



MUSEUM OF
RUSSIAN ICONS

THE MEANING OF COLORS

Grade 2

by Alexandra Seifried

About the Museum

The Museum of Russian Icons was founded in 2006 as a non-profit educational institution by Massachusetts industrialist Gordon B. Lankton. The collection includes more than 700 Russian icons, the largest collection of its kind in North America, and one of the largest private collections outside Russia. The collection spans six centuries, and includes important historical paintings dating from the earliest periods of icon painting to the present.

The Museum is a fascinating place for teachers and students to explore. It offers discussion-based tours that engage students of all ages. The study of icons and Russian culture yields rich connections to a wide variety of curriculum areas, including history and social studies, art and art history, and English Language Arts. We can customize your classroom visit to meet your instructional goals and curriculum needs.

About This Lesson

This lesson is one of a series developed by graduate students in Tufts University's Museum Studies program as assignments for the course Curriculum Development for K-12/Museum Collaborations. Special thanks to the students who created them. These lessons are works in progress intended to show educators the scope of educational opportunities that the Museum can create for students.

Some lessons are designed to take place at the Museum, while others were created for teachers to use in the classroom. They can be printed out and used as is, or they can serve as a starting point for other lessons. The Museum looks forward to working with educators to tailor the experience for their students.

If you have written or developed a lesson plan about icons, the Byzantine Empire, Russian history or culture, or any other relevant subject and you'd like us to post it on this website as a community resource, please send it to the email address below and we will be in touch to follow up.

If you have questions or feedback about these lessons, or if you'd like to make arrangements for your students to visit the Museum, please contact Tara Young at tyoung@museumofrussianicons.org or call (978) 598-5000 x 13.

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I. Pre-Visit Lesson

THE COLORS OF ME AND THE MEANING OF COLORS

Age Group: Grade 2

Time Required: One 50-minute session

Subject: Visual Arts and English Language Arts

Lesson Synopsis

Visual Arts and English Language Arts lesson that focuses on the symbolism of colors based on experience and previous knowledge of each individual student.

Short Description/Overview

During this pre-visit lesson at school, students will be introduced to the topic of the meaning of colors in general. Starting with their previous knowledge and personal experiences, students will choose a color spontaneously, paint it and discuss its effects on the viewer. In small groups students will brainstorm meanings of the certain colors. Afterwards, they will listen to the picture book "Queen of Colors" by Jutta Bauer which is applicable to the over-arching lesson topic "the symbolism of colors." Subsequently, students will first create a silhouette drawing of their own bodies and second will color their bodies with applicable colors. In the end, students will observe the use of color in a Russian Icon closely and will also talk about the origin of icons by looking at the world map. This will also prepare students for a subsequent trip to the Museum of Russian Icons in Clinton, MA.

Objectives

By the end of the lesson, students will be able to:

- Paint a color spontaneously by using watercolors adequately.
- Name at least one word association for each color, e.g. red stands for love, fire or danger.
- Draw a silhouette drawing of a classmate.
- Narrate a possible story behind a picture (an icon).

Materials Needed

- White drawing paper (heavy weight, 6 in x 9 in)
- Thick brushes (e.g. flat no. 20)
- Watercolor sets
- Small water glasses
- Picture book "The Queen of Colors" (Appendix 1, page 18), ISBN 978-0-7358-4166-6
- Pencils
- Roll paper, e.g. newsprint roll
- Laminated world map
- Picture of Saint Paraskeva (Appendix 2, page 19) / Miniature replica of an icon
- "Student Evidence of Learning Self-Assessment" and "Educator Assessment Checklist" (Appendix 3, page 20 and Appendix 4, page 21)
- Follow-up activity at school/homework (Appendix 5, page 22)

Preparation Required

Room set up:

- Watercolor sets, brushes, water glasses with water and papers on each table.
- Roll paper on the floor

Print out:

- Picture of Saint Paraskeva (Appendix 2, page 19)
- Worksheet “Follow-up activity at school/homework”
- “Student Evidence of Learning Self-Assessment” and “Educator Assessment Checklist.”

Vocabulary

Icon	A religious picture or image usually painted on wooden panels. A representation or picture of a sacred or sanctified Christian person, traditionally used and venerated in the Eastern Church. An important symbol.
Symbol	Image, phrase or object that stands for or suggests something else or an idea. For example, the Red Cross (Red Crescent in Muslim countries) is an international symbol of health and humanitarian aid. Or, a simpler and more common example is the sign for “man” and “woman” on restroom doors.
Silhouette	The shape or outline of something. ¹

Background/Introduction to the Collection

For the Teacher

What is an icon?

In the 21st century, the term “icon” (from Greek “image”) is used in various contexts: Computer icons, movie icons or icons as religious work of art, most commonly a painting. The Museum of Russian Icons collection focuses on paintings of religious people (often saints) or religious scenes. These special types of icons are called religious icons and play a significant part of worship in the Eastern Orthodox Church, a branch of Christianity. The religious icons are filled with symbolism designed to convey information about the person or event depicted. Religious icons represent more than a simple portrait of a saint; they move into a deeper, more spiritual meaning.² According to Linette Martin in her book *Sacred Doorways*, for “[t]he Orthodox Church [...] an icon is a two-way door of communication that not only shows us a person or an event but makes it present. When we stand in front of an icon we are in touch with that person and we take part in that event.”³

In Russian iconography, each color has its particular place and value. The symbolism of color, considered to “have the same substance as words,” is integral to the icon’s meaning.⁴ Ultimately, the combination of colors in an icon narrates a story and furthermore lets the icon connect with the viewer in “a two-way door of communication that not only shows us a person or an event but makes it present.”⁵

Icons follow a prescribed methodology for how a particular person is described (e.g. clothing, use of colors, background details, etc.). They are created by an iconographer following strict rules and often show commonalities when portraying the same saint through similar elements and use of color. Those “patterns” allow the viewer to identify the portrayed saints and/or scenes more easily. Religious icons are usually painted on wood panels. Most of the time, they have been sanctified and blessed by a priest. Religious icons are used in churches and in people’s homes.

Silhouette Drawing

By drawing a line around a child’s shadow or form, classmates and teachers can provide students with body tracing outlines that can be used to design a variety of creative figures. To begin this art activity, have children lay down on a large paper (paper roll) on the ground and draw a pencil line around their forms. Afterwards, students can fill their bodies with colors, objects, words etc.

For Teacher to Share with Class

An icon is something very important to Russian Orthodox Christians. It is generally a picture of an important religious

1 Merriam-Webster. “Silhouette.” Accessed May 4, 2014. <http://www.merriam-webster.com/dictionary/silhouette>

2 Dr. Anthony G. Ziagos, Sr.. Museum of Russian Icons 2009. “What makes an Icon an Icon?” Accessed March 31, 2014. <http://museumofrussianicons.org/en/about/iconography/what-is-an-icon/>

3 Martin, Lynette. *Sacred Doorways: A Beginner’s Guide to Icons*. Brewster, MA: Paraclete Press, 2002.

4 Orthodoxworld. “An Icon as an Image. Symbolism of Colors in Icons.” Accessed March 31, 2014. <http://www.orthodoxworld.ru/en/icona/11/index.htm>

5 Martin, Lynette. *Sacred Doorways: A Beginner’s Guide to Icons*. Brewster, MA: Paraclete Press, 2002.

figure, a saint or an event. As with all museum objects, icons need to be treated with respect; many of them are very old. The Museum of Russian Icons owns more than 700 Russian Icons. Originally, they are all from Russia and have traveled to Clinton, MA over the last several years.

Instructional Steps for Pre-Visit Activity

1. Color Associations **(10 minutes)** Location: classroom/art room

Welcome/painting a color spontaneously (5 minutes)

- A written welcome message on the black board asks students to choose a color and cover a small white paper completely with this color.
- Written message: *"Welcome 2nd graders, our topic for today are the many different colors. Please have a seat. Choose one color spontaneously and cover the white paper completely with this color. You have a few minutes for this task."*
- Students color at least one card spontaneously; as differentiation, students can choose additional colors.
- Educator asks the class to put the colored cards in order (all greens, reds, blues etc. together).
- Educator asks students to split up into small groups so that there are a certain number of students for each color.
- Optional: Educator let students count through so groups build faster.

Pencil talk⁶ in small groups (5 minutes)

- Educator provides each group with a flip chart page and briefly explains the chalk talk method to the whole group:
"You will now have the chance to talk in a very special way to each other. This game is called chalk talk—or pencil talk in our case—and there is only one rule. The only thing we all can hear during this game are your pencils; that's why it is called pencil talk. You may write to each other, but not talk. Before we start, please write down your group's color in the middle of the paper. You have 3 minutes to collect everything that comes into your mind when thinking of this color. You can write or draw."
- Students do the first round of pencil talk. Afterwards educator gives the whole class time to walk around and to add to the other flip chart papers.
- Goal: Collecting color associations spontaneously → mind map for each of the chosen colors.

2. Picture Book "The Queen of Colors" **(10 minutes)** Location: classroom/ art room

Read the story aloud

- Students sit in a half-circle while educator reads "The Queen of Colors" (Appendix 1, page 18) to the class.
- Educator asks students questions relating to the story:
"What kind of role do colors play in this book?"
"What new things did you learn about the colors?"
"What do you want to add to our pencil talks?"
- Optional: Students get a few minutes to add to the pencil talks.

