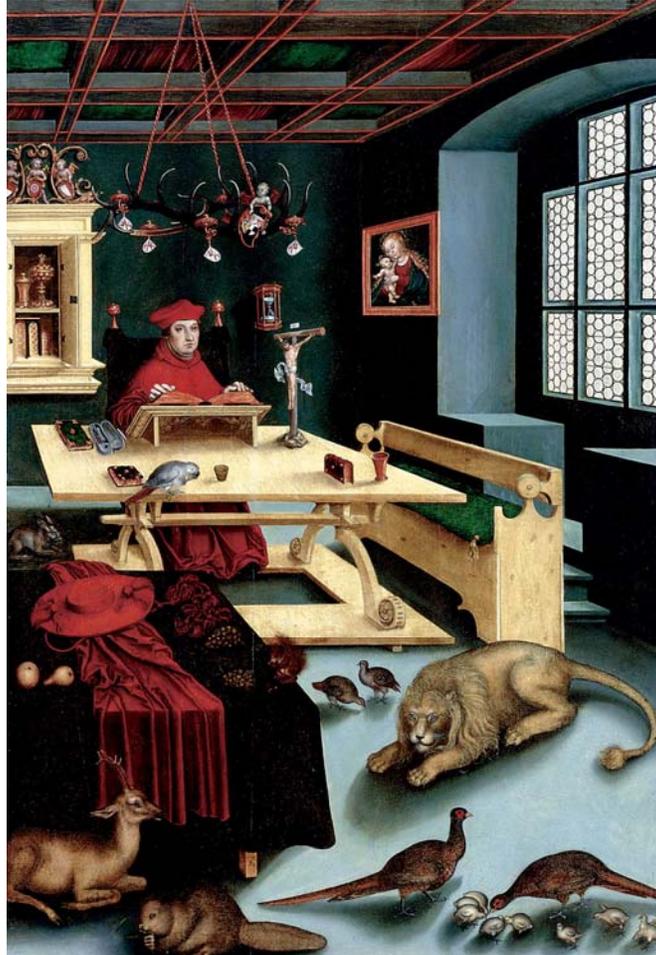


Facing Art: The Portrait Teaching Poster



Cardinal Albrecht of Brandenburg as St. Jerome
Lucas Cranach the Elder; German, 1472-155, active in Saxony
Oil on Panel
1520's
Bequest of John Ringling 1936
SN308

***Sunshine State Standards (3-5)**

Language Arts: The student uses viewing strategies effectively. (LA.C.2.2)

Social Studies: Time, Continuity, and Change (SS.A.3.2)

Visual Arts: Creation and Communication (VA.B.1.2)

Cultural and Historical Connections (VA.C.1.2)

*Standards as of 2005 and subject to change



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Introduction

Objectives

Students will:

1. Explore the expressive qualities in a painting.
2. Learn about portraiture in the Museum's permanent collection.

The *Cardinal Albrecht of Brandenburg as St. Jerome* teaching poster is designed as a resource for classroom teachers to prepare students for a visit to The John and Mable Ringling Museum of Art to experience the art galleries and participate in a Portraiture tour. During the Museum tour, students will learn more about the Museum's collection of portrait paintings.

What is a Portrait?

The word "portrait" is used to describe a work of art in which the person or the sitter chooses to have his or her own identity become the main subject of study.

1. Ask student to define a portrait by studying two reproductions: one representing a portrait such as *Cardinal Albrecht of Brandenburg as St. Jerome*, and an image that is not a portrait.
2. Begin a discussion about portraiture with your students.

Ask students:

-What is a portrait? Emphasize that there are different types of portraits.

3. Ask student to define portraits further by talking about group portraits (family and non-family members, groups of people); family portraits; official portraits; official portraits (state, members of royalty); individual portraits (portraits of anyone); and self-portraits.

Ask students:

What is the single most important clue that tells us what this person was like?

What else in the portrait can help provide further information about the individual?

About the Art

The Catholic patron, Cardinal Albrecht of Brandenburg, commissioned the artist, Lucas Cranach, to paint the portrait known as *Cardinal Albrecht of Brandenburg as St. Jerome* in the 1520's. Cardinal Albrecht, a holy man and a scholar, chose to be depicted as St. Jerome because of his admiration for the fourth-century saint who translated the Bible from Greek and Hebrew to the Latin Vulgate, the common language of the people at that time. The lion, Jerome's companion in the wilderness, identifies Albrecht as the revered saint. The Cardinal, as St. Jerome, is seated in his study surrounded by books and other possessions indicating his social and intellectual position.

Though many details fill the painting, the Cardinal is clearly the focal point. The animals in the painting would never peacefully coexist-they are brought together for the



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symbolic purpose of emphasizing the attributes of the sitter. The beaver represents industriousness and constancy; the pheasant and peacock, immortality and redemption; the apple symbolizes original sin; the pear, Christ incarnate; and the grapes, the Eucharist, a Catholic rite wherein wine and bread are transformed into the embodiment of Christ.

About the Artist

Lucas Cranach the Elder, painter, engraver, and the designer of woodcuts, was born in 1472 in Germany. By 1503, he was known to be in Vienna. In 1505, Cranach went to Wittenberg to become court painter to the Electors of Saxony, and there he established a large workshop. Cranach, a Protestant convert, met and became friends with Martin Luther, the leader of the Reformation, whose writings he illustrated. Cranach was also greatly influenced by the renowned and prolific German printmaker Albrecht Dürer and often designed works taken directly from that artist's oeuvre. He was well known as a portrait painter and landscape artist. Although Cranach signed his works, it is difficult to distinguish them from those of his workshop, which included his son Lucas II and Hans, who it is suggested, may have contributed to his work. Lucas Cranach died in 1553.



