

**Esperansa Loughran**  
**“ConneXions” Charter School**  
**Baltimore City**  
**Visual Arts and World and Classical Languages French/ Spanish**

**Lesson Title:** Allegory: A Language Beyond Words: Meanings of Emblems/Symbols/Attributes: Iconography in Baroque/Renaissance Art and Sculpture

**Grade:** 6, 7, 8,

**Purpose:** Explore the various emblems, symbols, attributes in the particular Renaissance/Baroque Paintings/sculpture chosen to decipher and to reveal meaning used in painting and sculptures of this period, a language beyond words.

**Visual Arts Fine Arts Standard:** 1.0 Perceiving, Performing, and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

**Visual Arts Fine Arts Indicators:**

1. Explain how artworks reflect and influence beliefs, customs, and values of a society.
2. Demonstrate how media, processes, and techniques communicate ideas and personal meaning.
3. Interpret and communicate the meaning of Art Works.

**Visual Arts Fine Arts Objective:**

1. Determine meanings of the allegories emblems/symbols/attributes of the Baroque/Renaissance period.

**World and Classical Languages Standard:** 2a. Compare historical, social, and cultural themes in selected artworks that communicate beliefs, customs, or values of a society.

**World and Classical Languages Content Objective(s):**

- a. The students will review and talk about the emblems/symbols/attributes experienced in the December 2007 Walter’s Field Trip, “Looking at Art” (Stimulating students prior knowledge). Talk about emblems/symbols encountered in advertising and in daily modern life and write them on a KWL Chart or on the board.
- b. The students will discuss the emblems/symbols painted by Laurent de La Hyre’s (1606-1656) **Allegory of Grammar**, **Allegory of Arithmetic**, and the emblems/symbols used by the sculptor Antonio Gai four 18<sup>th</sup>Century Venetian/French Colossal Limestone Garden Figures c. 1750: **Urania**, Muse of Astronomy, **Calliope**, Muse of Epic Poetry, **Clio**, Muse of History and **Euterpe**, Muse of Music and Epic Poetry.

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c. Explore and explain the relationship of these emblems/symbols/attributes in life and in the pieces of Art chosen.

d. Use resources to confirm or refute definitions and meanings, and explore further research of other emblems/symbols, attributes which the student may find interesting.

e. Find a painting or sculpture and research relay its attributes and meanings to the class. Choose a Spanish or French painter or sculptor, tell the period of Art it pertains, and tell why the artist may have chosen the attributes.

f. Extend content knowledge by looking up the words in Spanish or French, tell whether the emblems/symbols/attributes, tell how they are similar or different. Make a presentation.

**Arts Integrated Objective:** Students will discuss the emblems/symbols painted by Laurent de La Hyre and other artists in order to demonstrate the ability to perceive, interpret, and respond to ideas, experiences.

**Materials & Resources for the Class:**

Walter's Museum Field Trip December 19, 2007 "Looking at Art" specifically "attributes" in paintings and sculpture

Walter's Museum Library (see selected research)

**Internet Resources:** Cesare Ripa's Iconologia: Moral Emblems: (1560-1625)

Good Counsel Article: an adaptation from Ripa taken from Journal of the Warburg Institute Vol. II. 1938,  
Walter's Research Library

The Journal of the Walter's Art Museum Vol. 60/61, 2002, 2003, *Antonio Gai's Statues for Palazzo Pisani Rediscovered in Baltimore* pp. 27-31.

<http://emblem.libraries.psu.edu/ripa/images/ripa027a.htm>

<http://en.wikipedia.org/wiki/Muse>

Technical Record: #27.290 Garden Figure, Clio, Muse of History, c. 1750 Limestone, Colossal

Technical Record: #27.291 Garden Figure, Calliope, Muse of Epic Poetry, c. 1750 Limestone, colossal

Technical Record: #27.292 Garden Figure, Euterpe, Muse of Music and Lyric Poetry, c. 1750 Limestone, colossal

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Technical Record: #27.293Garden Figure, Urania, Muse of Astronomy, c. 1750  
Limestone, colossal

Laurent de la Hyre, 1606-1656. L'homme et l'œuvre [Exhibition Catalogue] by Pierre Rosenberg; Jacques Thuillier, pp. Éléments Biographiques

Technical Record: # 37.1917 Allegory of Arithmetic Painting

Technical Record: # 37.862 Allegory of Grammar

The National Gallery Pocket Guides Allegory found and bought at the Walter's Museum Store

**Teaching Artist Resources:**

Lindsey E. Anderson  
Senior Coordinator for School Programs  
The Walters Art Museum  
600 North Charles Street  
Baltimore, MD 21201  
[www.thewalters.org](http://www.thewalters.org)

On December 19, 2007, Lindsey Anderson was our host for the “Studio Component” of our “Looking at Art” Field Trip, in which she included, looking for symbols in art that help clarify meaning in story telling. The ConneXions Spanish and French Students participated in making art using symbols to tell a story.

In November of 2007, Lindsey came to our school to encourage our students to participate in the “Teen Component” for the Walter's Museum.