3. Color and Me: Silhouette drawing of each student **(20 minutes)**

- Educator explains the next task to the group:
"After you all have collected so many great things about colors and you even got to know the Queen of Colors, let's start thinking about ourselves. Which color or colors would you choose to represent yourself? Which colors fit best? Together with a partner you will now make a life-size drawing of yourself. Afterwards you will have the chance to color yourself."
- Educator asks one student to volunteer to show the class how to create a silhouette drawing of a body (sample pictures, Appendix 6, page 23):

⁶ Adapted from the "Chalk-Talk"- method. For further resources: www.nsrffharmony.org/protocol/doc/chalk_talk.pdf

"With your partner, you will decide who will be the artist and who will be the model first. The model will be lying flat on the large white paper while the artist is tracing the outline, or silhouette. Afterwards, you change roles. In the end, you will have created the silhouettes of each of you. The last step will be to individually color your silhouette with thick paint brushes. Think about which color fits best to your personality, your mood etc. You can also share ideas with your partner."

- Optional: If time is limited, children can also trace just one part of their body, e.g. one hand or one foot.
- Students first trace the silhouette of one another and afterwards start coloring their own silhouette with an applicable color or colors. For this activity students use watercolors and a thick paint brush (to make the coloring of the bodies easier).
- Educator gives an acoustic signal before time is up, so students can finish their work and have time to clean up.

4. Gallery walk and art observation: Introduction to Russian icons **(5 minutes)**

- Educator asks students to quietly walk around, doing a "gallery walk" and to look at the silhouettes from the whole class.
- Students come in a circle and share their observations.
"What did you notice while observing the silhouettes?"
"Are there any colors children used often? Are there colors children used rarely?"
- Educator draws connection to another medium of the visual arts by showing students a picture of an icon/a miniature icon. The goal is to let students experience the significance of color here as well.
"After you all have become artists of your own I wanted to show you the work of another artist. This type of artist has a special name, he is called iconographer and his paintings are called icons. So let's have a close look at this icon. What colors do you see? What can you say about the colors?"

5. Brief background information about icons & wrap up **(5 minutes)**

- Educator spreads out world map, asks students where on the map we are right now and let students circle their position on the map.
- Educator informs students that there is a country called Russia where they will find many paintings like the one they just saw.
- Together students look for Russia on the map and circle it as well.
- Educator informs students that they soon will go to visit a place where they will find many paintings/icons like the one they just saw.
- Educator briefly explains that all the paintings in this museum travelled from Russia to Clinton, MA.
"So all the paintings you can find in this museum come from Russia. Do you remember the special name of these paintings? –Yes, they are call icons. Coming back to the icon we saw here in our classroom, what do you think is going on in this icon?"
- Class briefly shares their ideas.
- As a follow-up activity at school or a homework assignment (Appendix 5, page 22), educator asks students to think of a possible story behind that icon. Students will put a special emphasis on the colors they can find in this icon.

Note: As a follow-up activity at school, the class can share the stories behind the icon the next day (part of preparation for the museum visit). As a daily routine, the class can start each day with an individually chosen color, a color/ art observation with a special focus on colors or further readings/picture books referring to the topic of colors (see Resources).

Evidence of Student Learning/Assessment Criteria

Please see "Student Evidence of Learning Self-Assessment" (Appendix 3, page 20) and "Educator Assessment Checklist" (Appendix 4, page 21) and the results of the follow-up activity at school/homework assignment (Appendix 5, page 22).

Resources

1. Bauer, Jutta. "The Queen of Colors." NorthSouth, 2014. Translated from German. Original title: "Die Königin der Farben." Beltz&Geldberg. 2011.
2. Daywalt, Drew. "The Day the Crayons Quit." Philomel; 1st edition, 2013.
3. Dr. Seuss. "My many colored Days." Knopf Books for Young Readers. 1998.
4. Badescu, Ramona. "Pomelo Explores Color." Enchanted Lion Books. 2012.
5. Skinas, Kosmas. "Pictures of God. A child's guide to understanding icons." Conciliar Press. Chesterton, Indiana. 3rd edition, 2012.

Academic Bibliography

1. Martin, Lynette. Sacred Doorways: A Beginner's Guide to Icons. Brewster, MA: Paraclete Press, 2002.
2. Orthodoxworld. "An Icon as an Image. Symbolism of Colors in Icons." Accessed March 31, 2014. <http://www.orthodoxworld.ru/en/icona/11/index.htm>

State Standards Met: Massachusetts Curriculum Frameworks

English Language Arts & Literacy

Writing Standards Pre-K-5

8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards Pre-K-5

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards Pre-K-5

Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

The Arts Disciplines: Visual Arts

Grade Level Learning Standards

By the end of grade 4 students will

- 1.1 Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects
- 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques
- 2.1 Explore how color can convey mood and emotion.
- 5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work
- 5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.



II. In-Gallery Lesson

COLOR DETECTIVES WANTED: DECODING THE SECRETS BEHIND COLORS

Age Group: Grade 2

Length of Lesson: One 50-minute lesson

Subjects: English Language Arts and Visual Arts

Lesson Synopsis

An English Language Arts lesson that focuses on the symbolism of colors in Russian Icons.

Short Description/Overview

In this on-site lesson activity students will put themselves in the role of detectives to explore the colors in Russian icons and learn how to decode the secrets behind the colors. Students will observe the colors of Russian icons closely and will have the chance to use their own imagination to narrate a possible story behind an icon. In small groups, students will first put their story into writing and then they will come up with a short role play.

Objectives

By the end of the lesson, students will be able to:

- Name at least two predominant colors in Russian icons.
- Decode the meaning of at least two colors in Russian icons.
- Narrate a possible story referring to the colors of a chosen icon.

Phrase their story in written form.

Materials Needed

- Color nametags (Appendix 7, page 24) and basket
- Laminated world map, dry erase makers
- Picture of Saint Basil's Cathedral (Appendix 8, page 25)
- Miniature replica of an icon (Appendix 10, page 27)
- Notepads and pencils for recording data/findings
- Flipchart and markers for collecting data
- Information sheet "Decoding Colors" (Appendix 12, page 30)
- "Student Evidence of Learning Self-Assessment" and "Educator Assessment Checklist" (Appendix 14, page 32 and Appendix 15, page 33).

Preparation Required

- Make copies of "Decoding Colors"
- Set up flipchart in the gallery (2nd floor)
- Print out:
 - color name tags
 - flash cards
 - picture of Saint Basil's Cathedral
 - "Student Evidence of Learning Self-Assessment" and "Educator Assessment Checklist."

Vocabulary

Code	A set of letters, numbers, symbols, etc., that is used to secretly send messages to someone or/and that identifies or gives information about something or someone. ¹
Decode	To find or understand the true or hidden meaning of (something). ²
Icon	A religious picture or image usually painted on wooden panels. A representation or picture of a sacred or sanctified Christian person, traditionally used and venerated in the Eastern Church. An important symbol.
Iconographer	A person who paints icons
Saint	One who is declared worthy of special honor by the church
Symbol	Image phrase or object that stands for or suggest something else or an idea. for example, the Red Cross (Red Crescent in Muslim countries) is an international symbol of health and humanitarian aid. Or, a simpler and more common example is the sign for "man" and "woman" on rest room doors.

Background/Introduction to the Collection

For the teacher:

What is an icon? In the 21st century, the term "icon" (from Greek "image") is used in various contexts: Computer icons, movie icons or icons as religious work of art, most commonly a painting. The Museum of Russian Icons collection focuses on paintings of religious people (often saints) or religious scenes. These special types of icons are called religious icons and play a significant part of worship in the Eastern Orthodox Church, a branch of Christianity. Religious icons are filled with symbolism designed to convey information about the person or event depicted. Religious icons represent more than a simple portrait of a saint, they move to a deeper, more spiritual meaning. According to Lynette Martin in *Sacred Doorways*, for "[t]he Orthodox Church [...] an icon is a two-way door of communication that not only shows us a person or an event but makes it present. When we stand in front of an icon we are in touch with that person and we take part in that event."³

In Russian iconography, each color has its particular place and value. The symbolism of color, considered to "have the same substance as words," is integral to the icon's meaning. Live on the symbolism of colors.⁴ Ultimately, the combination of colors in an icon narrates a story and furthermore lets the icon connect with the viewer in "a two-way door of communication that not only shows us a person or an event but makes it present."⁵

Icons follow a prescribed methodology for how a particular person is described (e.g. clothing, use of colors, background details, etc.). They are created by an iconographer following strict rules and often show commonalities when portraying the same saint through similar elements and use of color. Those "patterns" allow the viewer to identify the portrayed saints and/or scenes more easily. Religious icons are usually painted on wood panels. Most of the times, they have been sanctified and blessed by a priest. Religious icons are used in churches and in people's homes.

