

Simply Charlotte Mason presents

Turner



Picture Study Portfolios
by Emily Kiser

Breathe a sigh of relief—you, the teacher, don't have to know about art in order to teach picture study!

With Picture Study Portfolios you have everything you need to help your family enjoy and appreciate beautiful art. Just 15 minutes once a week and the simple guidance in this book will influence and enrich your children more than you can imagine.

In this book you will find

- A living biography to help your child form a relation with the artist
- Step-by-step instructions for doing picture study with the pictures in this portfolio
- Helpful Leading Thoughts that will add to your understanding of each picture
- Extra recommended books for learning more about the artist

"We cannot measure the influence that one or another artist has upon the child's sense of beauty, upon his power of seeing, as in a picture, the common sight of life; he is enriched more than we know in having really looked at even a single picture."—Charlotte Mason

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Joseph M. W. Turner
(1775–1851)

by Emily Kiser

To be used with the Picture Study Portfolio: Turner
published by Simply Charlotte Mason

Turner
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Picture Study

Why do we do Picture Study?

A Charlotte Mason education is full of variety. Parents spread a feast before their children, giving them endless opportunity to taste, savor, enjoy, discover, and appreciate many different kinds of intellectual food, otherwise known as ideas. Nature study, music, and art are just as important in this balanced feast as math, reading, and science. Picture study doesn't take much time, just fifteen minutes or so each week, but its benefits are far reaching: "We cannot measure the influence that one or another artist has upon the child's sense of beauty, upon his power of seeing, as in a picture, the common sights of life; he is enriched more than we know in having really looked at even a single picture" (*Home Education*, p. 309).

Charlotte Mason says that it rests with parents and no others to provide an *intellectual culture* by which she means, "not so much the getting of knowledge, nor even getting the power to learn, but the cultivation of the power *to appreciate, to enjoy, whatever is just, true, and beautiful in thought and expression*" (*Formation of Character*, p. 212, emphasis mine).

Through conscientious study of the great masters of art, children take delight in the "just, true, and beautiful" expression that these artists have given us. Charlotte Mason went so far as to tell us that God "whispers in the ear" of the great artists and we owe it to Him to study their works and read their messages rightly (*Ourselves*, Part 2, p. 102). This ability to appreciate and read a painting rightly is a skill to be developed over time, one that develops naturally as we, the teachers, expose our children to great works of art. "As in a worthy book we leave the author to tell his own tale, so do we trust a picture to tell its tale through the medium the artist gave it" (*Towards A Philosophy of Education*, p. 216).

How do we do Picture Study?

“But the reader will say, ‘A young child cannot appreciate art; it is only the colour and sentiment of a picture that reach him. . . .’ But, as a matter of fact, the minds of children and of their elders alike accommodate themselves to what is put in their way; and if children appreciate the vulgar and sentimental in art, it is because that is the manner of art to which they become habituated” (*Home Education*, pp. 307, 308).

Art appreciation is an integral part of the abundant feast that parents should spread before their children. Just as we weed the “twaddle” out of our bookshelves, and replace it with high quality literature, we should be feeding our children’s intellects with high quality art, not “vulgar, sentimental” illustrations that are common in children’s books. Our children are born persons who appreciate *real* art, from a very young age.

“We recognise that the power of appreciating art and of producing to some extent an interpretation of what one sees is as universal as intelligence, imagination, nay, speech, the power of producing words. But there must be knowledge and, in the first place, *not the technical knowledge of how to produce*, but some reverent knowledge of what has been produced; that is, ***children should learn pictures, line by line, group by group, by reading, not books, but pictures themselves***” (*Towards a Philosophy of Education*, p. 214, emphasis mine).

The first step in doing picture study is supplying your children with good art. Charlotte Mason believed that art appreciation, in the form of picture study, should be included in a student’s lessons from the age of six onwards. Each term the student studies six or so works by a single artist. It is not important to study artists in chronological order, and we do not give young children teaching on art history periods; rather, they will assimilate this information as their history reading progresses, and their knowledge of art increases. Breathe a sigh of relief—you, the teacher, don’t have to know about art in order to teach picture study! “[T]he first and most important thing is to know the pictures themselves” (*Towards a Philosophy of Education*, p. 216). It can be helpful to choose artists to study who painted during, or pictured scenes from, the history period you are studying, although this is not necessary. More important, make sure that the styles of the artists studied during the year are different from one another to avoid confusion for your children.

When we begin to study a new artist Charlotte Mason suggested that we read a short story of that artist’s life. Then we let the children study one picture, silently taking

it all in, noticing every detail until they know it and see it in their mind's eye. This type of study will furnish them with a portable gallery hung in their mind that they will carry with them throughout their lives. They will have made connections with hundreds of great works of art over the course of their school studies, and will know these works intimately.

