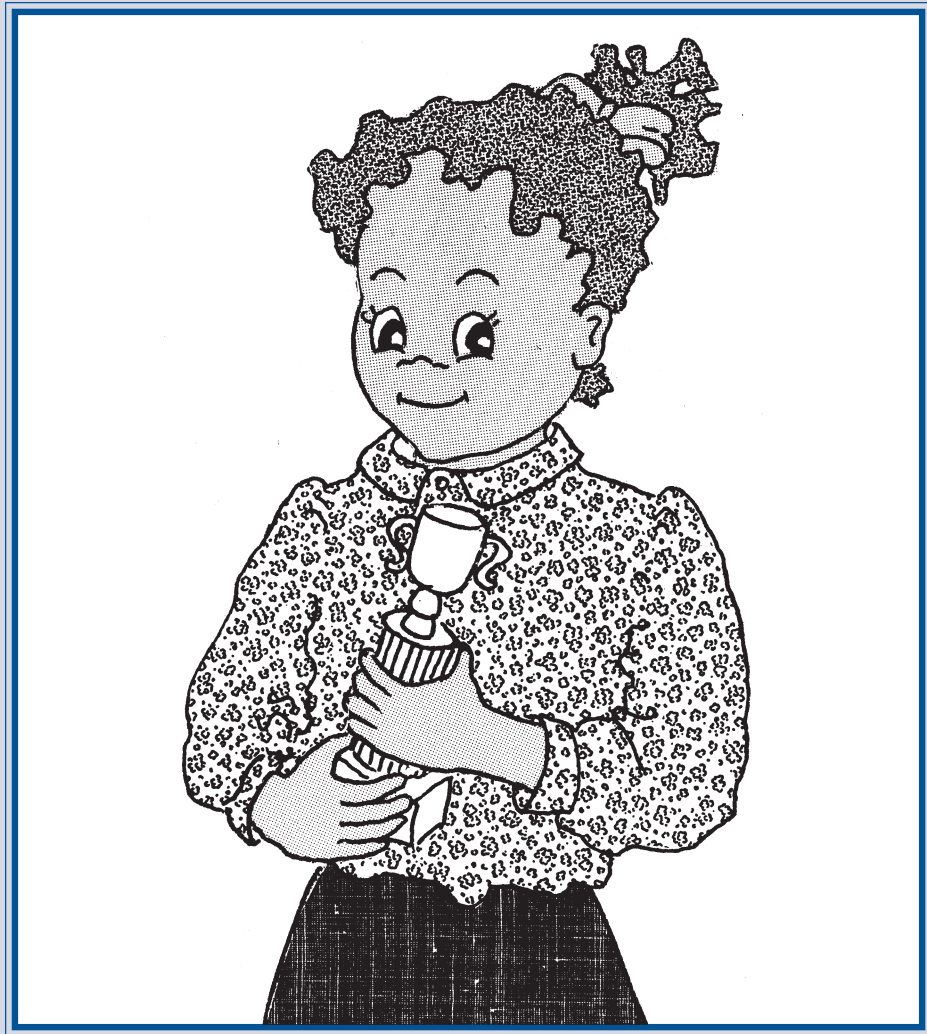


# Where Eagles Soar

## Unit Six



## Lesson 3

# Dürer

### Objectives:

- To have several students share their designs from **B. STUDENT DESK DESIGN (Unit 5: Lesson 2)**.
- To become acquainted with the process of printmaking through the German artist, Albrecht Dürer.
- To imitate the patterning quality of a Dürer woodcut.
- To understand the difference between a *woodcut* and an *engraving*.
- To define *incising* as *cutting grooves into the surface of a material*.
- To use patterning to prepare a drawing for printmaking.
- To understand the most fundamental difference between the Renaissance and the Reformation.

### Method:

#### STEP 1: Scripture talk

Read the two cartoons on **page 14** of the student booklet. Refer to the first cartoon and ask the students whether they believe Lucy's statement about never getting new things is true. (*probably not*) Why would she make such a statement? (*She's feeling sorry for herself.*) Do we exaggerate when we are feeling sorry for ourselves? What is the real reason we might feel sorry for ourselves? (*We forget to be thankful for what we have.*) Thankfulness is an attitude. If we have a thankful attitude, we are always able to make a long list of things to be thankful for, even if it appears that we have very little. Imagine if we had no sight and suddenly could see for the first time. How beautiful the sunset would be! Imagine if we had not been able to hear and suddenly could hear for the first time. How beautiful a bird's singing would sound! Imagine if we had nowhere to sleep at night. How comfortable our beds would feel!

Read **page 15** with the students. Give them a time limit (perhaps 5 minutes) and challenge them to fill in all the blanks within that limit.