**World and Classical Language Lesson Objectives:** The students will:

Become familiar with the Latin Phrase for Laurent de La Hyre's: Allegory of Grammar: (Vox Literata et Articulata, Debito Modo Pronunciata (a literate and articulate tongue, spoken in the Required Manner.)

Become familiar with the terms in French and Spanish to begin talking about the paintings and sculpture in the target language

**\*Vocabulary:** Baroque, Renaissance, Allegory, symbol, emblem, attribute, painting, sculpture, latin phrase (Vox Literata et Articulata, Debito Modo Pronunciata), Vocabulary in French, Spanish

**Materials & Resources for the Class:** Hand out of Paintings and Sculpture Images, Vocabulary List in Spanish and French Hand Out with English Translations, Overhead Projector, Access to the Moral Emblems Dictionary by Cesare Ripa, Internet Access and computers

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## **Museum Resources:**

Walters Accession #27.290 Garden Figure, Clio, Muse of History, c. 1750 Limestone, Colossal

Walters Accession #27.291 Garden Figure, Calliope, Muse of Epic Poetry, c. 1750 Limestone, colossal

Walters Accession #27.292 Garden Figure, Euterpe, Muse of Music and Lyric Poetry, c. 1750 Limestone, colossal

Walters Accession #27.293 Garden Figure, Urania, Muse of Astronomy, c. 1750 Limestone, colossal

Laurent de la Hyre, 1606-1656. L’homme et l’œuvre [Exhibition Catalogue] by Pierre Rosenberg; Jacques Thuillier, pp. Éléments Biographiques

Walters Accession # 37.1917 Allegory of Arithmetic Painting

Walters Accession # 37.862 Allegory of Grammar

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**Prior Knowledge:** The students will have already participated and seen the works of art mentioned above on the December 19, 2007 Museum Visit with Studio Component. Ms. Lindsey Anderson discussed symbols in “looking at art” and their importance in telling a story.

## **Procedures:**

### **Motivation:**

Museum Field Trip with Studio Component

Handout with Theme Song from Ratatouille in French and English

Read the song in French/English

Discuss the symbols

1. Discuss vocabulary list
2. Pronounce vocabulary list
3. Hand out Camille’s French Theme song in Ratatouille with English translation
4. Play music from Ratatouille, have students point out the symbols
5. Write the symbols on the overhead projector

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**Modeling:**

Analyze “Allegory of Grammar” by Laurent de la Hyre

1. Present Life of the Artist, Laurent de la Hyre
2. Discuss the provenance of the painting and its history
3. Present “Allegory of Grammar” and explain the components with meanings from Cesare Ripa’s Iconologia: Moral Emblems Book
4. Write the symbols on the overhead project
5. Discuss symbology
6. Is there any connection in a Modern sense to this painting?
7. If there is a connection to this painting how is it relevant?

**Guided Practice:**

Analyze “Allegory of Arithmetic” by Laurent de la Hyre

Divide Students into 5 groups each with an image of this piece and have the students analyze the painting and or sculpture, with rationale, and make a brief presentation of their results (15 minutes only). The following criteria should be considered:

1. Review life of the Artist
2. Discuss background of this painting
3. Use vocabulary list
4. Use Ripa’s Iconologia for symbol/emblem meanings
5. Discuss symbology
6. Is there any connection in a Modern sense to this painting?
7. If there is a connection to this painting how is it relevant?

**Independent Practice:**

Create an expressive work of art using symbols, emblems or attributes or research a favorite artist seen at the Walters and tell in paint or words how the symbols/emblems/or attributes in their piece provide an understanding to the real meaning in their piece. How do the symbols communicate meaning? What inspired you to create, or choose this particular work of art?

An alternative assignment could be a power point presentation on a chosen work of art

Another alternative assignment could be inspired by Antonio Gai’s sculpture, and can be sculpted out of red clay.

**Assessment: Artwork and artists statement answering the following:**

How do the symbols communicate meaning?

What inspired you to create, or choose this particular work of art?

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What emblems/symbols/attributes of the Baroque/Renaissance period inspired your work?

What are the allegories and meanings behind them?

Explain the relationship of these emblems/symbols/attributes in life and in the pieces of Art chosen.

What was the most interesting thing you learned in your research to confirm or refute definitions and meanings of other emblems/symbols?

Students will extend content knowledge by looking up the words in Spanish or French, tell whether the emblems/symbols/attributes, tell how they are similar or different. Make a presentation.

**Closure:** Put in Student Portfolios and present to the parents as a culminating project

**Thoughtful Application:** History, philosophy, beliefs, customs of a society are reflected in language, allegories, and symbols in painting and sculpture. It adds to the quality of life, makes life worth living when a person understands the world is much larger than them selves.

**Lesson Extension:** Lesson on Who were the Classical Muses? Explore other cultures, Spanish, French through Art

**Lesson Adaptations:** Do your own artwork based on historical, cultural, or social themes which reflect what a society believes in the here and now. Make a three dimensional Clay Figure of the Baroque and Renaissance Period.