

Illuminated Manuscript Project

NAME: _____

Today, books are everywhere! How many books do you have at your house? Probably quite a few. Now, here's a question for you: how many of them were made entirely by hand?

In the Middle Ages, books were as rare as jewels and as precious as gold because they were made by hand. Illumination comes from the Latin word *illuminare*, meaning "light up," and when one sees one of these brilliant manuscripts in person, the term makes sense.

The earliest surviving illuminated manuscripts date from the 5th century, though it was not until about 1100 that the production of manuscripts began to flourish in earnest.



This "golden age" of manuscript illumination lasted until the arrival of Gutenberg's printing press in 1450-55, signaling the beginning of the end of hand-made illuminated manuscripts.



During the early Middle Ages most books were used by priests and monks for liturgical purposes.

Books began to be produced for individuals as well as religious institutions as early as the 12th century.

The movement of books into the secular world encouraged the increase of lay workshops run by professional scribes.

Illuminators usually belonged either to the painter's guild or another guild involved in the book trade. Most illuminators remained anonymous until the late Middle Ages. With the gradual rise in status from artisan to artist, more illuminators in the late Middle Ages began to sign their work, and often also included a small pictorial representation of themselves somewhere in the work.



reate an original piece of art modeled after the illuminated manuscripts of the middle ages.

STEP ONE: RESEARCH: Examine the illuminated manuscript pages on the following pages and complete the questions on each.

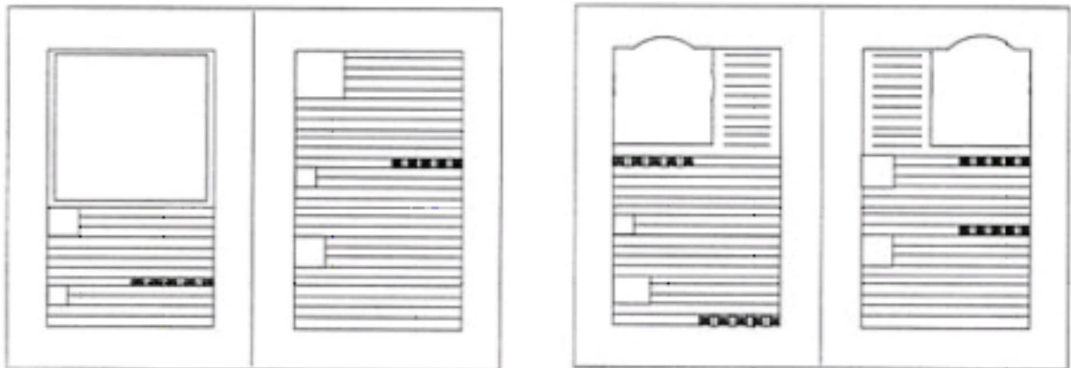
STEP TWO: THEME CHOICE: You must first choose the theme for your manuscript:

- Illustrate a Story/Poetry/Song Lyric
- Illustration of Short Story
- Illustration of Phobias/Astrological Signs
- Guide to Healthy Living
- Illustration of Nightmares
- Guide to Traveling Abroad
- A passage from religious text that is important to you (Bible, Koran, Torah)
- A passage from another text that you like
- Original text that you have written like your diary or journal, the textbook, a cookbook, can be original or copied...
- Famous speech

STEP THREE: BREAKDOWN YOUR VISUALS IN YOUR SKETCHBOOK:

Make a series of preliminary sketches first, outlining each page, number of panels and text per page. Have someone proof read your story first (i.e. spelling and appropriate word length per page)

*P*age Layout Designs



Design your own page layout based on your favorite manuscript page seen or use the following page templates. The amount of text, the number and size of miniatures, margins and decorated letters should be determined before you begin.

STEP FOUR: Once your theme and preliminary sketches has been approved by the teacher - begin transferring your narrative to the illuminated manuscript/booklet paper.

Requirements of each page:

- **Illumined Art & Text:** Amount of text for reader to understand content and must connect to the written text.
- Illuminated Manuscript booklet should be **unified** through design, color and theme.
- Depict some form of **symbolism** (principal characteristics, e.g. strength, humility, goodness, evil, sorrow, justice, power, growing-up, or joy)
- **Stylized lettering** such as calligraphy throughout (think **uniformity** of text)
- Entire booklet should be **inked** and **colored** with pencil crayons
- Illuminated Manuscript booklet should be **minimum 8** pages total including front and back.
- No spelling errors.