### Materials:

- CHOOSE ART STUDENT BOOKLET **pages 14 - 18**
- student booklet **page 10** from **Unit 5: Lesson 2**
- a piece of paper for each student—no more than 6" x 9" (*size must be compatible with the size of styrofoam available for printing—see next lesson*)
- a woodcut or a rubber stamp
- a sample of an engraving (e.g. a trophy engraved with someone's name)

### Advance Preparation:

- Cut paper to 6" x 9" or adjust size to size of styrofoam available (see next lesson).
- Prepare to hear two or three reports of the student desk designs from the assignment on student booklet **page 10** of **Unit 5**.

### STEP 2: Student desk designs

Select two or three students to share their desk designs from the assignment on student booklet **page 10 of Unit 5**.

### STEP 3: Dürer

Along with the students, read **page 16** of the student booklet, mentioning that Dürer was a Christian. Although he did a lot of his artistic work during the Renaissance, he would be considered a Reformation artist because he helped to usher in a return to the truth of the Gospels. Dürer depicted many Bible themes in his woodcuts and engravings and followed the activities of Martin Luther.

Look at the famous *Praying Hands* by Dürer on **page 16** of the student booklet. This is a very popular image still reproduced on many Christian materials today.

Explain that the **Reformation was a movement in history that began during the latter years of the Renaissance**. Remind the students that during the Renaissance, man glorified himself and his achievements. **The Reformation brought a return to the truth of the Gospels and a renewed interest in God.**

Have the students answer the questions at the bottom of **page 16**. **An answer key is provided on page 131 of this unit.**

Show the students the engraving and the rubber stamp or sample woodcut you brought to class. Explain the difference between a woodcut and an

engraving by demonstrating how the line that forms the image in a woodcut is **raised above the surface** (as it is on a rubber stamp), whereas the line that forms the drawing in an engraving is **scratched below the surface**. In a woodcut, the artist does not carve the lines of the drawing, but he carves away the rest of the drawing, leaving the lines to stand out like a relief.

Read **C. WOODCUTS AND ENGRAVINGS** on **page 17** of the student booklet and examine together the woodcut of the rhinoceros. Mention that Dürer had never seen a real rhinoceros when he did this woodcut. Notice the small horn on the neck of the rhino. Of course such a horn does not exist. Pay close attention to the meticulous patterning. Doesn't it look as if the rhinoceros were dressed in a sweater and pants?

Distribute the 6" x 9" pieces of paper. Tell the students they will be making a drawing of Dürer's rhinoceros and then, next class, they will be making prints from it. Define *incising* as *cutting grooves into the surface of a material*. Then explain that the prints will be made next class by incising the lines of the drawing into styrofoam, coating the styrofoam with ink and then pressing paper onto the ink. See **D. A STYROFOAM PRINT** on **page 18** of the student booklet.

It may interest the students to know that the process of incising on styrofoam is different from the processes of both engraving and woodcutting. Perhaps they can identify the differences. *(Although incising may seem like engraving, the result is very different. Notice on page 17 of the student booklet that when taking a print from an engraving, the ink is wiped off the*

*plate and the image results from the transfer of ink that has settled into the grooves of the image. In an incised styrofoam print, the ink that covers the plate forms the image, while the lines that form the grooves remain white)*

### STEP 4: Drawing the rhino

Tell the students that their drawing does not have to be an exact representation of Dürer's rhinoceros. Suggest that they choose to use some of his patterns and to leave out others. Encourage them to have fun with the drawing, as meticulous reproduction is not the goal. Instead, the goal is to create an animal decorated with interesting patterns from which to take a print. It is crucial, however, that you emphasize one important point: **the markings should be done clearly and not too close together.** Two lines drawn too close together will translate into one thick line when incised on the styrofoam. A circle with another circle drawn inside will become one filled-in circle if drawn too small. On the other hand, for the purpose of creating an attractive print, the more patterns, the better!

### STEP 5: More drawing

After drawing the rhinoceros, it can be put aside for next class.

Refer to the students' grid drawings from **Lesson 1** and tell them that Dürer made a famous woodcut that shows an artist using a grid to help him draw accurately. The grid, however, was drawn onto a glass screen, which stood like a window between him and the model he was drawing.

If any time remains, the students might work on one of the optional drawing assignments from **Lesson 1 (STEP 6: Drawing from a grid)**. Or assign the following drawing challenges just for fun, asking the students to draw any of the poses from the list below:

- sitting in a chair with legs crossed (seen from the front)
- sitting in a chair with legs crossed (seen in profile)
- running (seen from behind)
- crawling on hands and knees (seen from the front)
- crawling on hands and knees (seen from behind)