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Looking and Discussing

Play the memory game!

Encourage your students to look closely at the reproduction for several minutes. As they observe the reproduction, ask the student to remember the color, shape, and location of the objects. Turn the reproduction around. Ask your students to recall what they just observed.

Create a dialogue with your students.

- Tell me some of your first impressions.
- What were some of the first things you observed when you looked at the painting?
- Describe everything you can remember about the painting. Describe the person, the objects, the scene or the action.

Become a Part of the Action

A. Turn the reproduction around so students can focus in on its details

B. Guide your students in an open discussion.

- Pretend you are stepping inside the painting and becoming a part of the action.
- Imagine where you are.
- What kind of place is this? Why do you say that?
- What are the kinds of things you see? Are these sights important?
- How does this place smell?
- What are the laws or rules in this place? What makes you think this?
- Who is the main character in this painting? How can you tell?

C. Now, ask your students to imagine what the meaning is behind this scene or moment.

- If the person and the animals in the painting could actually talk, what would they say to one another?
- How do you think the man feels about the animals in the paint? What makes you think this?
- How do you think the animals feel about the man in the painting?
- What makes you think this?

D. Now, ask your students to step out of the painting and become students again.

- Who do you think the man in the red coat is?
- How long ago do you think he lived? Now, or a long time ago?

E. Introduce the word "Cardinal."

- Tell students that a "Cardinal" is a very important and powerful person in the Church and that long ago, important people in the church were as important as our President.
- What do you think the animals in this paint might stand for?



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- Why do you think this painting was created?
- What is a portrait?

- F. **Tell your students that the word “portrait” is used to describe a work of art in which the person or the sitter chooses to have his or her own identity become the main subject of study.** The sitter and the artist generally try to reveal or communicate something about themselves in the work of art create. The Renaissance man in the portrait was known as Cardinal Albrecht of Brandenburg.

Ask students:

- What do you think the Cardinal was trying to communicate about himself in this portrait?
- What do you think the artist was trying to reveal about the Cardinal?
- Can you tell from this painting if the Cardinal is for or against something? What might the Cardinal be for? What might he be against?
- What about the artist, Lucas Cranach the Elder is he for or against something? What might the artist be for? What might he be against?
- What visual clues (clues you can see with your eyes) could help you answer these questions?

- G. **Tell student that the full title of the painting is *Cardinal Albrecht of Brandenburg as St. Jerome*.** By choosing to have himself represented as St. Jerome, a translator of the Bible, Cardinal Albrecht self-consciously conveyed his personal values through the medium of this Renaissance portrait.

Through this painting, Cardinal Albrecht was trying to communicate something about what he believed to be important to the people of his time. Cardinal Albrecht thought that if people had the same values that he did, they would be able to figure out the right way to live.

- H. **Use the following questions to create a dialogue with students about their own values.** The aim is to engage students in critical thinking and discourse. Improve the questions so that they require more than yes-or-no answers.

- What are the things you most like doing?
- What would you miss if you lost them?
- Are you happy?
- Would you like to be happy when you grow up?
- Could you be happy if you thought your happiness might cause hurt to others?



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Suggested Classroom Activities

1. Create a Role Model Portrait

Choose someone you would most like to be—a famous leader, relative, movie star, friend, singer, artist, sports star, politician, doctor, model, religious figure—anyone you admire, living or dead. Design a picture of that person with your face in place of theirs. Include all of the objects that would help describe that person's values.

2. Make a Self-portrait

Make a self-portrait and include the many objects, pets, relatives, or other symbols that would help us understand what your values are. The picture can be a collage, painting, computer graphic, or drawing, using pen and ink, colored pencils, or markers.

3. Celebrate Your Family With a Portrait

Make a family portrait that includes the values in which you and your family believe. Let members of your family participate in designing this portrait.



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A Time Line from 1450 to 1600

A time line is a very useful device for graphically illustrating art history or any other kind of history because it gives students a visual representation of consecutive events.

To use a time line, a student must know how to read dates and understand their meaning. The length of the time line, as well as the span of the intervals, are determined by the subject and the period of history which it illustrates.

Since art can be considered a reflection of its time, it is important to study some of the events that occurred in the time period 1450-1600. Tell the students that they will make a time line. Tell the students that the paintings they will see on a tour of the Museum were painted approximately three hundred or more years ago. Invite your students to help construct a class time line.

1452

Leonardo da Vinci, artist and universal genius, is born.

1454

The printing press is invented.

1464

First music is printed.

1471

Albrecht Durer, German artist, is born.

1472

Lucas Cranach the Elder, German artist, is born.

1489

The symbols + (plus) and – (minus) come into use.

1492

Leonardo da Vinci designs a flying machine.

1500

The first pocket watch is invented.

1503

The pocket-handkerchief comes into use.

1510

Leonardo da Vinci designs a horizontal water wheel.



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1513

Juan Ponce de Leon discovers Florida

1517

Coffee is used in Europe for the first time.

1520

Chocolate is brought from Mexico to Spain.

1530

The spinning wheel comes into general use in Europe.

1539

Hernando de Soto explores Florida.

1546

Geographer Gerardus Mercator states that the earth has a magnetic pole.

1550

Straparola, Italian author, publishes the first European fairy tales.

1553

Lucas Cranach the Elder dies.