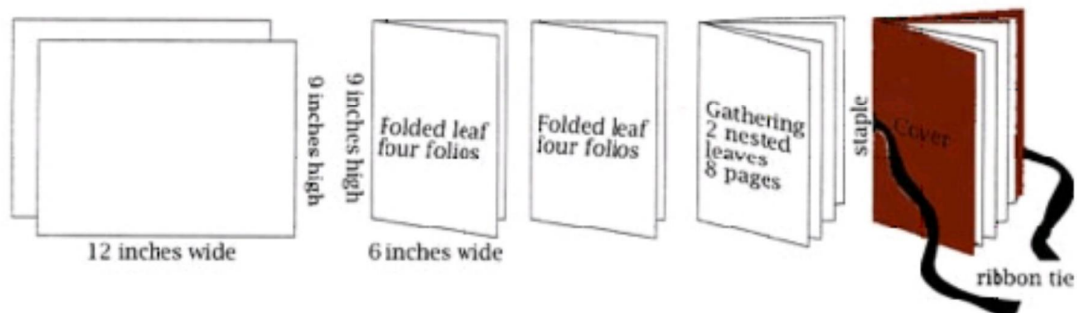
STEP FIVE: REFLECT: Answer the following questions using the elements and principles and submit them with your completed project:

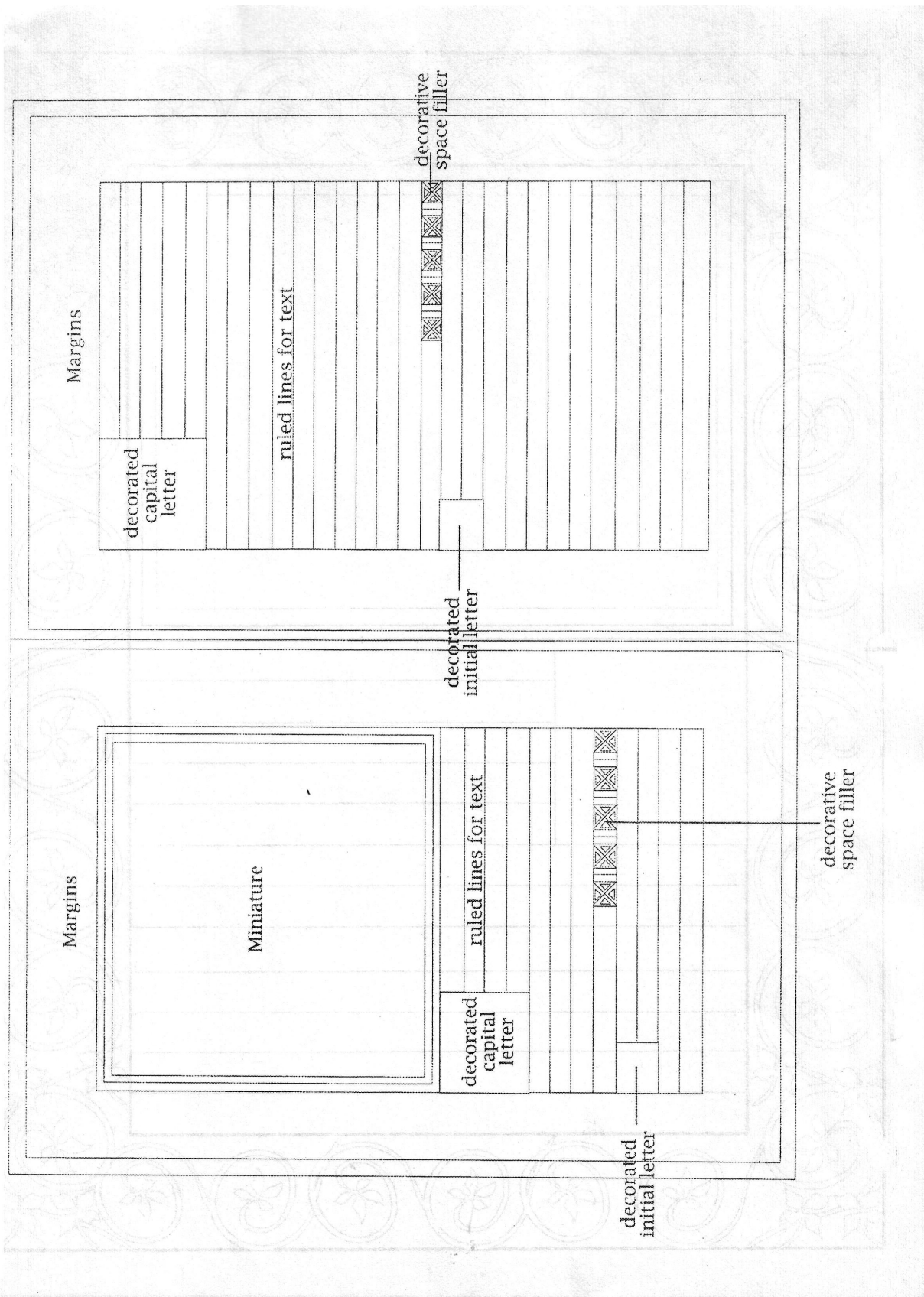
1. What is the subject matter/theme of your illuminated manuscript/booklet and what form of symbolism have you created in your illuminated manuscript/booklet?
2. What aspect of your assignment did you find most successful and why?
3. What aspect of your assignment did you find least successful and why?
4. If you had to complete this project again, what aspects would you change/improve?