After studying the picture, the reproduction is turned over or hidden from sight, and a six- to nine-year-old then describes what he saw with all the details he took in, maybe drawing a few lines to show where various objects were located—all from memory. An older child adds to this narration a description of the lines of composition, light and shade, and the style of this artist, as he is able. (All of this knowledge comes through the simple study of pictures in this manner, week after week, short after short lesson.) High school students may render in mono-chrome (all one color), and from memory, as many details of the picture as they can remember. Don't have your children attempt to reproduce the picture exactly; Charlotte Mason said this lessens a child's reverence for the artwork (*Towards a Philosophy of Education*, p. 216).

When the narrations, oral or drawn, are complete, a discussion about the picture may occur. Teachers should keep in mind that they are not the dispensers of knowledge, but should tell the name of the piece and ask the child's response to it. Did you like this painting? What did this picture make you think of? Did it remind you of anything you've read about? These simple questions further a child's interaction with the piece, helping him connect the new painting to his previous knowledge. Many works of art have subjects from literature, mythology, the Bible; your children will recall the stories that they have read or will remember the picture when they do read about the subjects portrayed.

All of these things occur in one short lesson each week. Fifteen or twenty minutes once a week is not hard to fit in, even though your school schedule may seem full. The change in type of lesson, the enjoyment afforded by looking at great art, and the relations your students will make are just some of the rewards you will discover by including picture study in your home school.

How to use a Picture Study Portfolio

1. Read the story.

At the start of the term, read the story of the artist included in this portfolio. It may take one or two lessons to complete the reading, but keep the lessons short—fifteen to twenty minutes maximum. Make sure students narrate the reading, either orally or in written form according to their ability.

2. Select a picture.

After this introduction to the new artist for the term, select one picture to study per lesson. Charlotte Mason recommended six different pictures. This allows students to become familiar with the style of the artist, after even just six pictures they will recognize paintings they have not seen before as the work of an artist they have studied. We have included more than six pictures so that you may choose which you would like to study. There is no particular order to the pictures; it isn't necessary to study some over others. The choice is yours; select pictures that appeal to you and your children. Spread the individual works out over the term, or introduce one painting each week for six weeks and then allow the students quiet time over the remaining weeks to look over the pictures at their leisure.

3. Do a picture study.

During the picture study lesson follow these steps:

- Ask the children to tell you about the picture you looked at last time. If this is the first picture study of the term, ask them to tell you a little about the artist's life, where he was from, or something else they remember about him.

- Before they look at the picture, you may want to tell them how large the actual work is, comparing it to some object they are familiar with. Do not tell them the title yet.
- Have the children look at the picture silently for 3–5 minutes, looking closely at all the details in the painting until they can see it in their mind's eye. Have them check to make sure they can see the whole picture with their eyes closed.
- Next, ask the student(s) to narrate the picture, telling as much as they can about the painting. If you are doing picture study with more than one child, start with one and stop him after he has narrated some of the picture, then have the next child add to his sibling's narration. Older students may do a drawing of the piece from memory if they are able.

4. Have a Picture Talk.

Last, have a “Picture Talk.” Now tell the children the title of the work. Does this shed any light on what they thought was happening in the picture? What do they think of this picture? Do they like it? How does it make them feel? Can they tell what time of day it is? This is not a time to quiz the student(s) on what they may have missed; it is a time for them to engage and contemplate the picture further. Charlotte Mason tells us that questions about what they think never bore the students, but quizzing them does! If there is a story behind the picture, you may want to look that up and read it if there is time. But keep the lesson short!

5. Display the picture in your home.

Put the picture of the week on display somewhere in your home where everyone can see it.

That's all there is to it. Enjoy this course of your educational feast. Your family will be blessed by having “a couple of hundred pictures by great masters hanging permanently in the halls of [your] imagination” (*Towards a Philosophy of Education*, p. 43).

The Story of Joseph M. W. Turner

from *The Stories of the Painters* by Amy Steedman, edited by Emily Kiser

There were always plenty of customers in the shop of William Turner, the barber, at the end of Maiden Lane close to Covent Garden.

It was a dark little shop, with nothing to be seen from its windows but brick walls, and nothing to be smelt about its door but the odour of fruit and decaying vegetables. But the barber himself was a cheery kind of man, who could talk in a very entertaining way as he deftly lathered the soap and flourished the razor, and so he never lacked customers. Round about Maiden Lane there were many artists and writers and actors, and these constantly found their way to the little shop with its entertaining talkative barber.

It was the conversation of the artists that interested William Turner most of all. He loved a good picture, and would even spend money in buying a few prints to hang up in his shop. This was saying a good deal for his love of Art, because he thoroughly disliked parting with his money, and it was a great wrench for him to do so.

Not only was the barber's shop a dark and rather dreary little place, but neither was it the abode of peace, for William Turner's wife had a very irritable temper. She would fly into terrible passions, and while these lasted, neither the barber himself nor his little son Joseph had an easy time of it.

It was here that the boy had been born in the small dark house on St. George's Day in the year 1775, another little St. George, who was to slay mighty dragons and win great renown for Merrie England.

But to begin with, it was but a sordid outlook for the little sharp-featured, curious-looking boy, who grew up as best he could among his dismal surroundings. He seemed as ordinary as the little mean street in which he lived, and the only thing at all remarkable about him was his keen blue eyes. These eyes of his were like gimlets, they were so sharp

and earnest. Everything that came his way was examined with minute care and attention. There was scarcely a glimpse of sky to be seen from the narrow crowded streets in which the boy played amongst the litter and garbage of the neighbouring market. Never a sunbeam could penetrate the gloom of Maiden Lane. But those sharp blue eyes found beauty in many things, taking note of the gorgeous green of piled-up cabbages, the glory of golden oranges, and all the colour that decked the barrows at the street corners. And, best of all, within three minutes' walk of Maiden Lane there was the sight of the river with its rippling waters and its ships and boats.

These were the things the boy looked at with eager attention, and the colour and beauty of them sunk deep into his heart and remained there all his days. The river especially, with its boats and mysterious forest of masts below London Bridge, was a world of delight to him, and from the moment he managed to get hold of a pencil and found any scrap of paper his one idea was to draw the shapes of all the things he saw, the ugly as well as the beautiful.

There was no gracious home training for the boy, and he learned little or nothing there. Only one lesson he was taught carefully by his father, and that was "to lay one penny upon another," to hoard all he could and to spend as little as possible.

Not that young Turner had ever much money to spend, but even the hoarding of stray pennies can become a habit; and though in after life he was always generous to others, to himself Turner had a way of being rather mean and saving.

"Dad never praised me except for saving a ha'penny," he once said, in explanation of this habit, to a friend.

The good-natured, talkative barber was, however, very proud of his son, even if he seldom praised him to his face. The customers heard a good deal about the cleverness of the boy, and what great things he was to do.

"My son is going to be a painter," the father announced one day. "He is only eight years old, and look how he can draw already." And here the proud parent pointed to some of the boy's water-colour drawings, which were hung round the shop carefully ticketed with the price, "Three Shillings Each."

There was no regular schooling for little Joseph: he merely went to school at any time when it happened to be convenient, and the first of these times was when, after an illness, he went to stay with an aunt at Brentford.

Reading, writing, and arithmetic he learned in snatches, but he never shone in

For Further Reading

If you are interested in reading more about Joseph M. W. Turner, check your library for the following resources:

Charlotte in London, Joan Knight (Chronicle Books, 2008)

Picture book of a young girl who meets various artists and sees paintings in a museum, including one of Turner's.

A Child's History of Art, V. M. Hillyer (Appleton-Century, 1936)

This is a treasure if you have access to it. Chapter 25 in the "Painting" section covers Turner.

Turner Picture Study

Choose **six** of the following pictures to study with your students; select those you like best, or that your students will enjoy the most. There is **no order to the following pages**, though the first few pictures are generally the artist's best known works; the extra pictures are included to give you options when choosing pieces to study.

In each lesson, use the "Leading Thoughts" to lead your students in a Picture Talk *after* they have studied the piece and given their narrations. You may choose to talk about or ask any, all, or none of the questions and comments. These are included to provide any helpful information that you and your students may not be familiar with, and to draw your attention to significant points of the work of art. Remember not to lecture your students; ask them what *they* think of the painting. After even a short time you will be amazed at the number, and quality, of relations your students will have formed with great artists and their works!





The Burning of the Houses of Parliament

1835, oil on canvas, 36.5" x 48.4"
Cleveland Museum of Art, Ohio

Present this picture as described on pages 9 and 10.

Leading Thoughts

The Houses of Parliament, the buildings that house the representative branches of government in Britain, were destroyed by fire in October 1834. Turner watched the destruction and later recorded the incident on canvas.

How do you feel while looking at this painting? Did you know it was a fire burning? Why do you think Turner would choose to paint this event?

Like many of the paintings the artist made later in his career, the colors of this picture are laid down in thin washes with thicker paint built up on top. The atmospheric effects that Turner's technique achieved inspired Claude Monet and other French Impressionists in the latter half of the nineteenth century.