Icons and colors: In Russian iconography each color has its particular place and value, as the icons live on the symbolism of colors. "In Byzantium, color was considered to have the same substance as words, indeed each color had its own value and meaning."⁶ In the end, the combination of colors in an icon narrates a story and furthermore let the icon connect with the viewer in "a two-way door of communication that not only shows us a person or an event but makes it present."⁷

1 Merriam Webster. Learner's Dictionary. "Code." Accessed April 1, 2014. <http://www.learnersdictionary.com/definition/code>

2 Merriam Webster. Learner's Dictionary. "Decode." Accessed April 1, 2014. <http://www.learnersdictionary.com/definition/decoding>

3 Martin, Lynette. *Sacred Doorways: A Beginner's Guide to Icons*. Brewster, MA: Paraclete Press, 2002.

4 Orthodoxworld. "An Icon as an Image. Symbolism of Colors in Icons." Accessed March 31, 2014. <http://www.orthodoxworld.ru/en/icona/11/index.htm>

5 Martin, Lynette. *Sacred Doorways: A Beginner's Guide to Icons*. Brewster, MA: Paraclete Press, 2002.

6 Orthodoxworld. "An Icon as an Image. Symbolism of Colors in Icons." Accessed March 31, 2014. <http://www.orthodoxworld.ru/en/icona/11/index.htm>

7 Martin, Lynette. *Sacred Doorways: A Beginner's Guide to Icons*. Brewster, MA: Paraclete Press, 2002.

For teacher to share with class:

An icon is something very important to Russian Orthodox Christians. It is generally a picture of an important religious figure, a saint or an event. As with all museum objects, icons need to be treated with respect, some of them are fairly old. The Museum of Russian Icons owns more than 700 Russian Icons. Originally, they are all from Russia and have traveled to Clinton, MA over the last couple of years.

Summary of Pre-Visit Activity

During the pre-visit activity at school, students will be introduced to the topic of colors in general. Starting with their previous knowledge and personal experiences, students will choose one color spontaneously, paint it, and discuss its effect and meaning on the viewer in small groups. Afterwards they will listen to a story from a picture book applicable to the overarching unit topic “the impact of colors.” In the end, students will have a first encounter with an icon (miniature replica) which will prepare them for their trip to the Museum of Russian Icons. Lastly, students will use a world map to go onto a “journey” to Russia by drawing the travel route of the icons on the map.

Instructional Steps for In-Gallery Activity

1. Welcome, detective mission and imaginative journey to Russia (**10 minutes**) Location: Main gallery (2nd floor)

Welcome and introduction of today’s detective mission:

- For the welcoming and the beginning of this in-gallery activity, students are seated in a half-circle on the floor.
- Brief welcome of students to the museum, educator passes around a basket with colored stickers, asks students to choose one color, write down their names and attach the sticker to their clothing.
- Educator gives an example by showing own sticker with name on it.
- Educator introduces her-/himself by telling the name and why s/he choose the color.
Example: My name is And I chose blue, because it reminds me of the ocean and the beach which is one of my favorite places.
One after another, students briefly introduce themselves and name the reason for the chosen color.
- Educator provides students with a short introduction/agenda for the in-gallery activity, so they know what to expect.
“Thank you for introducing yourself and your color. Throughout your visit today, colors will continue to play an important part. – Now, I have to tell you all a secret – You all have been chosen to become color detectives, because I really need your help to solve a mysterious task. Are you ready to help me? Great, so when you look around in this room, what do you see?”
- Student answers may range from people, animals, houses, colors, paintings to lights and furniture.
“Your first task as a detective is to find possible stories behind those people, animals and scenes you can see here in all those paintings. By the way, they have a special name, we call them icons. Before I can send you on your mission, we will do a little workshop for approximately 10 minutes so that you can learn important detective skills. Afterwards, you will form detective groups and you will have time to decode, or find the hidden meaning of, at least one of the icons, write down a possible story and practice a short role play of this story for all the other detectives.”

Geography—Journey to Russia:

- Educator spreads out world map, asks students where on the map we are right now and lets one student circle Massachusetts on the map.
- Educator shows students a picture of Saint Basil’s Cathedral in Moscow and tells students that their detective mission has something to do with this building and a country named Russia.
- Together students look for Russia on the map and circle it as well.
- Educator asks students what kind of building Saint Basil’s Cathedral might be.
- Students’ responses may range from castle or mansion to church or monastery.
- Educator briefly explains that all the paintings in this museum travelled from Russia to Clinton, MA, and that before their arrival many of them were in houses or in churches.
“So all the paintings you can find here come from Russia. Do you remember the special name of these paintings? –Yes, they are called icons.”
- Educator shows students a miniature replica and asks them which colors they see.

“Coming back to your detective mission—what kind of colors do you see in this icon?”

- Students share their findings with the group.

2. Detective Mission No. 1 (**10 minutes**): Location: Galleries (2nd floor)

Individual exploration: Color and Themes in Russian Icons:

- Educator explains the first mission and divides students into small groups (3-4 students per group, counting through to build groups).
“You will now build detective teams. Your first mission is to have a close look at the icons on this floor. You have 5 minutes to look closely. Choose as many icons as you wish. Your task is to write down all the colors you can find and what else you can see in these icons.”
- Educator uses miniature replica (Appendix 10, page 27) of an icon to make an example.
- Educator hands over the detective equipment: A notepad and a pencil to each student, so they can write down all their findings.
- Back in the main gallery: Educator and students collect their findings on a flipchart (for sample table see Appendix 9, page 26).

The meaning of colors in Russian Icons:

- Educator ties in with the pre-visit activity and the colored nametags and asks students what they associate with each color/what they feel when they see a certain color.
- Educator holds up color flash cards (Appendix 11a, page 28 and Appendix 11b, page 29) and let students finish the sentence: “When I look at the color ... I feel...”
- Educator collects students’ answers on the corresponding flashcards.

3. The secrets behind the colors in Russian Icons (**5 minutes**): Location: Main gallery (2nd floor)

- Educator explains that the painters of icons, or iconographers, use colors with special rules to tell a story.
- Educator hands out scrolls (Appendix 12, page 30) to each student.
- Group reads the scroll out loud.
- As an example, group as a whole comes up with a possible story for the miniature replica, paying close attention to the colors used.

4. Detective Mission No. 2 and 3 (**15 minutes**): Location: Galleries (2nd floor)

- Educator sends small groups back on their mission. They have to accomplish the following:
 - Choose an icon of their choice, decode the colors and come up with a possible story behind the icon.
 - Write down the story in the detective notepads.
 - Practice a short role play of the story.

5. Icons come alive—presentation and wrap-up (**10 minutes**): Location: Main gallery (2nd floor)

- One group after another presents its role play and explains which colors they found in the icon and what they think those colors represent.
- Educator guides the group to one of the St. Nicholas icons (Appendix 13, page 31). Once more, the whole group demonstrates their detective knowledge and decodes the St. Nicholas icon.

Note: If students are not participating in the post-visit activity (museum workshop activity), they will now fill out the “Student Evidence of Learning Self-Assessment.” As a possible post-visit activity students could revise their written stories at school and further practice their detective skills with images of icons.

Evidence of Student Learning/Assessment Criteria

Please see “Student Evidence of Learning Self-Assessment” (Appendix 14, page 32) and “Educator Assessment Checklist” (Appendix 15, page 33).

Post-Visit Activity/Museum Workshop Activity/Lesson Extensions

After the in-gallery activity, the educator will invite students to listen to another story—the Russian folktale of Saint George—

without showing the icon beforehand. Afterwards, students will become iconographers, so they will have the chance to design their own Saint George Icon with a special emphasis on the symbolism of color.

Resources

1. Martin, Lynette. *Sacred Doorways: A Beginner's Guide to Icons*. Brewster, MA: Paraclete Press, 2002.
2. Skinas, Kosmas. "Pictures of God. A child's guide to understanding icons." Conciliar Press. Chesterton, Indiana. 3rd edition, 2012.

Academic Bibliography

1. Martin, Lynette. *Sacred Doorways: A Beginner's Guide to Icons*. Brewster, MA: Paraclete Press, 2002.
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State Standards Met: Massachusetts Curriculum Frameworks

English Language Arts & Literacy

Reading Standards: Foundational Skills Pre-K-5

- 4a. Read grade-level text with purpose and understanding.

Writing Standards Pre-K-5

3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards Pre-K-5

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards Pre-K-5

Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

The Arts Disciplines: Visual Arts

Grade Level Learning Standards

By the end of grade 4 students will

- 5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work
- 5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.



III. In-Museum Workshop

BECOMING AN ICONOGRAPHER: ILLUSTRATING THE LEGEND OF SAINT GEORGE AND THE DRAGON

Age Group: Grade 2

Length of Lesson: 50 minutes

Subjects: English Language Arts and Visual Arts

Lesson Synopsis

An English Language Arts and Visual Arts lesson that focuses on the legend of Saint George and the symbolism of colors.

Short Description/Overview

During this in-museum workshop, students will put themselves into the role of iconographers. First, they will strengthen their knowledge about the meaning of colors in Russian Icons. Second, they will become familiar with the popular legend of Saint George and the Dragon. Third, they will get to know the profession of iconographers and finally, they will have the chance to create their own version of an icon applying their imagination and their knowledge of how color is used in Russian icons.