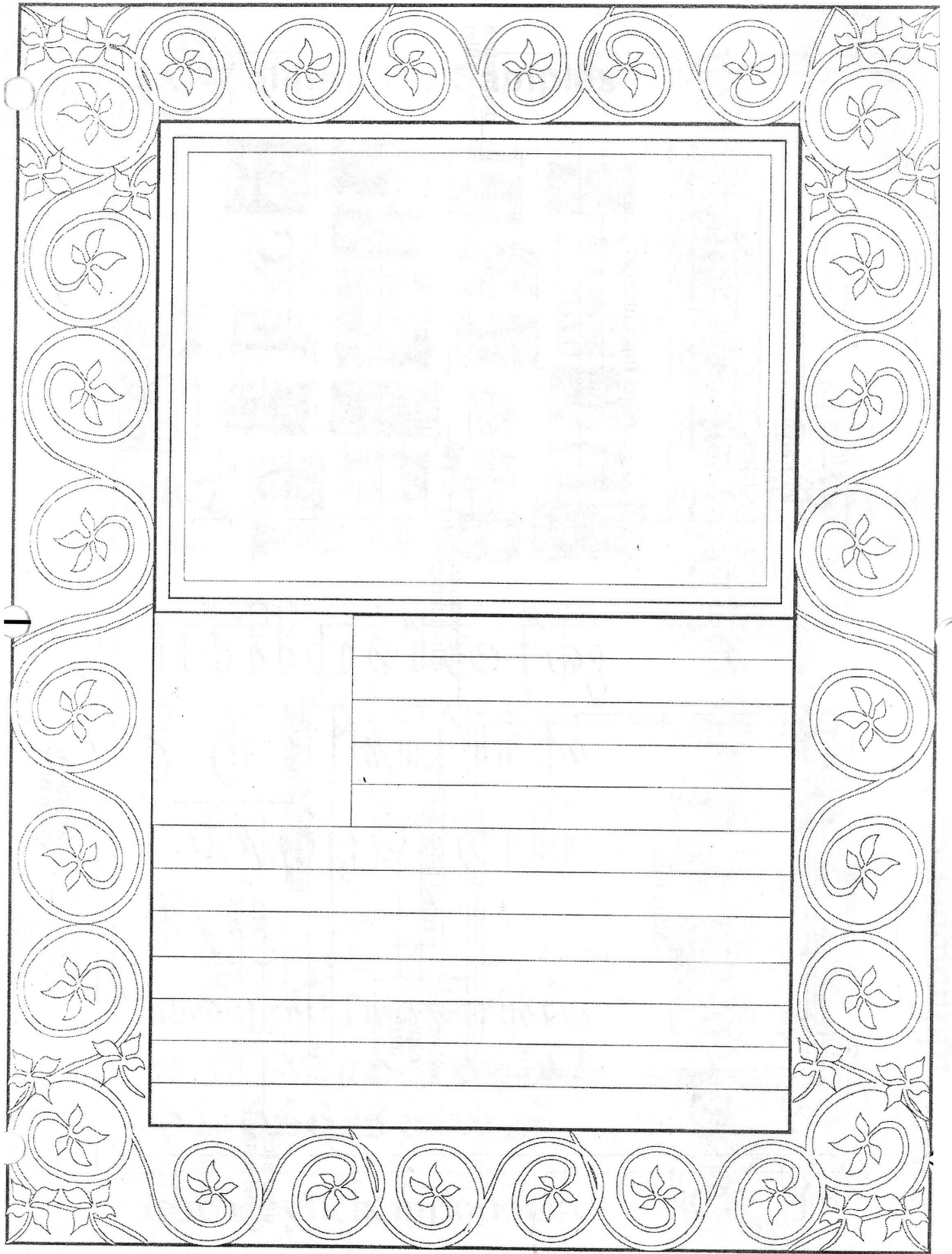
*M*ake Your Own Medieval Manuscript!

