short definitions for 5-0 of the unfamiliar words.

el arte	el subconsciente
el artista, el pintor	el cubismo
la pintura, el cuadro	los retratos
los temas religiosos	la familia
las pinturas de aceite en tela	La Sagrada Familia
la pintura al óleo	el siglo
las pinceladas: espesas, sueltas	las azucenas
las figuras (alargadas, geométricas)	las rosas
líneas curvas, onduladas	la pureza
al lado de, en frente, delante de	la caridad
en primer plano, al fondo	las palomas
el cielo (nublado, tormentoso, brillante, despejado)	las peras
el paisaje, la naturaleza	la vida eterna
el cuerpo	la luz = oscuridad
la cabeza	el rey
las manos	la reina
las piernas	la familia real
la sangre, gotas de sangre	el infante, la infanta
el manierismo	los ángeles
el realismo	los enanos
el impresionismo	los bufones
el surrealismo	

Writing about Art

Learning to write about art is a helpful tool in understanding it. Once the observer knows what to look for in a piece of artwork, it becomes easier to both write about and understand the work. Art critics use a process known as DAIE (Describe, Analyze, Interpret, and Evaluate) to critique an artwork. Listed below is a guideline that will help you engage in this process.

DESCRIBE:

1. *What do you see? What is this picture about?*

People

Objects

Scene – time and place

Action – what is going on?

2. *How is the work made? What materials, tools, or process are used? What elements has the artist manipulated? The following list may be helpful.*

Oil, watercolor, pastel, ink, clay

Palette knife, brush, pen, chalk, etching, screen printing

Color, value, line, shape/form, space, texture

ANALYZE:

3. *How is the artwork organized? Do certain aspects stand out to you? How does your eye move over the piece? Is there any type of pattern or rhythm created in the work? Are elements proportionally correct (right size comparatively)?*

INTERPRET:

4. *How does the work make you feel?*

Happy, sad, anxious, angry, nostalgic, adventurous

Are the brushstrokes rough or smooth, or are they evident at all? Are the colors hot or cool?

Is the subject matter active or quiet? Are the lines flowing, irregular, or discontinuous?

In addition to analyzing the work, it is also important to do a little research about the artist such as when and where the artist lived. What were some of the things the artist was concerned about and how is this apparent in his or her work? Were there things in the artist's life that inspired him or her? In short:

5. *What can you learn about the artist?*
 - What country is the artist from?
 - What can you find out about his or her experiences?
 - What ideas or feelings is the artist suggesting?

EVALUATE:

Finally, play the role of the art critic. Art criticism is based on a number of things. Think, for example, about the style the artist is using. You may want to consider the following approaches the artist may have taken:

Realism: The artist accurately describes the subject matter – the art looks real.

Formalism: The artist has experimented with shape, color, space in an unusual way.

Now put it all together! You decide:

6. *Has the artist succeeded in doing what you think he or she tried to do? Explain your opinion with **why** you feel the way you do about the artwork.*

The Cleveland Museum of Art Distance Learning Evaluation Form

Your Name _____

Your School _____

School Address (with zip code) _____

E-mail Address _____

Grade/Class of students (e.g. 10th grade French) _____

Program Title _____

Program Date _____

Thank you so much for your participation in our distance learning program. We would appreciate your response to these questions by circling the appropriate answer and returning the survey. Please Mail or Fax to Dale Hilton at 216-707-6679

**5= Strongly Agree 4= Agree 3= Neither Agree nor Disagree
2= Disagree 1= Strongly Disagree**

1. The teacher information packet was helpful for preparing my class and me for the distance learning lesson.
5 4 3 2 1
2. The teaching style of the on-camera instructor was interesting, engaging and fostered interaction.
5 4 3 2 1
3. The Teacher Information Packet was helpful in providing interdisciplinary extension activities that I did use or plan to use.
5 4 3 2 1
4. The distance learning lesson successfully taught its objectives.
5 4 3 2 1
5. The distance learning lesson was not interrupted by technical difficulties.
5 4 3 2 1
6. The pre-requisites the distance learning lesson and extensions are aligned with The National Education standards.
5 4 3 2 1
7. I plan to register for another distance learning lesson.
(circle one) Yes No

If no, why? _____

8. I would like more information about The Cleveland Museum of Art's Teacher Resource Center.
(circle one)

Yes

No

9. Why did you choose The Cleveland Museum of Art Distance Learning?
(circle one)

- a.) Price Point
- b.) Quality of lessons
- c.) Selection of lessons
- d.) Ease of working with CMA
- e.) Other

10. How did you hear about The Cleveland Museum of Art Distance Learning program?
(circle all that apply)

- a.) CMA inservice
- b.) CILC
- c.) TWICE
- d.) Conference
- e.) Brochure
- f.) The Cleveland Museum of Art website
- g.) The Teacher Resource Center
- h.) Other

11. Do you have any additional comments about the distance learning lesson?

Please return the completed teacher evaluation form to:

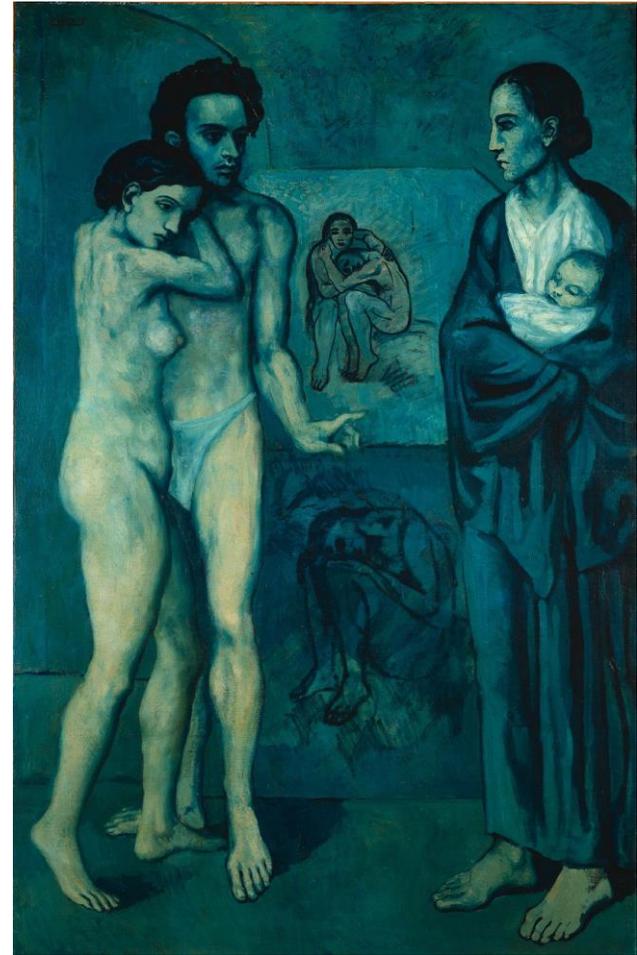
**Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106**

Or fax to Dale Hilton at 216-707-6679

Images for Spanish Art
The Cleveland Museum of Art



The Jester Calabazas, c. 1631-1632
Diego de Velázquez (Spanish, 1599-1660)
Oil on canvas
1965.15



La Vie, c. 1903
Pablo Picasso (Spanish, 1881-1973)
Oil on canvas
1945.24



The Holy Family with Mary Magdalen, c. 1590-1595,
El Greco (Spanish, 1541-1614)
Oil on canvas
1926.247



Caprichos: They Spruce Themselves Up, c. 1797-1799
Francisco de Goya (Spanish, 1746-1828)
Etching and aquatint
1922.646