Objectives

By the end of the lesson, students will be able to:

- Explain in their own words what an iconographer does.
- Name the key points of the legend of Saint George and the dragon.
- Create their individual icon of Saint George and the dragon using tempera paint.
- Explain for at least one color why they chose it.

Materials Needed

- Canvas bags in the number of students, sample source of supply¹ (Appendix 17, page 35)
- White drawing paper (heavy weight, 6 in x 9 in)
- Tempera paint cakes in blue, light blue, red, yellow/gold, white, green, black and violet, sample source of supply²
- Color labels for tempera paint (Appendix 19, page 37)
- Pencils
- Flipchart and marker for a written overview of the task (Appendix 18, page 36)
- Acrylic gemstones, aluminum foil, glue, glitter glue for icon frame decoration
- Legend of Saint George and the silhouettes for a shadow play (Appendix 20, page 38 and Appendix 21, page 39)
- Information sheet "Decoding Colors" (Appendix 12, page 30)
- Musical player such as CD-player and music, e.g. "Classics for Kids"³
- Sentence Starter (Appendix 23, page 41)
- "Student Self-Reflection", "Student Evidence of Learning Self-Assessment" and "Educator Assessment Checklist" (Appendix 22, page 40, Appendix 24, page 42 and Appendix 25, page 43).
- Saint George Icon

1 Ikea. "Upptäcka." Accessed May 3rd, 2014. <http://www.ikea.com/us/en/catalog/products/40210063/>

2 Dick Blick. "Tempera Cakes in Trays". Accessed May 3rd, 2014. <http://www.dickblick.com/products/tempera-cakes-in-trays/#itemspecs>

3 Classics for Kids. "Classics for Kids." Accessed May 3rd, 2014. http://www.amazon.com/Classics-Kids/dp/B000003FE3/ref=tmm_acd_title_popover?ie=UTF8&qid=1399159631&sr=8-1

Preparation Required

- Cut out silhouettes for the shadow play (for sheet and source of light: glue silhouettes on sticks)
- Copy “Decoding Colors”
- Set up workshop room. (room layout see Appendix 16, page 34):
 - tables and chairs
 - flipchart with quick overview of the task (Appendix 18, page 36)
 - overhead projector or sheet and source of light
- Print out:
 - Colored labels (Appendix 19, page 37)
 - “Student Self-Reflection”, “Student Evidence of Learning Self-Assessment” and “Educator Assessment Checklist.”
- Equip each “iconographer’s bag” with:
 - Tempera cakes in tray (blue, light blue, yellow/gold, green, red, black, violet and white)
 - a brush
 - a pencil
 - thick paper
- Equip one sample “iconographer’s bag”:
 - Attach colored labels to sample tempera cakes
 - a brush
 - a pencil
 - thick paper
 - the story of Saint George

Vocabulary

Code	A set of letters, numbers, symbols, etc., that is used to secretly send messages to someone or/and that identifies or gives information about something or someone. ⁴
Decode	To find or understand the true or hidden meaning of (something). ⁵
Icon	A religious picture or image usually painted on wooden panels. A representation or picture of a sacred or sanctified Christian person, traditionally used and venerated in the Eastern Church. An important symbol.
Iconographer	A person who paints icons
Saint	One who is declared worthy of special honor by the church
Symbol	Image phrase or object that stands for or suggest something else or an idea. for example, the Red Cross (Red Crescent in Muslim countries) is an international symbol of health and humanitarian aid. Or, a simpler and more common example is the sign for “man” and “woman” on rest room doors.

Background/Introduction to the Collection

For the teacher:

[Iconography/Iconographer](#): From Orthodox Wiki⁶:

- 4 Merriam Webster. Learner’s Dictionary. “Code.” Accessed April 1, 2014. <http://www.learnersdictionary.com/definition/code>
- 5 Merriam Webster. Learner’s Dictionary. “Code.” Accessed April 1, 2014. <http://www.learnersdictionary.com/definition/decoding>
- 6 Orthodox Wiki. “Iconography.” Accessed May 2nd, 2014. <http://orthodoxwiki.org/Iconographer>

"An iconographer in Orthodox Christianity is a practitioner of iconography, the art of icon painting. The word iconographer means "image writer", and comes from the Greek εικον (image) and γραφειν (to write). Iconographers translate revealed scripture and divine truths into visual images, writing/painting the icon with consecrated brushes, paints, and materials. Ideally, they should be pious individuals trained by holy fathers. Monks and nuns, therefore, have traditionally been the primary source of icons. Iconographers traditionally pray, fast, and avoid worldly excitement during their work. Individual interpretation is ideally kept to a minimum as the task is to pass on tradition by replicating previous icons within prescribed limits. Throughout most of Church history, icons have remained anonymous, but in recent decades some iconographers have begun to sign their work with "Through the hand of [name]."

The Legend of Saint George and the Dragon: From the Art Institute of Chicago⁷:

"This particular legend centers on the city of Silene and tells of the rescue of the princess and her people from a horrible dragon. According to the legend, sheep and townspeople had been offered as victims to feed the dragon. The town decided by lottery who would be sacrificed. Finally, when only a few people remained—suggested by the scattered bones—the daughter of the king drew the deadly lot."

"April 23 is Saint George's Day, honoring this heroic knight and patron saint of armorers, archers, knights, and soldiers in general. This festival is still celebrated in parts of Spain, Portugal, England, and central Europe. St George is the patron saint of England and among the most famous of Christian figures."

For Teacher to Share with Class

An icon is something very important to Russian Orthodox Christians. It is generally a picture of an important religious figure, a saint or an event. As with all museum objects, icons need to be treated with respect, some of them are fairly old. The Museum of Russian Icons owns more than 700 Russian icons. Originally, they are all from Russia and have traveled to Clinton, MA over the last couple of years.

Instructional Steps for Workshop

1. Welcome to the iconographer's studio: becoming familiar with the work of an iconographer (**10 minutes**) Location: Workshop room (basement)

Welcome and introduction of today's studio work

- For the welcoming and the beginning of this in-museum workshop, students are seated in a half-circle on the floor.
- Brief welcome of students to the museum, optional (if students haven't done the in-gallery activity):
 - Educator passes around a basket with colored stickers, asks students to choose one color spontaneously, write down their names and attach the sticker to their clothing.
 - Educator gives an example by showing own sticker with name on it.
 - Educator introduces him/herself by telling the name and why she/he choose the color:
Example: My name is And I chose blue, because it reminds me of the ocean and the beach which is one of my favorite places.
 - One after another, students briefly introduce themselves and name the reason for the chosen color.
- Educator provides students with a short introduction/agenda for the in-museum workshop, so they know what to expect:
"Throughout your visit today, you will see that colors play an important role and during the next 50 minutes you will have the chance to become a special kind of artist, an iconographer. But before we start, I have a question for you—who can tell me what the job of an artist is?"

Student answers may range from to paint people, animals, and houses to being creative.

The artist's bag—what we need to create an icon

- *"Let's have a look at the big painting—we call this type of painting an icon—in this room. What does an artist need to create it?"*
Educator lets students collect all their previous knowledge. Student answers may include paint, brushes, pencils, paper, wood, a story to tell.

⁷ The Art Institute Chicago. "Saint George Killing the Dragon." Accessed May 1st, 2014. http://www.artic.edu/aic/collections/citi/resources/Rsrc_001107.pdf

While students are collecting verbally all the materials an artist needs, the educator reveals step by step the contents of the “iconographer’s bag” and places the actual materials in front of the students. If students don’t come up with all materials, educator gives additional clues, for example:

“Great, now you have collected all kinds of materials that an artist needs to create a painting; however one thing is still missing. Let’s have look at the large icon in front of us. What is going on in this picture? What else does an artist need when she/he wants to paint?” → “A story!”

- The educator puts a special emphasis on all the colors in the “artist’s bag” and asks students about the meaning of the colors. Each color cake is labeled with the meaning of the particular color (Appendix 19, page 37).
Note: Depending on whether students completed the in-gallery activity before or not, the educator uses this part of the in-museum workshop to recall the student’s knowledge.

The bag includes paints, brushes, pencils, thick paper, the “Decoding colors” scroll and the copy of the story of Saint George and the dragon.

2. Saint George and the Dragon (**5 minutes**): Location: Workshop room

Shadow play: Saint George and the Dragon

- Educator narrates the story of Saint George and the dragon using a shadow play to further illustrate the story.

This is a great storytelling method which takes the different learning styles and abilities of students into consideration. However, the method needs to be practiced beforehand so the educator knows the story well enough to be able to narrate it freely and play the silhouettes of the characters (king, princess, sheep, and dragon) at the same time. (Appendix 20, page 38 and Appendix 21, page 39).