STEP ONE: Use two sheets of 9" x 12", 8-1/2" x 11" of thick drawing paper. Fold each sheet in half and nest one inside the other.

You will have an 8-page manuscript on which you can write and draw. If you'd like to make a cover for your manuscript, use a piece of heavier paper like construction paper or cover stock.







Illuminated Manuscript Rubric

Name: _____

Achievement Criteria	Level 0	Level 1	Level 2	Level 3	Level 4	
Thinking/ Inquiry Concept & Meaning: Illuminated Manuscript & Narrative	Work does not meet assignments expectations for this category. Incomplete. 0	Concept is unclear and/or weak. Meaning or ideas conveyed are not on par with student grade level. 0.5	Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student's grade level. Applies some of the elements & principles of design while composing work. 0.5 - 1.0	Concept is clear and valid. Meaning or ideas conveyed are on par with student's grade level. Applies considerable elements & principles of design while composing work. 1.0 - 1.75	Concept is clear and strong. Meaning or ideas conveyed are above expectations for student's grade level. Applies substantial elements & principles of design while composing work. 2	/2
Knowledge/ Understanding Creativity & Originality: Stylized lettering and Artwork Manuscript Composition: Unity through Design: Stylized lettering and Colour	Work does not meet assignments expectations for this category. Incomplete. 0 Incomplete. 0	The completed work is largely unoriginal and not creative in execution. Many exemplars of similar work exist. 0.5 Manuscript composition is poorly unified through design, stylized lettering and colour. 1	The completed work is largely unoriginal and not creative in execution. Many exemplars of similar work exist. 0.5 - 1.0 Manuscript composition is somewhat unified through design, stylized lettering and colour. 2	The completed work is largely unoriginal and not creative in execution. Many exemplars of similar work exist. 1.0 - 1.75 Manuscript composition is mostly unified through design, stylized lettering and colour. 3 - 4	The completed work is largely unoriginal and not creative in execution. Many exemplars of similar work exist. 2 Manuscript composition is strongly unified through design, stylized lettering and colour. 5	/2 /5
Application/ Creation Ink, Colour & Stylized lettering Process: Demonstration of Skill Development & Following Procedures including Clean Up Completion (8 Pages) Coloured & Inked Detail	Incomplete. 0 Incomplete. 0 Incomplete. 0 Incomplete. 0	Work demonstrates limited use of ink, color, stylized lettering. 1 Student demonstrates limited effectiveness in demonstrating the process of following procedures and skill development. 5 The submitted work appears obviously incomplete. Much more effort could have been included: time has obviously been mismanaged. 1 Work demonstrates limited detail. 1	Work demonstrates some use of ink, color, stylized lettering. 2 Student demonstrates some effectiveness in demonstrating the process of following procedures and skill development. 6 - 6.5 The submitted work appears slightly incomplete. Some additional effort could have been included: time has been slightly mismanaged. 2 Work demonstrates some detail. 2	Work demonstrates considerable use of ink, color, stylized lettering. 3 - 4 Student demonstrates considerable effectiveness in demonstrating the process of following procedures and skill development. 7 - 7.5 The submitted work appears mostly complete. Minimal effort additional effort could have been included and time has been managed well. 3 - 4 Work demonstrates substantial detail. 3 - 4	Work demonstrates thorough use of ink, color, stylized lettering. 5 Student demonstrates superior effectiveness in demonstrating the process of following procedures and skill development. 8 - 10 The submitted work appears totally complete. No additional effort could have been included: time has been managed in an exemplary manner. 5 Work demonstrates exemplary detail. 5	/5 /10 /5 /5
Communication Clarity: Use of Symbolism & chosen theme The student applies language conventions such as correct spelling, grammar and punctuation. Reflection Questions	Incomplete. 0 Incomplete. 0 Incomplete. 0	Work demonstrates limited degree of clarity in use of Symbolism & chosen theme. 0.5 Several minor and major writing errors are evident and occasionally interfere with the reader's understanding. 0.5 Answers are vague/incomplete. 0.5	Work demonstrates some degree of clarity in use of Symbolism & chosen theme. 0.5 - 1.0 Some minor and major writing errors are evident and occasionally interfere with the reader's understanding. 0.5 - 1.0 Answers are somewhat clear and complete. 0.5 - 1.0	Work demonstrates considerable degree of clarity in use of Symbolism & chosen theme. 1.0 - 1.75 Some writing errors are evident but do not interfere with the reader's understanding. 1.0 - 1.75 Answers are clear and complete. 1.0 - 1.75	Work demonstrates high degree of clarity in use of Symbolism & chosen theme. 2 Very few writing errors are evident and meaning is clear. 2 Answers are clear & exemplary. 2	/2 /2 /2
						/40

