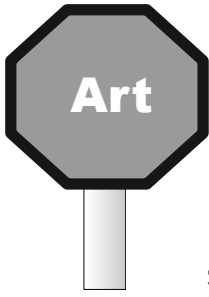




Week Two Schedule: Baroque

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Art Appreciation/History</b>					
	Art I: Introduce "The Ecstasy of St. Theresa", read Bernini's bio. pg. 25	Project Detour: "Soap Sculpture" pg. 26		Scenic Route: Elements of Art in "The Ecstasy of St. Theresa" pg.27	
<b>Art Techniques</b>					
<b>Music History/Appreciation</b>					
	Play: Track 2 CD 1	Music: "The Spring" pg. 28	Discovery Detour: "The Streamers of Spring" pg. 28	Scenic Route: "Streamers Repeat" pg. 29	
<b>Drama/Creative Movement</b>					
	Drama: "A Way with Words" pg.29		Project Detour: "Word Creations" pg.30		
<b>Architecture</b>					
		Arch: "Karlskirche" pg. 31		Dis. Detour: "Glue Design" pg. 32	



(5-7 minutes)

# The Ecstasy of St. Theresa

Students will be introduced to *The Ecstasy of St. Theresa* by Bernini and answer questions that will help them to view the work with a critical eye.

1. Provide a copy of *The Ecstasy of St. Theresa* for your students to study. **“Look at this picture and tell me what you see.”** Give your students time to examine and respond.
2. **“How many feet do you see? How many toes can you count?”** (*You can see three feet, but you can only count five toes.*)
3. **“Can you find an arrow? Who is holding the arrow?”** (*The angel is holding an arrow in his right hand.*)
4. **“What do you think these people are feeling?”** (*The angel seems to be smiling, so he could be happy or content. The woman seems to be exhausted or relaxed. Let your students brainstorm about emotions.*)
5. **“Do you think this is an important moment? What makes you think so?”** (*The lines of light from above make it seem like an important moment.*)
6. **“What do you think is happening in this sculpture? What do you think will happen next?”** (*Help students to create a story about this sculpture. The legend of this sculpture is about St. Theresa who believed that she had been pierced by an angel’s dart and then filled with divine love.*)

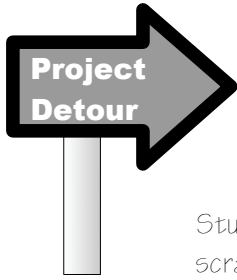
## Items to pack:

- laminated print of *The Ecstasy of St. Theresa*

## Travel Tips

### Tell Me More About ...Bernini’s St. Theresa

Bernini was more than just a great sculptor; he was also an architect, painter, and theatrical designer. *The Ecstasy of St. Theresa* brought together all of Bernini’s talents in one location. It was almost as if Bernini was putting on a grand performance. The statue of St. Theresa was the star of the show. Bernini then designed a special chapel to serve as the stage, and equipped it with special lighting, and even marble “spectators” carved into the wall. He used all the resources of the theatre to create a work of art that would stir the emotions of the viewers. So, although there are no lines spoken and there is no movement, spectators are still thrilled with Bernini’s production every day.



(20 minutes)

# Soap Sculpture

Students will create a work of subtractive sculpture using a scrap of soap.

## Background

1. **“Sculptors, like Bernini, create art by shaping stone, wood, or another hard material. When Bernini sculpted *The Ecstasy of St. Theresa*, he used the subtractive method.”**
2. **“Subtractive sculpting is also called carving. It is called subtractive because pieces of the material are taken away. The sculptor starts with a chunk of material and cuts away until the final form emerges. Types of stone like marble, granite, or alabaster are often used in subtractive sculpture.”**

## **Items to pack:**

- *The Ecstasy of St. Theresa*
- soap
- plastic knives
- toothpicks

## Project

1. Provide your students with a fairly new or new bar of soap. If you are using a new bar of soap, try to choose a bar that has a relatively smooth shape. New bars of soap will also need to be soaked in water to soften the soap before use.
2. Plastic knives or butter knives can be used if you are concerned about safety. Toothpicks and spoons also make good carving tools. Older students may want to use a carving knife or carving tools.
3. Ask students to choose a simple design like an animal or a car. Use a toothpick to trace the shape onto the soap piece.
4. Begin by carving away small pieces of soap. Cracked soap can be repaired by dipping your fingers in water and smoothing the area. Continue to whittle away until the basic shape is achieved.
5. Add details with a toothpick. As students work, review the vocabulary, such as subtractive sculpture.
6. Smooth the edges of the final carving with water.

## Scenic Route

(5-7 minutes)

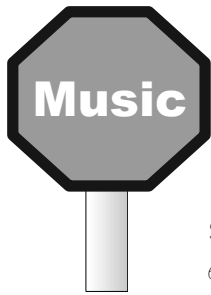
# The Ecstasy of St. Theresa

Students will use the seven elements of art to further critique *The Ecstasy of St. Theresa* by Bernini.