Optional: Educator can also read the story out loud without the shadow play. (Appendix 21, page 39)

3. Becoming an iconographer (**5 minutes**): Location: Workshop room (basement)

- Educator explains that the painters of icons, who are called iconographers, paint people like Saint George, to remember them, because these people have done something good. To tell the story of a particular saint iconographers use colors with special rules.
- Educator informs students that they will now all become iconographers and will have the chance to create their individual Saint George and the dragon icon.
“You all will be iconographers for the next 20 minutes. Your task is to create a Saint George icon. Please remember that as an iconographer you have to pay attention to which colors you choose, because each color has a special meaning. You all will get a secret scroll that will help you to choose the colors for your Saint George icon. Before you start, let’s have a look at the scroll together and think about which colors you want to choose for Saint George and his story.”
- Educator hands out scrolls (Appendix 12, page 30) to each student.
- Group reads the scroll out loud.
- To give students examples, the group as a whole collects ideas for possible colors for their Saint George icon.

4. Being an iconographer (20 minutes): Location: Workshop room

- With the help of a quick written overview on the flipchart (Appendix 18, page 36), educator explains the students’ mission for the next 20 minutes:
“You now will be an iconographer who the Museum of Russian Icons has asked to create an icon of Saint George:
 - *Grab one of the iconographer’s bags. In each bag you will find everything you will need: thick paper for your icon, a pencil to sketch it and paints and a brush to color it.*
 - *First, use your pencil and draw your Saint George icon.*
 - *Second, choose the colors that fit the story. Please let me know when you are ready to start coloring, so that I can bring you a small glass of water to use as you paint.*
 - *If you have extra time, you will have the chance to design a frame for your icon with all kinds of materials.*
 - *If you have questions, please ask a classmate or myself.*
- Students start working on their individual Saint George icon. Educator assists students individually.
- Educator informs students early enough when time is almost over, so that they can finish up and clean up.

- As differentiation, students who are done earlier can decorate a frame around their icon with different material such as gemstones and aluminum foil.
5. My interpretation of Saint George and the Dragon—reflection and gallery walk (**8 minutes**) Location: Auditorium
- Educator asks students to individually fill out the reflection sheet
“Your last important job as an iconographer is to explain to your client, the Museum of Russian Icons, quickly why you chose the colors in your icon. For this reason, I will pass around a little paper and ask you to fill in the gaps. One you are done, please leave your icon on the table, place your explanation next to it and come up front so that we all can meet in a circle.”
 - Students fill out the reflection sheet and afterwards gather together in a circle.
“You are all probably curious to see what the other iconographers came up with. Hence, we will now do a so called silent “gallery walk.” As soon as you hear some music, feel free to walk around in this room, observe the other icons closely and read their explanations. Once the music stops, it is time to come back into this circle. Please keep in mind that we only use our eyes. We don’t need our hands and mouths.”
 - Music starts, students walk around and observe the other icons closely.
 - Music stops and students come back into a circle.
6. Wrap-up: The role as an iconographer and another version of a Saint George Icon (**5 minutes**): Location: Auditorium
- Educator gives students a sentence starter to reflect their observations (Appendix 23, page 41): “When I looked at the icons, I saw...”
 - Educator shows students one of the museum’s icons of Saint George and the Dragon either by having the icon in the workshop room (if possible) or by guiding students to the gallery where the Saint George icon is hanging.
“There is one last thing I want to show you, a special icon—do you recognize something familiar?”
 - Together, students reveal that this is a familiar subject, because it is Saint George and the Dragon. The educator especially guides students to question of the use of colors, what is similar to the icons they just created and what is different.
 - As a souvenir from today’s visit, students take their icons and the decoding color sheets home.
 - This is also a great opportunity to take a group photo.

Evidence of Student Learning/Assessment Criteria

Please see “Student Self-Reflection”, “Student Evidence of Learning Self-Assessment” (Appendix 22, page 40 and Appendix 24, page 42) and “Educator Assessment Checklist” (Appendix 25, page 43).

Resources

1. Martin, Lynette. *Sacred Doorways: A Beginner’s Guide to Icons*. Brewster, MA: Paraclete Press, 2002.
2. Skinas, Kosmas. “Pictures of God. A child’s guide to understanding icons.” Conciliar Press. Chesterton, Indiana. 3rd edition, 2012.

Academic Bibliography

1. Martin, Lynette. *Sacred Doorways: A Beginner’s Guide to Icons*. Brewster, MA: Paraclete Press, 2002.
2. Massachusetts Department of Elementary and Secondary Education. “Massachusetts Curriculum Framework for English Language Arts and Literacy.” Accessed March 31, 2014. <http://www.doe.mass.edu/frameworks/ela/0311.pdf>
3. Orthodoxworld. “An Icon as an Image. Symbolism of Colors in Icons.” Accessed March 31, 2014. <http://www.orthodoxworld.ru/en/icona/11/index.htm>

State Standards Met: Massachusetts Curriculum Frameworks

English Language Arts & Literacy

Reading Standards: Foundational Skills Pre-K–5

- 4a. Read grade-level text with purpose and understanding.

Writing Standards Pre-K–5

8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards Pre-K-5

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards Pre-K–5

Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

The Arts Disciplines: Visual Arts

Grade Level Learning Standards

Learning Standard 1: Methods, Materials, and Techniques. Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts:

- 1.1 Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects.

- 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques.

Learning Standard 5: Critical Response. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation:

- 5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work

- 5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.

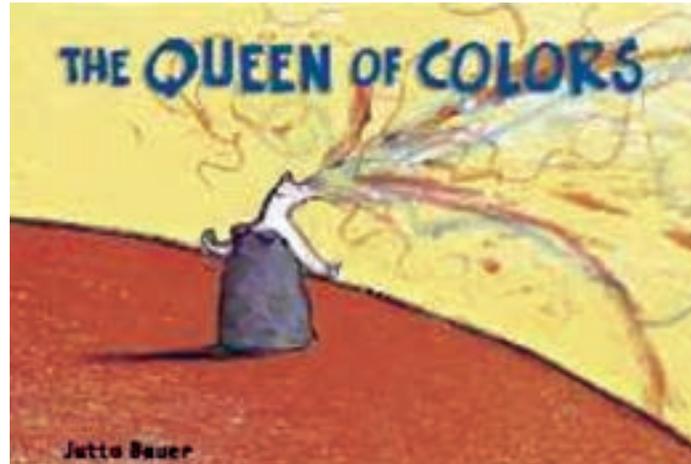
- 5.6 Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas, for example, literal representation, simplification, abstraction, or symbolism.

- 5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary.

Learning Standard 6: Purposes of the Arts. Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings:

- 6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history.

Appendix 1. Pre-Visit Lesson: The Colors of Me and the Meaning of Colors. "The Queen of Colors" by Jutta Bauer (Abstract). ISBN 978-0-7358-4166-6 For the teacher only. Use as reference to locate book in library or bookstore.



"Matilda, the Queen of Colors, has a color for her every mood—she calls for Blue when she's calm, Red when she's wild, and Yellow when she wants to be warm. But when Matilda and Yellow begin to quarrel, not even Blue and Red can stop the argument. And before long everything in the kingdom turns Gray, until Matilda cries tears—bright colorful tears."



Appendix 3. Pre-Visit Lesson: The Colors of Me and the Meaning of Colors. Evidence of Student Learning: Student Self-Assessment. Filled out by each student individually after the 50-minute pre-visit activity at school.

Name: _____

1. Find as many words as possible that describe each color.



red	
blue	
yellow	
green	
purple	
orange	

2. I chose the color(s) _____ for my silhouette (body),
because _____

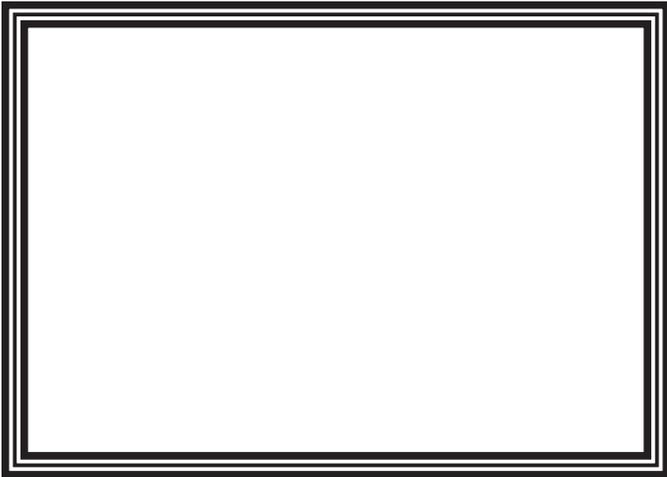
3. The Queen of Colors...