A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;

A1.1 use a variety of strategies, individually and/or collaboratively, to generate Ideas and to develop plans for the creation of art works (e.g., in small groups, use brainstorming, research, concept webs, and/or mind maps to generate original and imaginative ideas; filter their ideas to select a suitable one to serve as the basis for their art work; use notes and/or thumbnail sketches to help them develop clear and flexible plans that show attention to detail; revise their plans on the basis of peer- and self-assessment)

A1.2 use experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, printmaking, and mixed media (e.g., experiment with a variety of materials/media, techniques, and tools to find ones that are appropriate for their planned art work; reflect on their preliminary work and on feedback from their peers before revising their art work)

- A1.3 document their use of the creative process in a portfolio (e.g., include evidence of their conceptual, creative, and technical skills; include thumbnail sketches, checklists, and/or graphic organizers to show evidence of experimentation, reflection, and revision), and refer to this portfolio to reflect on how effectively they have used the creative process
- A2. The Elements and Principles of Design: apply elements and principles of design to create artworks for the purpose of self-expression and to communicate ideas, information, and/or messages;
- A2.1 use various elements and principles of design to create art works that express personal feelings and/or communicate emotions to an audience (e.g., create a mixed-media self-portrait that uses colour, line, and shape in the style of Frida Kahlo to convey their personality and elicit emotions from the audience)
- A2.2 apply elements and principles of design as well as art-making conventions to create art works that communicate ideas, information, or messages, and/or that convey a point of view on an issue (e.g., use colour, line, shape, contrast, and emphasis when creating a graffiti piece that addresses an issue in their local community; incorporate symbolism to communicate a message about an environmental issue)
- A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.
- 3.1 explore and experiment with a variety of materials/media, including alternative media, and traditional and/or emerging technologies, tools, and techniques, and apply them to create art works
- A3.3 demonstrate an understanding of a variety of ways in which art works can be presented to reach different audiences
- B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
- B1.1 identify and describe their initial reactions to a variety of art works, and explain the reasons for their reactions (e.g., the aspects of the work and/or their personal experiences that contributed to their first impressions of its mood, subject, intent)
- B1.2 identify and describe the elements and principles of design used in their own art works and the works of others, and describe their effects (e.g., how line, colour, and shape are used to create emphasis, mood, and/or movement)
- B1.3 explore and interpret a variety of art works, both historical and contemporary, to identify and describe their purpose and style, the materials used, and the meanings the works convey
- B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal critiques, feedback and reflection following public displays) to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works
- B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect personal values;
- B2.1 identify and describe the function of various types of art works
- B2.2 identify and describe ways in which various art works reflect the societies in which they were created (e.g., with reference to the use of available materials, cultural influences, the depiction of current events or issues important to that society, the purpose of the work, the views and beliefs of audiences at the time)
- B2.3 identify and describe ways in which creating and/or analysing art works has affected their personal identity and values (e.g., with reference to their self-concept, their awareness of stereotypes, their approach to fashion, their attitudes towards objects associated with particular cultural groups, their ability to express their emotions)
- C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- C1.1 use appropriate terminology related to elements and principles of design when creating and analysing art works (e.g., when comparing the use of line, colour, shape, and contrast in African textiles with those in medieval illuminated manuscripts; when demonstrating or describing how to create an area of emphasis using colour, contrast, and shape)
- C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., dry brush; layering; pinhole camera; washes; techniques and tools used to create flipbooks, illuminated manuscripts, mosaics, stained glass works)
- C1.3 identify and describe the stages of the creative process and the critical analysis process (e.g., how reflection relates to the other stages of the creative process)
- C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
- C2.1 demonstrate an understanding of a variety of techniques that artists use to achieve specific effects (e.g., the use of atmospheric perspective to create the perception of depth, the use of additive and subtractive sculpture to explore space and form, the use of layering to provide a sense of dimensionality)
- C2.2 demonstrate an understanding of several conventions used in visual art works (e.g., exaggeration, metaphor, simile, symbols, synecisms; conventions associated with heroic, narrative, naturalistic, and satirical works)
- C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.
- C3.2 demonstrate an understanding of safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts, and apply these practices when creating and/or presenting art works (e.g., use appropriate precautions when dealing with hazardous materials; adopt protective measures when using sharp tools; keep their work space clean and free of physical and other hazards; demonstrate respect for classroom facilities, tools, equipment, and technological devices)