1. **“Where do you see curved lines? Where do you see straight lines? What do the straight lines point towards?”** *(The sculpture consists almost entirely of curved lines. The straight lines extending diagonally toward the sculpture direct the focus toward the sculpture.)*
2. **“Where does the light shine the brightest?”** *(The greatest light is concentrated on the face of St. Theresa and the face of the angel.)*
3. **“What parts of the sculpture seem to be in the shadows?”** *(The arrow and the cloud are in the shadows.)*
4. **“When something is bright or lit up, it draws our attention. Do you think Bernini wanted us to pay more attention to the faces or the arrow?”** *(The lighting draws our attention toward the people and their emotion and reaction. The arrow is kept in shadow because it is only a small part of the story. The artist wants the audience to focus on the faces.)*

### Items to pack:

- laminated print of  
*The Ecstasy of St.*  
*Theresa*



(5-7 minutes)

## The Spring

Students will be introduced to *The Spring* by Vivaldi, and be encouraged to describe what they hear.

### Items to pack:

- Time Traveler Volume 2 CD Track 2
- Vivaldi's bio
- timeline
- world map

1. Read Vivaldi's biography and look at his picture. Look at a timeline to determine when he lived and use a map to find Venice, Italy.
2. **“Do you think music written about spring will be happy or sad? Will it be fast or slow?”**
3. Play Track 2 of the Time Traveler Volume Two CD. Allow your students to move, dance, play or read while they are listening. Music does not need to be experienced quietly.
4. **“Did the music make you feel happy or sad? Was it fast or slow?”**
5. **“Did you hear a part of the music that repeated over and over?”** See if your student can sing or hum the repeated part of the song. Listen again to the beginning of the song to hear this refrain played.
6. **“This type of song that keeps repeating is called ‘ritornello.’ Ritornello is Italian for repeat. This part of the song repeats again and again in this song.”**



(5-7 minutes)

## Streamers of Spring

Students will use streamers to represent sections of the song and learn to listen for repeating patterns in music.

### Items to pack:

- Time Traveler Volume 2 CD, Track 2
- Green, blue, yellow, black, and red streamers

1. Discuss the signs of spring with your students. Ask students to talk about their favorite parts of spring and what changes occur during this season.
2. Cut paper streamers in green, red, blue, black, and yellow to three feet lengths. Cut two of each color.
3. Listen again to *The Spring* by Vivaldi (Track 2) and identify the signs of spring in the song. Use the notes section of this lesson to help you know when the music has changed and a new section is represented.
4. The colored streamers will represent the different parts of the song. Green represents trees, blue represents water, yellow represents sun, black represents the thunderstorm, and red represents the birds.
5. Give each student one (or more) streamers and remind them of what that color represents.
6. Start the music again and call out the sections as they are heard. Encourage students to move their streamers when their part is heard. Save streamers for the next lesson.



Scenic  
Route

(10 minutes)

## Streamers Repeat

Students will use listening skills to recognize parts of *The Spring* by Vivaldi and review ritornello form.

1. Repeat the streamer activity, but this time do not call out the sections of music. Instead, allow students to listen carefully for each section and respond by moving the correct streamer.
2. Encourage students to move their streamers in a way that would best depict each section. For example, trees wave in the breeze, the sun shines up and down, and the water ripples across the land.
3. **“What section of the song is in ritornello form?”** (*The trees section is repeated over and over again.*)



Drama

(5-7 minutes)

## A Way with Words

Students will learn new words created by Shakespeare and practice nonsensical pantomiming.

1. Use the notes section of this lesson to write 10-12 Shakespearean words onto index cards. Choose words that your students may not have heard before.
2. Ask students to choose a card and read it to themselves. Then ask students to act out the meaning of that word. Remind students that for this exercise there is no right or wrong answer. Students should simply act out what they think that word could mean.
3. Students may think the word is nonsensical so encourage them to act in this way. Or students can make up a totally random definition for each word. In this exercise there is no reason that a hurly burly can't simply be a cup. The sky is the limit.



(20 minutes)

# Word Creations

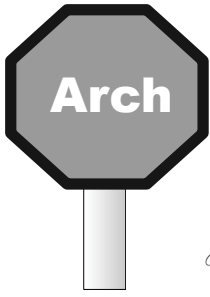
Students will perform a news story using a new word that they have created.

## Background

1. **“There are so many words and phrases that we use today because of the plays of Shakespeare. Now, Shakespeare didn’t invent all of these words and they were certainly used in many ways before Shakespeare. Shakespeare did change prefixes and suffixes and use the words in different ways in his plays. Since his plays we are all familiar with words that were not common before Shakespeare.”**
2. **“Shakespeare loved to play with language, and sometimes if he could not find a word to fit his meaning, he would simply create a new word. Scholars think that Shakespeare was responsible for inventing at least 1500 new words.”**

