



THE NEW JERSEY ITALIAN HERITAGE COMMISSION



Giotto di Bondone

Grade Level: Second and Third Grade

Subjects: Art / Language Arts / Social Studies

Categories: Arts and Sciences / History and Society

Standards:

Please see page 3 of the lesson plan for complete New Jersey Student Learning Standards alignment.

Objectives:

Students will be able to:

1. identify the country of Italy on a globe or world map.
2. identify the artist and architect, Giotto di Bondone.
3. explain how Giotto became famous.
4. follow a given recipe to create homemade paints.
5. practice creating life-like portraits of each other.
6. discuss whom they may be role models for and why.

Abstract:

Students will explore the life of Giotto di Bondone. More than any one artist, he determined the course of painting in Europe. Giotto left the formula of Byzantine or Eastern Roman painting, for the study of nature. He painted lifelike works as opposed to the more abstract styles of the earlier periods. Giotto sent a simple, perfect, red circle made with a single stroke of his brush to the Pope. He had hoped that this would signify the quality of his work. Students will try to create a single, perfect circle using tempera paint on white construction paper that they make in class.

Materials Required:

- Access to the internet
- Globe or world map
- Downloaded history of Giotto
- Downloaded pictures of Giotto's works of art or a picture book from a Library.
- Poster paint recipe
- Flour
- Water
- Powdered tempera paint in various colors

- Liquid starch or liquid detergent
- Glitter or sand (optional)
- White construction paper
- Paint brushes

Background:

Giotto di Bondone, an Italian Renaissance artist and architect, was born 1267 and died in 1337. More than any one artist, he determined the course of painting in Europe. Giotto left the formula of Byzantine or Eastern Roman painting, for the study of nature. He painted lifelike works as opposed to the more abstract styles of the earlier periods. For further information, see the sites below.

- Biography
http://en.wikipedia.org/wiki/Giotto_di_Bondone
- Works of art
http://www.artcyclopedia.com/artists/giotto_di_bondone.html
- Homemade Poster paint recipe
<http://www.canteach.ca/elementary/artrecipes1.html>

Procedure:

- I. Identify on a globe or world map the country of Italy, the city of Florence, and the town of Vespignano if possible.
- II. Give the class some basic background on Giotto's childhood and how he became an art student of Cimabue.
- III. Discuss and point out on a map some of the cities throughout Italy where Giotto created his master pieces.
 - a. Show some pictures of his works either on the internet or from a Library book.
- IV. Pope Boniface VIII requested to see samples of Giotto's artwork for evaluation.
 - a. Giotto sent a simple, perfect, red circle made with a single stroke of his hand.
 - b. He had hoped that this would signify the quality of his work.
- V. Have the students try to create a single, finger-painted perfect circle using tempera paint on white construction paper. See how to make the paint at <http://www.canteach.ca/elementary/artrecipes1.html>
 - a. Discuss their work.
 - b. Did they find it easy to do or more difficult?
- VI. Discuss why Giotto became famous:
 - a. Adding natural features and a third dimension to his paintings

- b. Transitioning art from the dark medieval years to the more naturalistic Renaissance.
 - c. Designing the Campanile (Bell Tower) of the Cathedral of Florence.
- VII. Discuss his personal life.
- a. Husband, Father, many friends (the Pope and King Robert of Naples), witty, considered rich.
 - b. He was known as an inspiration to other artists such as Masaccio and Michelangelo.
 - i. Ask the class if they have a talent and can be a role model or inspiration to others, such as a younger sibling or younger family member, maybe even a friend.
- VIII. As a class or in groups, follow the recipe to make homemade poster paint at <http://www.canteach.ca/elementary/artrecipes1.html>
- a. Then, on white construction paper, have the students practice creating natural, life like pictures of each other.

Assessment:

Teachers will assess students based on a teacher-made checklist. They will see whether students understand the difference between abstract and natural and two-dimensional vs. three-dimensional.

New Jersey Student Learning Standards

Visual and Performing Arts

Standard 1.3 CPI 1.2.5.D.4. Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and /or presentation works of art in dance, music, theater, and visual art.

English Language Arts

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.