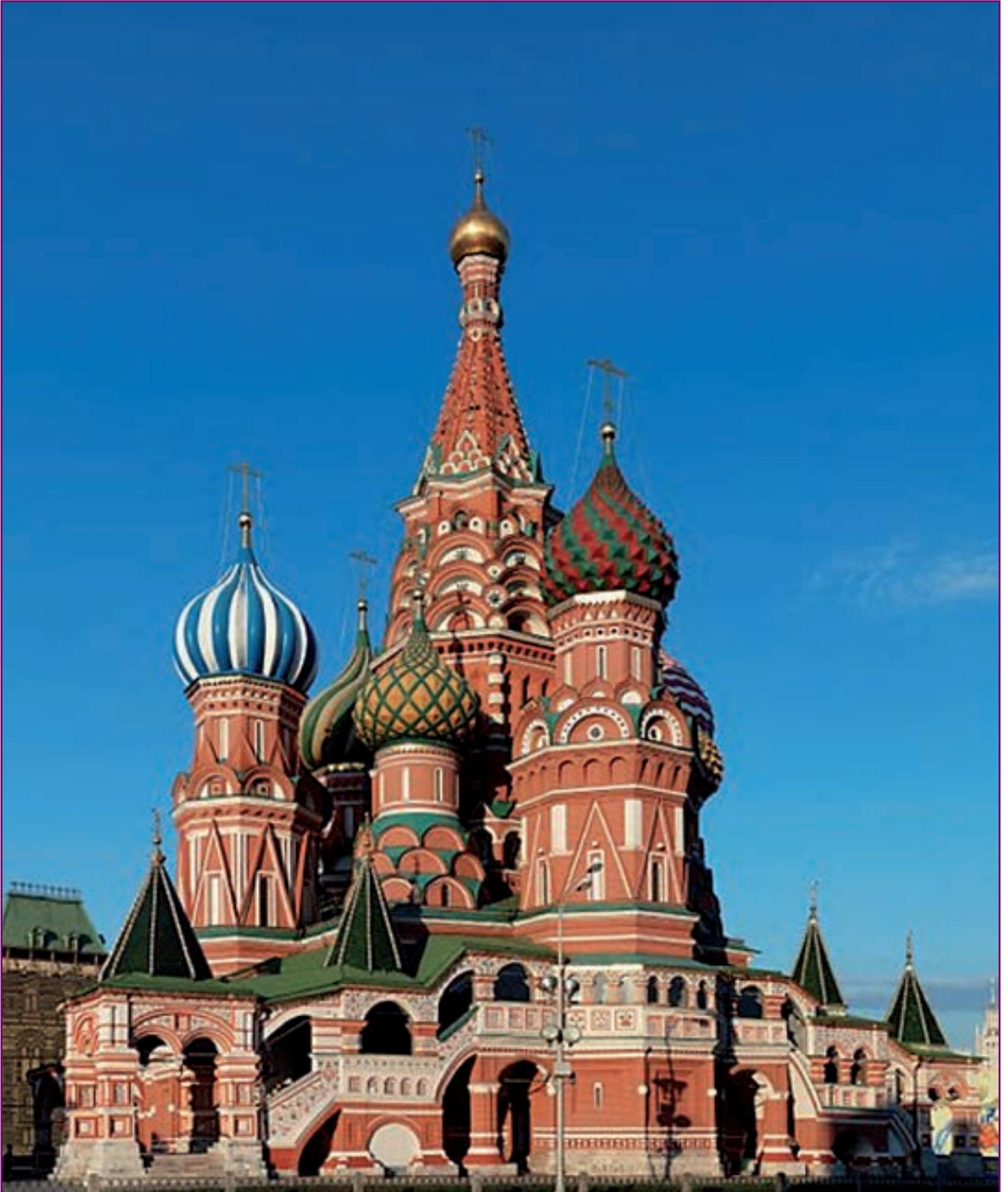
Appendix 6. Pre-Visit Lesson: The Colors of Me and the Meaning of Colors. Silhouette Drawing. Sample picture.



Appendix 7. In-Gallery Lesson: Color Detectives Wanted: Decoding the Secrets Behind Colors. Name Tags. Print out enough for the class and accompanying adults (if desired).



Appendix 8. In-Gallery Lesson: Color Detectives Wanted: Decoding the Secrets Behind Colors. Saint Basil's Cathedral, Moscow, Russia. ©Wikipedia.com



Appendix 9. In-Gallery Lesson: Color Detectives Wanted: Decoding the Secrets Behind Colors. Flip Chart. Prepare a flip chart as shown below.

Colors	Themes	

Appendix 10. In-Gallery Lesson: Color Detectives Wanted: Decoding the Secrets Behind Colors.

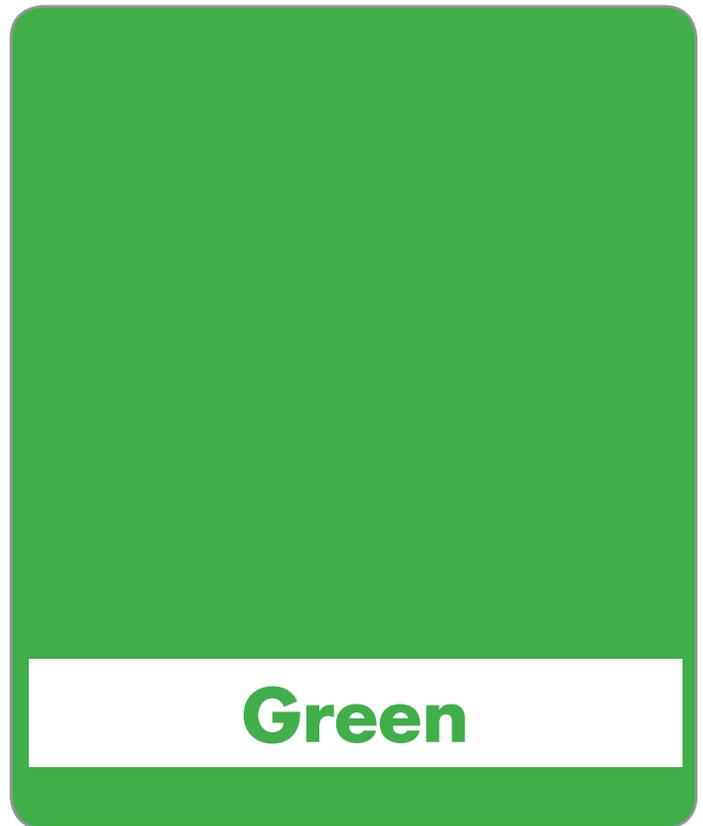
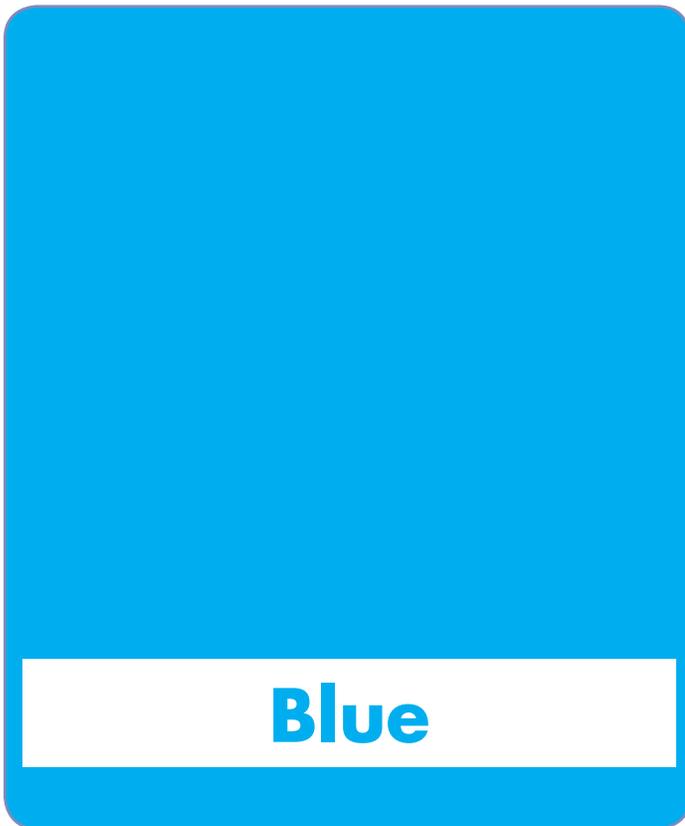
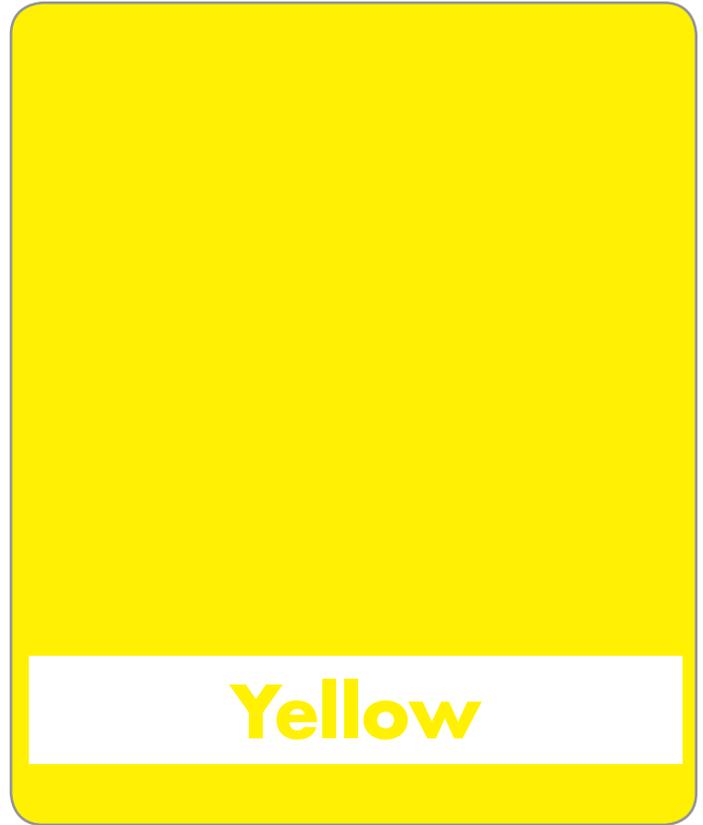
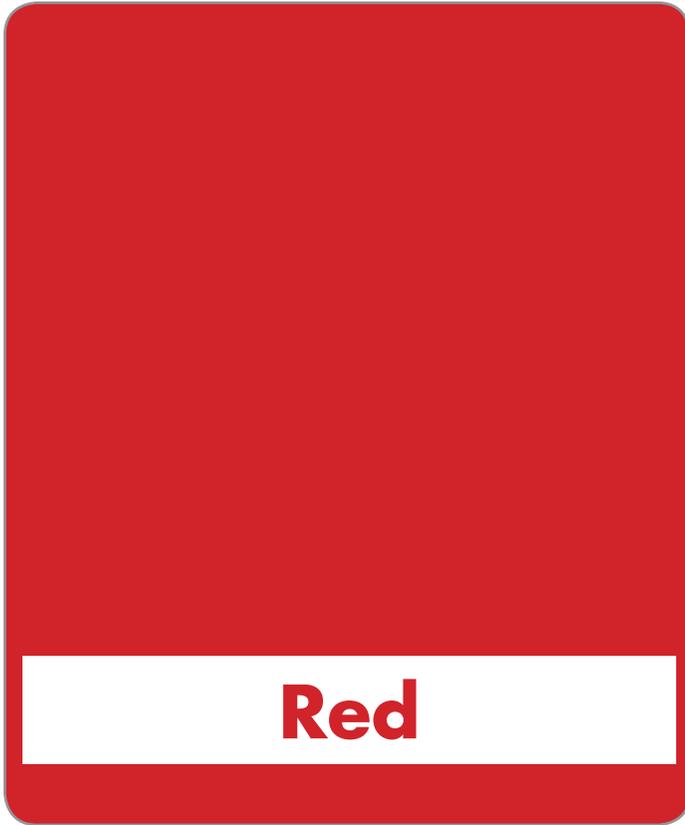
Miniature Icon. Shown actual size.