## Project

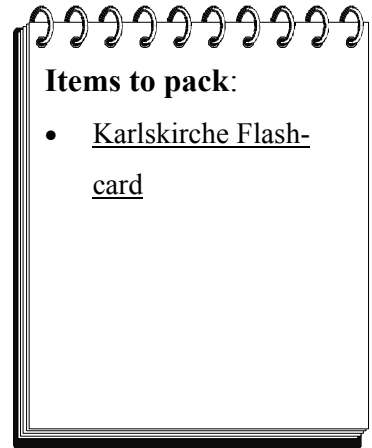
1. **“Have you ever seen or felt something that you could not describe with any word you know?”**  
Discuss this idea with your students and help them to find situations where they might be able to create a new word.
2. Tell students that they are going to create a scene to perform that contains their own new word. Students will be on-the-scene news reporters
3. Begin creating the scene by thinking of a newsworthy event. This could be something that is happening in the family or an entirely made up scene.
4. Help students decide what they will report about the event, including important details.
5. Now students need to create a new word to use in their news story. Emotions such as happy, sad, or mad seem to be the easy words for students to replace, but a made up word could be used anywhere. Help students think of something in their news story that needs to be described and then create a new word to use.
6. If necessary, students can write notes to follow as they make their news report. Be sure to include an introduction and sign off.
7. When notes are complete, allow students to perform their news story. Many students may want to dress up and use props. A pretend cameraman can even be fun for this activity.
8. After the first performance, students may see areas where they can add new made up words. Allow students to revise and perform again if they choose.



(5-7 minutes)

## Karlskirche

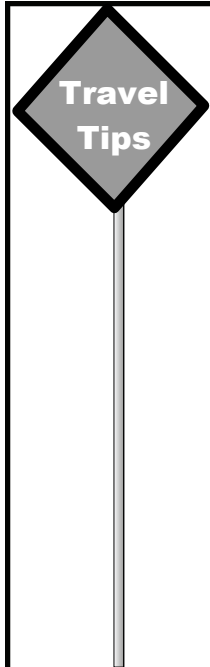
Students will be introduced to Karlskirche and learn about the details included in Baroque Architecture.



### Items to pack:

- Karlskirche Flash-card

1. **“Decoration was one of the most important parts of Baroque architecture. Baroque architects used decoration from older styles of architecture, like columns and domes and added new details, like swirls and swags.”**
2. Look at Karlskirche. **“Can you find any details that look like they come from the Greeks and Romans?”** (*The Corinthian columns are influenced by the Greeks and the triangular pediment with frieze mimics a Greek temple like the Parthenon. The freestanding columns are influenced by the Roman columns of Trajan and Marcus Aurelius.*)
3. **“Do you see any details that look like they come from Renaissance architecture?”** (*A dome, made popular in the Renaissance, is included in this building as well.*)
4. **“One detail that was created during the Baroque era was the scroll. A scroll looks like a spiral or a cinnamon roll. Can you find any scrolls on this building?”** (*Point out the scrolls on the top of each tower.*)
5. **“Another detail added by Baroque architects was the swag. A swag looks like a smile shape made of leaves or flowers. Can you find any swags on this building?”** (*Point out the double swag located just above the two large arches.*)



### Tell Me More About ...Karlskirche

Karlskirche, German for St. Charles Church, was built after a very dangerous time in the city of Vienna. In 1713, the Black Plague was sweeping across Austria. Emperor Charles VI made a vow that if the plague was stopped and his people were spared, he would build a church in honor of St. Charles Borromeo. The Emperor's prayers were answered, so he began construction on the church that would celebrate victory over the plague. The unique nature of the church is that it combines architecture elements from Ancient Greece, Rome, the Renaissance, and the Baroque era.



(20 minutes)

# Glue Design

Students will create a design inspired by the decoration of Baroque architecture.

1. Look at St. Carlo Alle Quattro Fontane and Karlskirche again with your students. Point out the decorations and ornamentation on each building. Ask students if they notice any decorations that have not yet been discussed.
2. Provide students with a half sheet of heavy cardstock or cardboard. Tell students to design a decoration that they might see on a Baroque building. Students can copy ornamentation that they have already seen or create their own design from the inspiration of these buildings. Remind students, however, that their design should be curvy and flowing. Ask students to draw their design in pencil.
3. When students have completed their design, use a bottle of glue to outline the pencil marks. Tell students to squeeze the glue bottle evenly and slowly move the bottle as they trace the lines. Leave to dry completely.
4. When dry, use a cotton swab to add chalk in between the lines to complete the design. If chalk is not available, use crayons or markers.

## Items to pack:

- Karlskirche Flash-card
- St. Carlo Alle Quattro Fontane Flash-card
- Glue
- Chalk

## **Week Two-Notes**

### **Streamers of Spring**

Trees 0:00-0:30  
Birds 0:31-1:06  
Trees 1:07-1:15  
River 1:16-1:38  
Trees 1:39-1:45  
Thunderstorm 1:46- 2:11  
Trees 2:11-2:20  
Birds 2:21- 2:35  
River 2:40-3:02  
Tress 3:03-End

### **A Way with Words**

Barnacle  
Besmirch  
Bombast  
Dwindle  
Gust  
Hob-nob  
Hurly Burly  
Impede  
Mad Cap  
Panders  
Scuffle  
Swagger  
Tranquil  
Zany