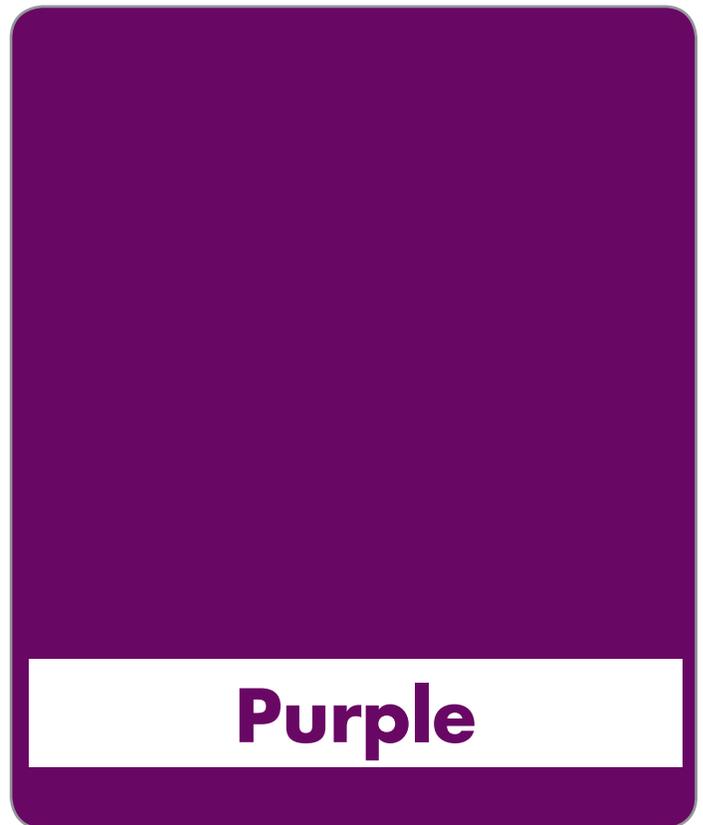
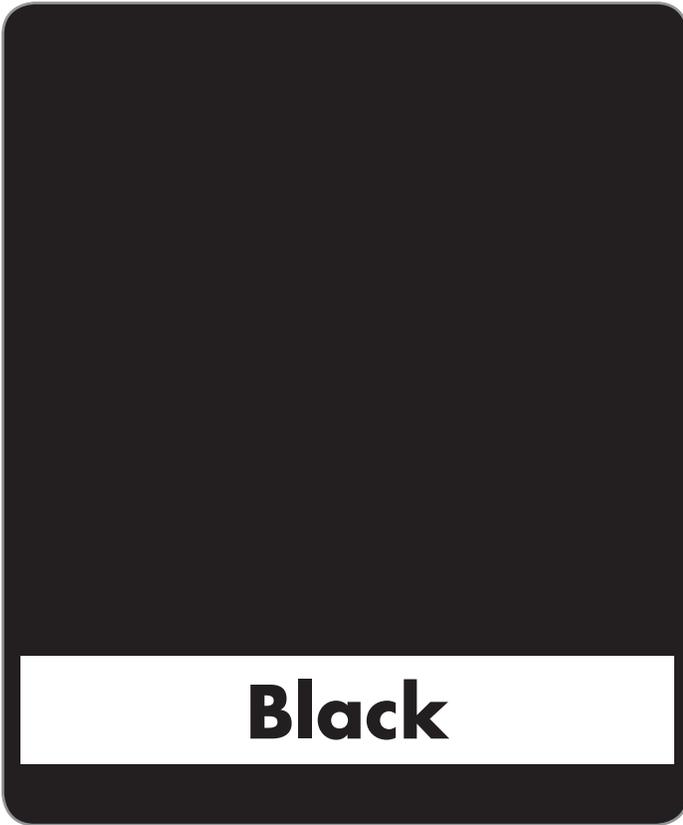


3"



2.5"





Decoding Colors

Gold

Color of fame, heavenly splendor and divine light.

Purple/Dark Blue

Color only for kings and emperors

Red

Color of love, life and energy. Also color of blood and misery.

White

Color for people and animals who were good, honest and wise. Angels often wear white clothes.

Blue

Color of heaven, mystery and the mystical life.

Green

Color of nature, living things and hope.

Black

Color of chaos, evil fear and death.

Sources

Museum of Russian Icons. "Secret Symbolism: Decoding Colors in Russian Icons." Accessed March 31, 2014.
<http://museumofrussianicons.org/en/education/family-school-programs/colors/>
Orthodoxworld. "An Icon as an Image. Symbolism of Colors in Icons." Accessed March 31, 2014.
<http://www.orthodoxworld.ru/en/icona/11/index.htm>

Appendix 13. In-Gallery Lesson: Color Detectives Wanted: Decoding the Secrets Behind Colors. Saint Nicholas. ©Museum of Russian Icons



Name: _____

My Visit to the Museum of Russian Icons

1. I found the colors _____ in the icons in the museum.

2. I know that the color _____ stands for _____.

I know that the color _____ stands for _____.

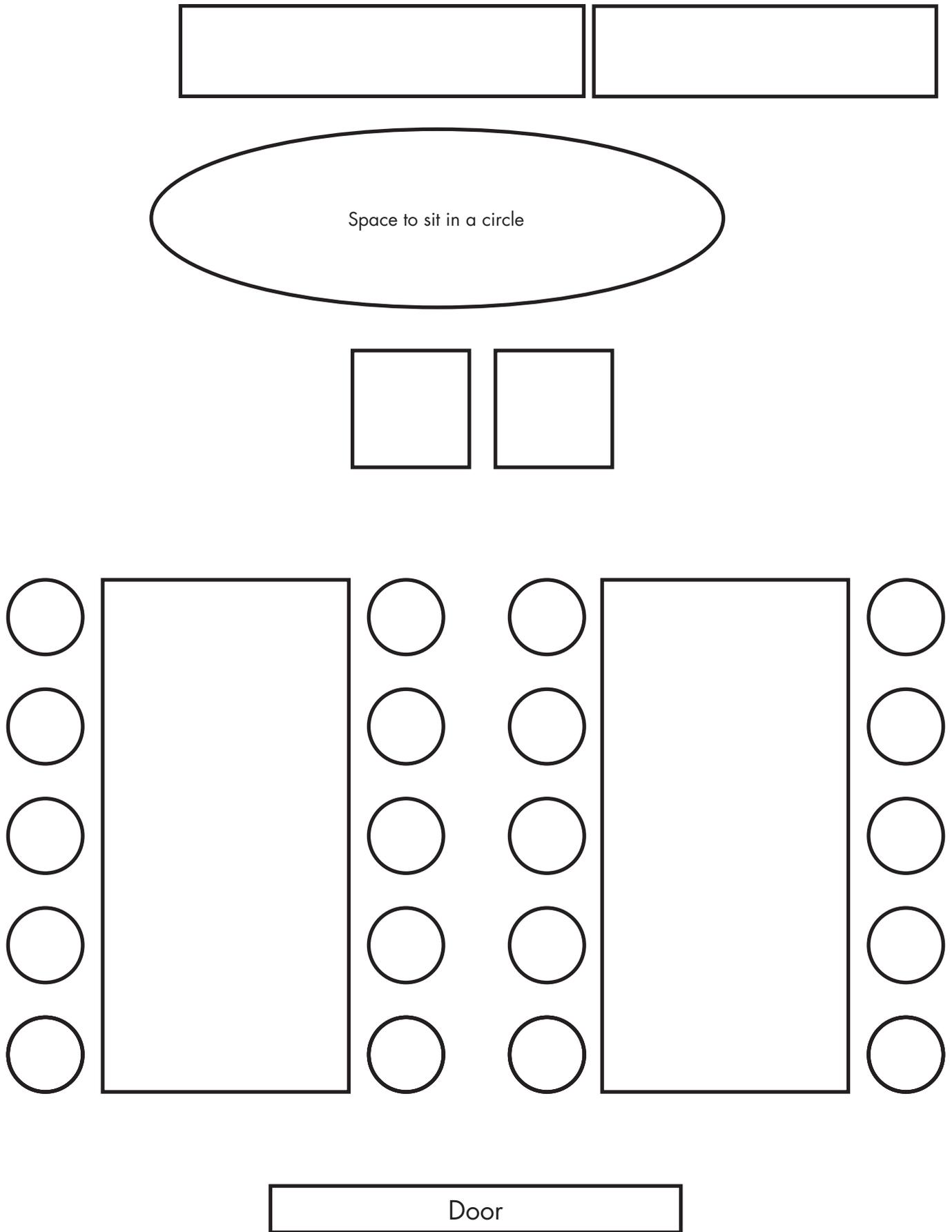
3. Today I learned...

4. My favorite icon:

My visit was:



Appendix 16. In-Museum Workshop. Becoming an Iconographer: Illustrating the Legend of Saint George and the Dragon. Room Layout. Arrange the space as shown for the iconographer's workshop.



Appendix 17. In-Museum Workshop. Becoming an Iconographer: Illustrating the Legend of Saint George and the Dragon. The Iconographer's Bag. Contents of the bag.



Decoding Colors	
gold	Color represents fame, heavenly splendor and divine light.
purple / dark blue	Color only for kings and emperors.
red	Color of love, life and energy. Also color of blood and miserable.
white	Color for people and animals who were good, honest and wisdom. Angels often wear white clothes.
blue	Color of heaven, mystery and the mystical life.
green	Color of nature, living things and hope.
black	Color of chaos, evil, fear and death.

Iconographer's Bag



Iconographer's Workshop

1. Grab one Iconographer's Bag
2. Draw your Saint George icon with a pencil.
3. Choose the colors that fit the story.
4. Get a small water glass.
5. Color your icon.

Extra time:

Design a frame for your icon

Appendix 19. In-Museum Workshop. Becoming an Iconographer: Illustrating the Legend of Saint George and the Dragon. Labels for Tempera Colors.



White
Color for people and animals who are good

Purple
Color of kings and emperors

Dark Blue
Color for kings and emperors

Red
Color of love and life, blood and misery.

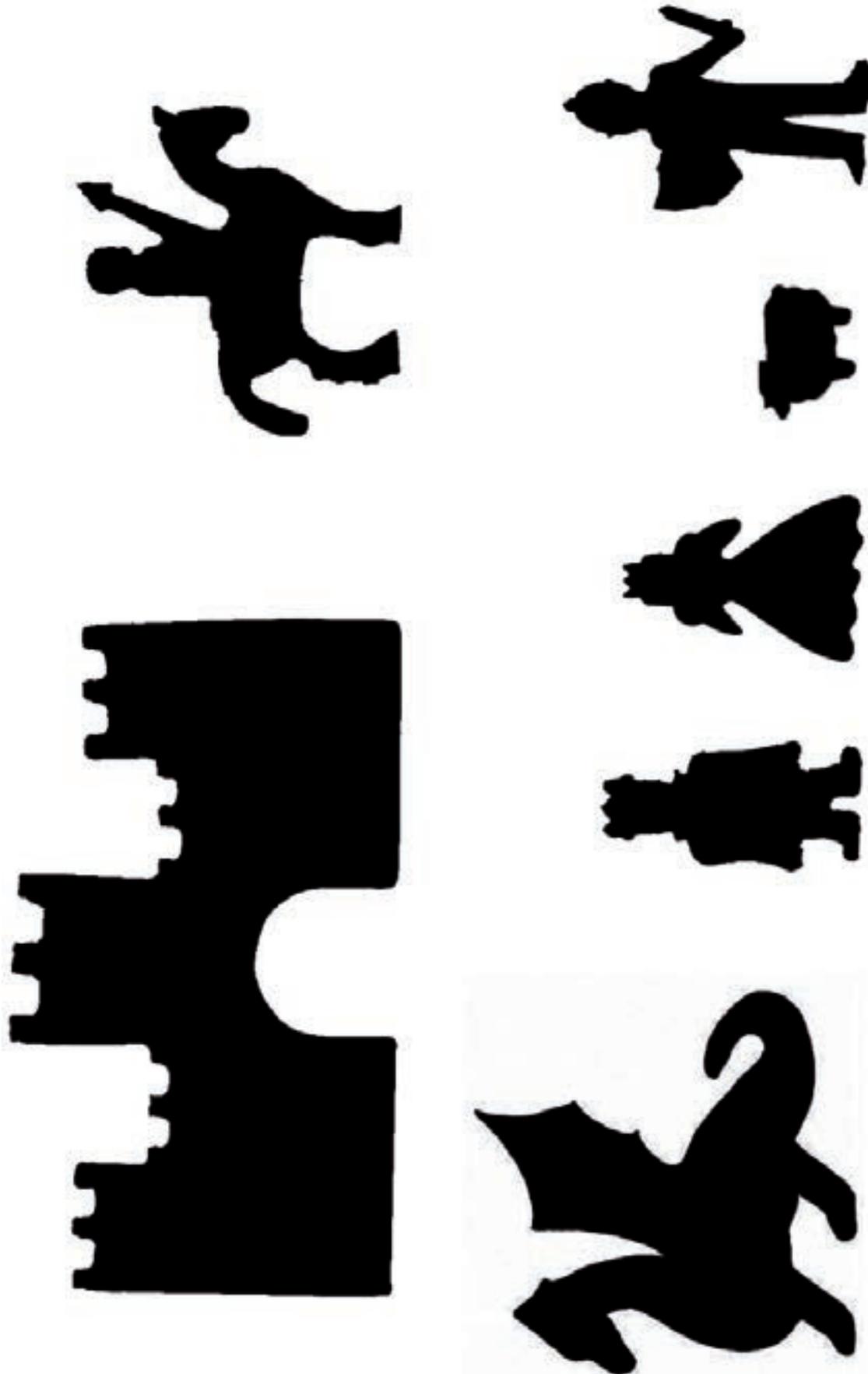
Gold
Color of fame and heavenly glamour.

Light Blue
Color of heaven and mystery.

Green
Color of nature, living things and hope.

Black
Color of chaos, fear and death.

Appendix 20. In-Museum Workshop. Becoming an Iconographer: Illustrating the Legend of Saint George and the Dragon. Silhouettes for Shadow Play of Saint George and the Dragon. Print and cut out silhouettes. Derived from cookie cutter shapes using PhotoShop.



Saint George and the Dragon

There was once a city called Silene. [...] One day, a dragon decided to make its nest near the lake where people from the village collected water. Life became very difficult for them. Many men tried to fight the dragon or chase it away, but they all failed.

As they had to have water, the people of Silene came up with a plan. They would distract the dragon by taking him a sheep every day, for a meal. While he was busy eating, they quickly took the water they needed.

Everything worked fine for a while, but one day they didn't have any more sheep to offer the dragon. They became more and more thirsty and eventually, in desperation, they decided to take the dragon a young girl instead. Lots were drawn to see which young girl would be chosen each day.

One day, Silene's princess was the chosen maiden. The king begged for his daughter to be spared, but nobody listened, and the princess was dragged off to meet the dragon like the other young girls before her.

While the princess stood before the dragon, trying to be brave, Saint George rode by on his horse. Seeing the pretty princess and realizing the situation, he [...] bravely fought the dragon and rescued the princess. The citizens were so impressed with his bravery [...]. The dragon was covered in blood. And from the dragon's blood a beautiful rose was born. Saint George gave this rose to the princess.

Appendix 22. In-Museum Workshop. Becoming an Iconographer: Illustrating the Legend of Saint George and the Dragon. Legend of Saint George and the Dragon. Evidence of Student Learning. Student self-reflection.



My name is _____



I chose the colors _____ for my icon, because ...



My name is _____



I chose the colors _____ for my icon, because ...



My name is _____



I chose the colors _____ for my icon, because ...

When I looked
at the icons,
I saw...

Name: _____

My Visit to the Museum of Russian Icons

1. I used the colors _____ for my icon of Saint George.

2. I know that the color _____ stands for _____.

I know that the color _____ stands for _____.

3. Today I learned...

4. My favorite moment today:

My visit was:



