

GRADES 1 — 8

RENAISSANCE



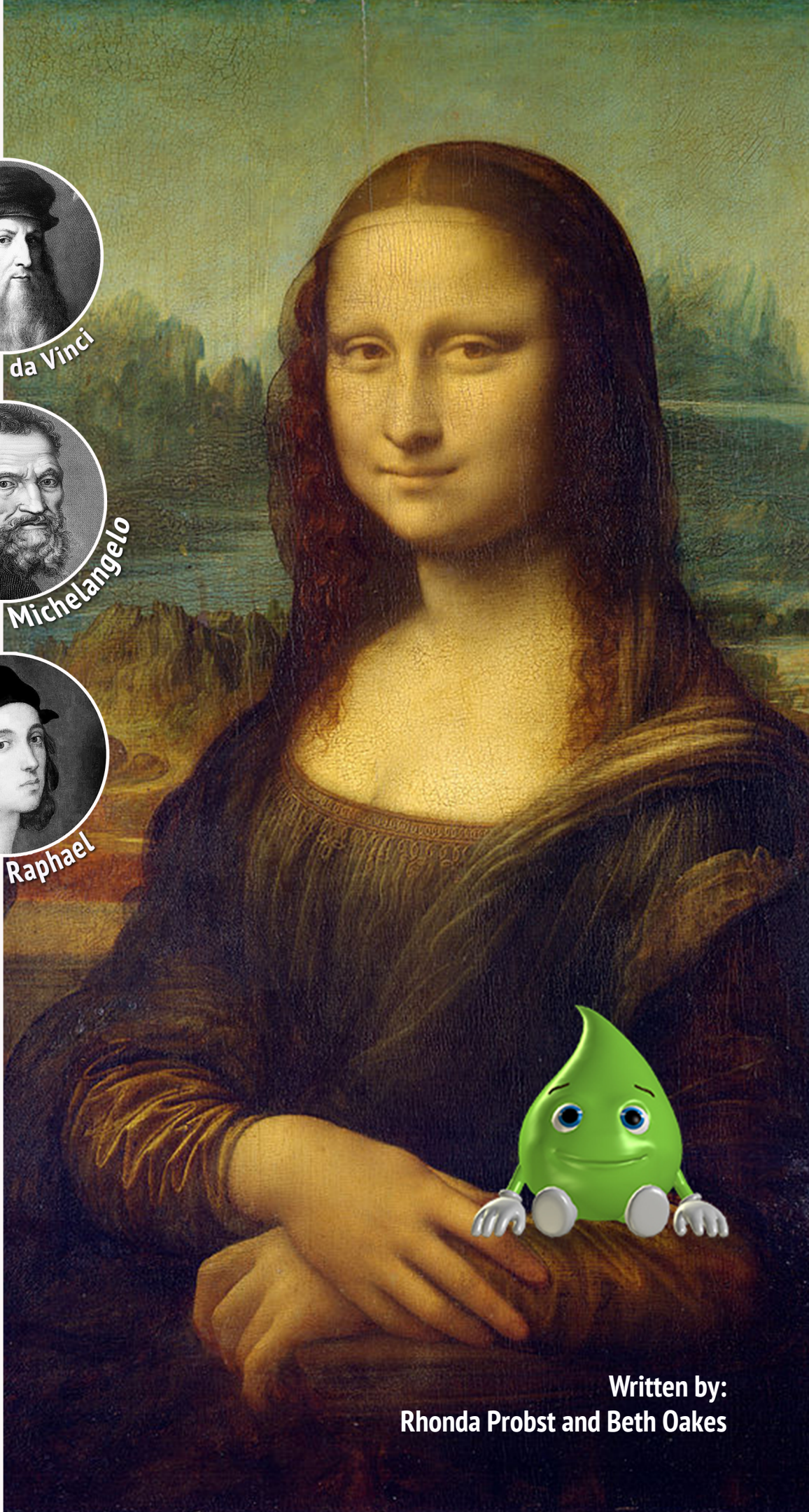
da Vinci



Michelangelo



Raphael



HIGASTY
An Art History Video Series
Lesson Plans

Written by:
Rhonda Probst and Beth Oakes



**HAVE I
GOT A STORY
FOR YOU!**



Send all inquiries to:

HiGASFY Productions
612 Georgetown Rd.
Ovilla, TX 75154

www.higasfy.com

1-800-617-6408

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BEFORE YOU BEGIN



Dear Educator,

I would like to welcome you to a one of a kind video study of art history as seen through the eyes of my little buddy, Gasfy. Gasfy and I will walk you through art eras introducing you to a variety of artists, discussing cultural events of that era and examining masterpieces for style and techniques that make them unique. I thank you for choosing ***HiGASFY: Art History Video Series*** and look forward to our adventure together.

Sincerely,
Mrs. Beth & Gasfy

Parent/Teacher Guide *Renaissance Period*

HiGASFY: Art History Video Series is a video series incorporating animation designed to introduce your students to the fascinating world of art history. Each series/semester consists of 12 videos with corresponding lesson plans. Videos will run for approximately 15-30 minutes each. In this series/semester, 3 artists will be introduced. After each video, the educator can reference the Lesson Plans to choose an art activity that is designed to enhance the student's retention of the lecture material.

The Lesson Plans introduce clear objectives for that lesson followed by suggestions for cross-curricular activities in the areas of writing and vocabulary. Some lesson plans also include geography, history and even science. In addition, there are critical thinking questions that can be used to engage your students in discussion and spawn higher order thinking skills.

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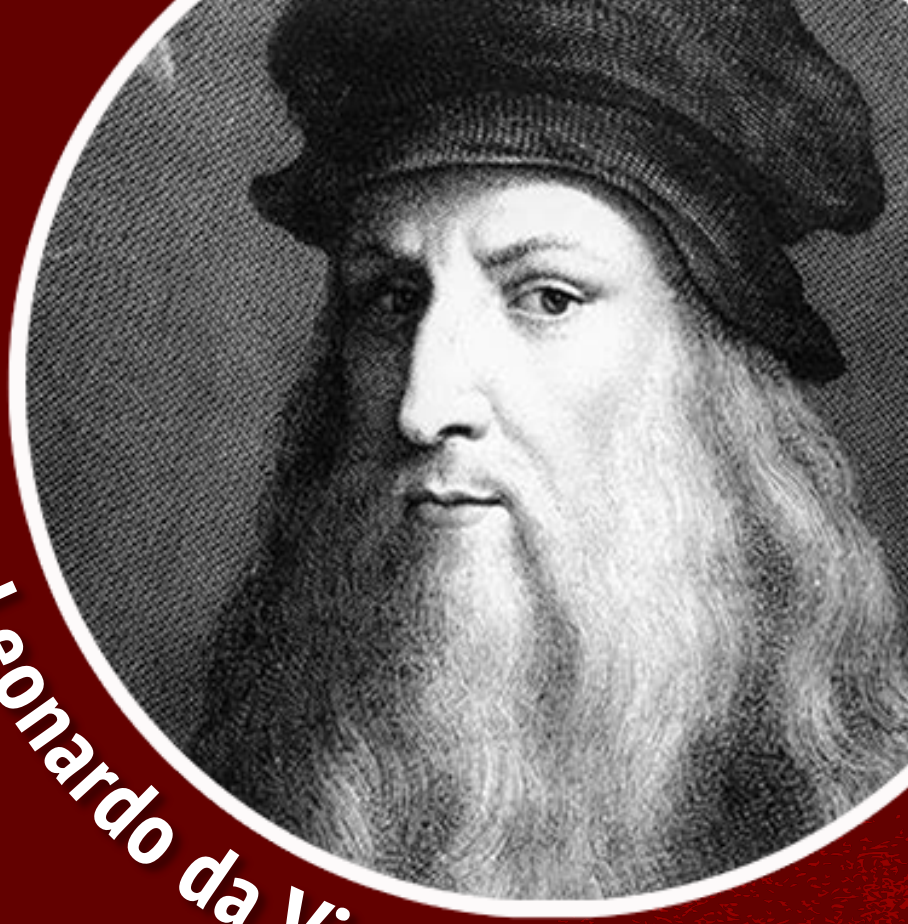
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EPISODE 01



Leonardo da Vinci



“Who Needs A Flea Collar?”

Students will be able to:

- Retell the events that led up to the Renaissance period
- Discuss the reasons why the Bubonic plague was devastating to Europe



EPISODE 01

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

1. Draw, paint or color a picture in the HiGASFY Sketch Journal using perspective (i.e. a knight and his horse traveling away from a castle). Hint: objects that are closer should be drawn larger and put toward the bottom of the canvas. Objects that are farther away are drawn smaller and higher on the canvas. A one-point perspective guide can be found on the HiGASFY Pinterest Renaissance Board.
2. Draw a Storyboard. Recount the events of how the Bubonic plague was transmitted from the ships from China to the people of Sicily. Recount by drawing a storyboard, acting out the events or writing a short story or poem.
3. Research why swordsmen say “En garde” at the beginning of a sword fight.
4. Group Activity: Your life would be very different if you had never attended school. Have the students act out two different scenarios in which one child had never attended school and one that has attended school.

Suggested scenarios:

- interviewing for a job
- traveling to another state
- shopping at a store
- driving a car



EPISODE 01

Art & Extracurricular Activities

Writing:

1. Write a paragraph about or tell the difference between a king, queen, lord, duke, and noble.
2. Write a paragraph about or tell the difference between a peasant and tradesman.
3. Advanced Students:
Write a 3-5 paragraph paper on the events that led up to the Renaissance period using at least 5 vocabulary words.

Science:

1. How are diseases and germs spread? What can you do to keep germs from spreading?
2. Advanced Students:
What precautions and actions have been taken by the government, hospitals and parents to keep diseases and germs from spreading?

Geography:

1. Locate Egypt on a world map.
2. Locate China on a world map.
3. Locate Sicily on a world map.
4. Locate the continents of Europe and Asia on a world map
5. Advanced Students:
Research how long it would take to travel by boat in the Dark Ages from China to Sicily.



EPISODE 01

Artist Vocabulary Word List

1. **Renaissance** - (n.) rebirth.
2. **Medieval** - (adj.) relating to Dark Ages or Middle Ages.
3. **nobles** - (n.) belonging to a hereditary class with high social or political status.
4. **lord** - (n.) someone or something having power, authority, or influence; a master or ruler.
5. **duke** - (n.) a male holding the highest hereditary title in the British and certain other peerages.
6. **peasant** - (n.) a poor farmer of low social status who owns or rents a small piece of land for cultivation.
7. **tradesman** - (n.) a person engaged in trading or a trade, typically on a relatively small scale.
8. **knight** - (n.) a man who served his sovereign or lord as a mounted soldier in armor.
9. **scriptures** - (n.) the sacred writings of Christianity contained in the Bible.
10. **copying** - (v.) make a similar or identical version of; reproduce.
11. **resurrection** - (n.) to come to life again.
12. **disciple** - (n.) a personal follower of Jesus during his life, especially one of the twelve Apostles.
13. **perspective** - (n.) the art of drawing solid objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other when viewed from a particular point.



EPISODE 01

Artist Vocabulary Word List

14. **plow** - (n.) a large farming implement with one or more blades fixed in a frame, drawn by a tractor or by animals and used for cutting furrows in the soil and turning it over, especially to prepare for the planting of seeds.
15. **oxen** - (n.) plural form of a bovine steer used as a draft animal.
16. **Madonna** - (n.) the Virgin Mary.
17. **trade** - (n.) a skilled job, typically one requiring manual skills and special training; (v.) buy and sell goods and services.
18. **port** - (n.) a town or city with a harbor where ships load or unload, especially one where customs officers are stationed.
19. **harbor** - (n.) a place on the coast where vessels may find shelter, especially one protected from rough water by piers, jetties, and other artificial structures.
20. **Invade** - (v.) (of an armed force or its commander) enter (a country or region) so as to subjugate or occupy it.
21. **transmitted** - (v.) pass on (a disease or trait) to another.
22. **antibiotic** - (n.) a medicine (such as penicillin or its derivatives) that inhibits the growth of or destroys microorganisms.
23. **rapidly** - (adv.) very quickly; at a great rate.
24. **console** - (v.) comfort (someone) at a time of grief or disappointment.
25. **doubt** - (v.) feel uncertain about.



EPISODE 01

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. Have you ever had a package delivered to you? More than one? If so, which one was your favorite?

2. Have you ever learned about something just by looking at a picture? How old were you? What did you learn?

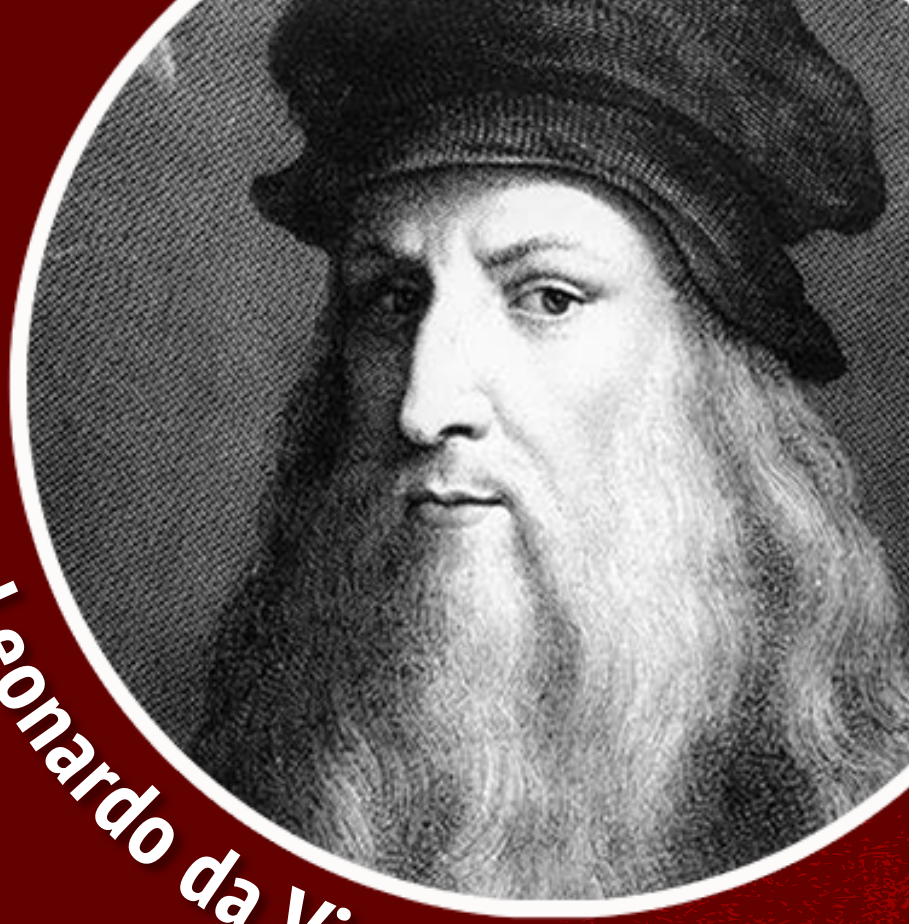
3. The disciples in “Mary Magdalene Announcing the Resurrection” by Giotto were depicted not wearing shoes because they were inside and Mary was depicted wearing shoes because she was outside. Is this practice customary in your home or culture? Why?

4. Why do you think a white rose portrayed purity in Renaissance art?

EPISODE 02



Leonardo da Vinci



“I’ll Never Paint Again!”

Students will be able to:

- understand and recall the events that led to the Renaissance period.
- explore Leonardo da Vinci’s childhood drawings
- create their own artwork similar to Leonardo da Vinci’s
- emulate a copyist



EPISODE 02

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

1. Draw, paint or color a rat, cat, snake and bird using pictures provided on the Renaissance board on the HiGASFY Pinterest page. Student will draw their own creature combining these animals in their HiGASFY Sketch Journal.
2. Student is to create a simple drawing on a piece of white printer paper. Have the student exchange their artwork with another student. The other student is to copy the drawing as best he/she can on another piece of white printer paper. Have both drawings given back to the original student artist. Can he/she tell them apart? (White printer paper is suggested but any type of paper will do as long as every student uses the same type for both drawings.)
3. Have students create a buckler. (Tutorials are provided on our Pinterest page.) Have the student incorporate their creature from the above activity on the front of their buckler. Put them on display in your school, community, library or art exhibit. (Teacher, parent or volunteer, Mrs. Beth would love to hear from you. Email a photo of your student's animal creature or buckler to her at mrsbethandgasfy@gmail.com or higasfy@higasfy.com)

Advanced Students:

4. Research the nursery rhyme "Ring Around the Rosy". What have some believed to be the meaning behind the words of the song? What do you think? Compose a poem, song, story, etc. using the words of the rhyme and the meaning you believe to be behind the words.



EPISODE 02

Art & Extracurricular Activities

Science:

Verocchio drew John the Baptist's arms, chest and legs in his painting, "The Baptism of Christ", harshly showing his veins and muscles. Examine your arm front and back. Can you see your veins or muscles? Flex your arm. With your arm flexed, can you see your veins or muscles better? Draw a picture of your arm showing your veins and muscles. Do you like the way this looks? Why or why not? Why are our muscles and veins important? What function do they serve?

Geography:

Locate Vinci on a map of Italy.



EPISODE 02

Artist Vocabulary Word List

1. **rodent** - (n.) a gnawing mammal of an order that includes rats, mice, squirrels, hamsters, porcupines, and their relatives, distinguished by strong constantly growing incisors and no canine teeth. They constitute the largest order of mammals.
2. **apprentice** - (n.) a person who is learning a trade from a skilled employer, having agreed to work for a fixed period at low wages.
3. **nature** - (n.) the phenomena of the physical world collectively, including plants, animals, the landscape, and other features and products of the earth, as opposed to humans or human creations.
4. **buckler** - (n.) a small, round shield held by a handle or worn on the forearm.
5. **ponder** - (v.) think about (something) carefully, especially before making a decision or reaching a conclusion. **ferocious** - (adj.) savagely fierce, cruel, or violent.
6. **ferocious** - (adj.) savagely fierce, cruel, or violent.
7. **creature** - (n.) a fictional or imaginary being, typically a frightening one.
8. **progress** - (v.) advance or develop toward a better, more complete, or more modern state.
9. **gasp** - (v.) inhale suddenly with the mouth open, out of pain or astonishment.
10. **stench** - (n.) a strong and very unpleasant smell.
11. **hideous** - (adj.) ugly or disgusting to look at.
12. **talon** - (n.) a claw, especially one belonging to a bird of prey.
13. **baptism** - (n.) (in the Christian Church) the religious rite of sprinkling water onto a person's forehead or of immersion in water, symbolizing purification or regeneration and admission to the Christian Church. In many denominations, baptism is performed on young children and is accompanied by name-giving.
14. **descended** - (v.) move or fall downward.



EPISODE 02

Artist Vocabulary Word List

15. **gaunt** - (adj.) lean and haggard, especially because of suffering, hunger, or age.
16. **divine** - (adj.) of, from, or like God or a god.
17. **holy** - (adj.) dedicated or consecrated to God or a religious purpose; sacred.
18. **surpass** - (v.) exceed; be greater than.
19. **pride** - (n.) the quality of having an excessively high opinion of one's importance.
20. **halo** - (n.) a disk or circle of light shown surrounding or above the head of a saint or holy person to represent their holiness.
21. **lapis** - (n.) a bright blue pigment formerly made by crushing this bright blue metamorphic rock consisting largely of lazurite.



EPISODE 02

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. Why does Mrs. Beth say the Renaissance period happened 500, 600, 700 years ago? Why not just 500 years ago or 700 years ago?

2. Leonardo's name was Leonardo da Vinci. 'Da' means 'from' in Italian and 'Vinci' is where he was from. What would your name be if you used the town you are from as your last name? This can be your Renaissance name. _____

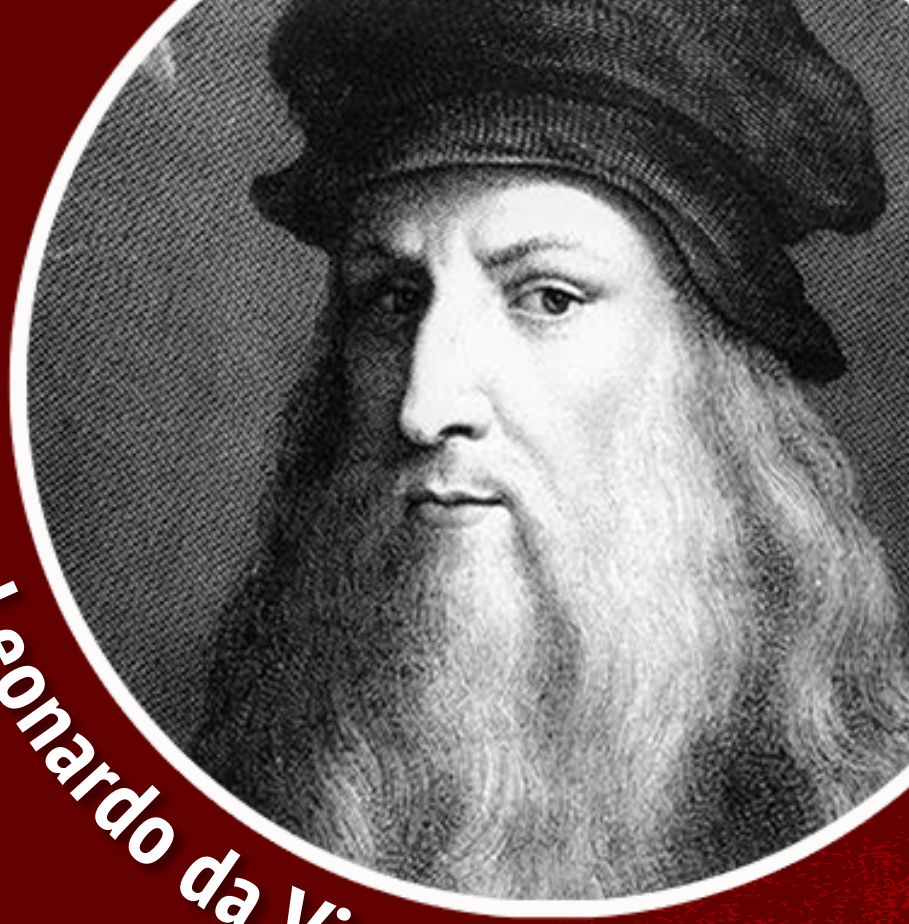
3. Leonardo was Verrocchio's apprentice in order to learn art. If you could be an apprentice, who would it be for and what do you think you would learn or hope to learn? _____

4. The peasant did not notice that Leonardo's father replaced his buckler with another one. Do you think you would notice if your artwork, craft, etc. was replaced with a phony? _____

EPISODE 03



Leonardo da Vinci



“Leonardo’s Code”

Students will be able to:

- evaluate the devastation caused by a plague
- analyze the affects of the Black Plague on society then and now



EPISODE 03

Art & Extracurricular Activities

Pick one activity of your choice!

1. Draw/Paint/Color:

Create a piece of artwork leaving a specific piece undone. Have the student give it to another student or peer to complete the artwork. Does the student like the others added piece? Why or why not? Have them discuss this with the class or in a group setting.

2. Writing in Code

Students are to practice writing the alphabet backwards. Have the students write a letter to another student, friend, or family member using the backwards method. They can check their work using a mirror.

Additional Activity:

Visit the HiGASFY Pinterest Renaissance board. Check out the tutorials on how to make your own ink. Have the students gather the needed supplies and experiment making ink. If successful, acquire a quill feather and have the students practice writing with quill and ink. (A quill feather can be inexpensively acquired on amazon.com .)



EPISODE 03

Art & Extracurricular Activities

Writing:

1. Randomly have each student draw 5 vocabulary words listed on pieces of paper. Have students write a 3-5 paragraph story using the 5 vocabulary words.
2. Write the above paper backwards

Science:

Research how and why a mirrored reflect is flipped backwards.

History: (Advanced Student Activity)

1. Research why education was not considered important during the Middle Ages. Share your findings in a group setting or with the class.
2. Leonardo had drawings of a helicopter, parachute, airplane, tank, and cannon buckshot. If these have been invented, how long after his death did these things become a reality?



EPISODE 03

Artist Vocabulary Word List

1. **tragic** - (adj.) causing or characterized by extreme distress or sorrow.
2. **rebirth** - (n.) the action of reappearing or starting to flourish or increase after a decline; revival.
3. **knowledge** - (n.) facts, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject.
4. **journal** - (n.) a daily record of news and events of a personal nature; a diary.
5. **damage** - (n.) physical harm caused to something in such a way as to impair its value, usefulness, or normal function.
6. **propel** - (v.) drive, push, or cause to move in a particular direction, typically forward
7. **crossbow** - (n.) a medieval bow of a kind that is fixed across a wooden support and has a groove for the bolt and a mechanism for drawing and releasing the string.
8. **tank** - (n.) a heavy armored fighting vehicle carrying guns and moving on a continuous articulated metal track.
9. **invention** - (n.) the action of inventing something, typically a process or device.
10. **speculated** - (v.) form a theory or conjecture about a subject without firm evidence.
11. **cannon** - (n.) a large, heavy piece of artillery, typically mounted on wheels, formerly used in warfare.



EPISODE 03

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. Imagine a plague occurred where you lived and you knew at least one person that died from it. How would you feel? Would you feel scared, sad, troubled, worry, confused, etc.? _____

2. Do you like the practice of letting another artist finish your artwork? Why do you think that was a practice during the Renaissance period? _____

3. Leonardo had a difficult time concentrating. Do you have a difficult time concentrating on your school work or something that is required of you? If so, why? What do you find yourself thinking about instead? _____

EPISODE 03

Critical Thinking Questions



Write your answers in the space provided. There is no right or wrong answer!

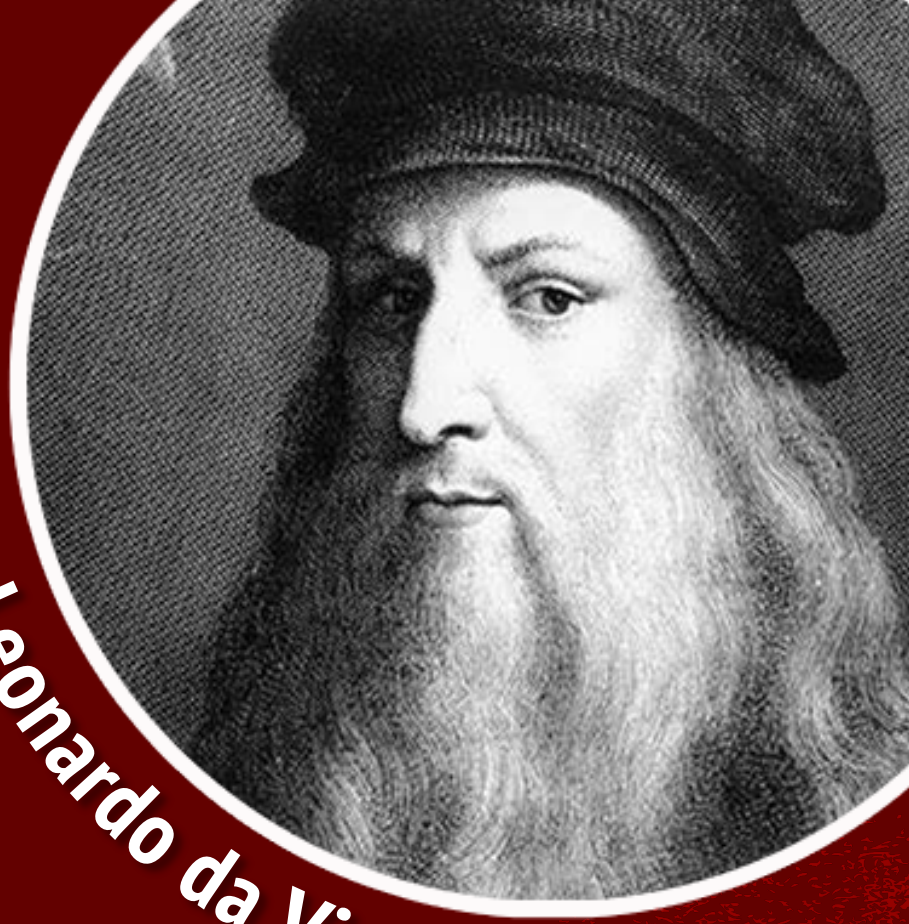
4. Are you left-handed? If so, do you like being left-handed? Do you think writing, eating, playing sports, etc, left-handed is more difficult, easier or the same as right-handed? Try writing, eating, or throwing a ball with your opposite hand. _____

FOODS EPISODE 04



23

Leonardo da Vinci



“Vitruvian Man and a Horse”

Students will be able to:

- understand Leonardo’s contributions to science, math and art
- create an original work using Leonardo’s method of writing backwards



EPISODE 04

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

1. Choose one of the animals that Leonardo sketched: crab, cat, bear or horse. The student is to paint, draw or color, in their HiGASFY Sketch Journal, one of these using Leonardo's sketches as a guide. (Copies of these sketches are located on page 25.)
2. Experiment with Leonardo's Vitruvian man. Visit HiGASFY's Pinterest's Renaissance board for an explanation of this activity. (This can also be done using the teacher's photo, the principal's photo or a photo taken of the student or a family member. A photo can be printed out for each student or for groups of students to use. Reuse the photos if there are multiple classes.)
3. Another way of testing the Vitruvian man theory is to have a student stand up next to a wall. Have the student bend down and touch the floor right up next to the wall. While that finger remains touching the floor, have the student reach up the wall with their other hand. They are to stretch as far up the wall as possible without removing their finger from the floor. The trunk of their body should be as close to the wall as possible. Lightly mark the spot on the wall that the student could reach too. Now have the student stand up. The student's height should be close to the mark on the wall. This proves their height and wingspan are the same.



EPISODE 04

Art & Extracurricular Activities





EPISODE 04

Art & Extracurricular Activities

Writing:

1. See History activity #1.
2. Advanced Students: Research the idea of “squaring a circle.” What does this mean? How does this relate to Leonardo’s Vitruvian Man? Write a paragraph or more about your findings.

Science:

1. Study either Leonardo’s human anatomy sketches or ones that you can find in a library or online. The student is to draw their own sketches of a human skeleton.
2. What are the five senses? Leonardo thought sight was the most important. Do you agree or disagree? Why?
3. Research the different metals we use today compared to the ones used during the Renaissance period. What kind of metals were used then and what kind are used today? List them out in two different columns: “Then” and “Now”. How much do these metals weigh? How accessible were these metals “then” compared to today’s metals? How were these metals mined “then” compared to “now”?

Geography:

1. Locate Milan on a map of Italy.
2. Locate Michigan on a map of the United States.

History:

1. Research why the French soldiers were invading Italy during this time period. Write a 3-5 paragraph paper about this using at least 5 vocabulary words.
2. Research Pilot Charles Dent. Would you consider him a Renaissance man?



EPISODE 04

Artist Vocabulary Word List

1. **guts** - (n.) the stomach or belly.
2. **armored** - (adj.) covered with a tough metal layer as a defense against attack.
3. **vehicle** - (n.) a thing used for transporting people or goods, especially on land, such as a car, truck, or cart.
4. **vow** - (v.) solemnly promise to do a specified thing.
5. **scientist** - (n.) a person who is studying or has expert knowledge of one or more of the natural or physical sciences.
6. **skull** - (n.) a framework of bone or cartilage enclosing the brain of a vertebrate; the skeleton of a person's or animal's head.
7. **chambers** - (n.) a cavity in a plant, animal body, or organ.
8. **proportion** - (n.) the relationship of one thing to another in terms of quantity, size, or number; the ratio.
9. **symmetric** - (adj.) made up of exactly similar parts facing each other or around an axis; equal.
10. **prove** - (v.) demonstrate the truth or existence of (something) by evidence or argument.
11. **height** - (n.) the measurement from base to top or (of a standing person) from head to foot.
12. **copper** - (n.) a natural red-brown metal.
13. **tin** - (n.) a natural silvery-white metal.
14. **bronze** - (n.) a yellowish-brown alloy of copper with up to one-third tin.
15. **statue** - (n.) a carved or cast figure of a person or animal, especially one that is life-size or larger.
16. **clay** - (n.) a stiff, sticky fine-grained earth, typically yellow, red, or bluish- gray in color and often forming an impermeable layer in the soil. It can be molded when wet, and is dried and baked to make bricks, pottery, and ceramics.
17. **invasion** - (n.) an instance of invading a country or region with an armed force.
18. **archer** - (n.) a person who shoots with a bow and arrows, especially at a target for sport.

Critical Thinking Questions



Write your answers in the space provided. There is no right or wrong answer!

1. Mrs. Beth stated that our bodies are like a machine. How so? _____

2. Would you like to be a scientist? Why or why not? _____

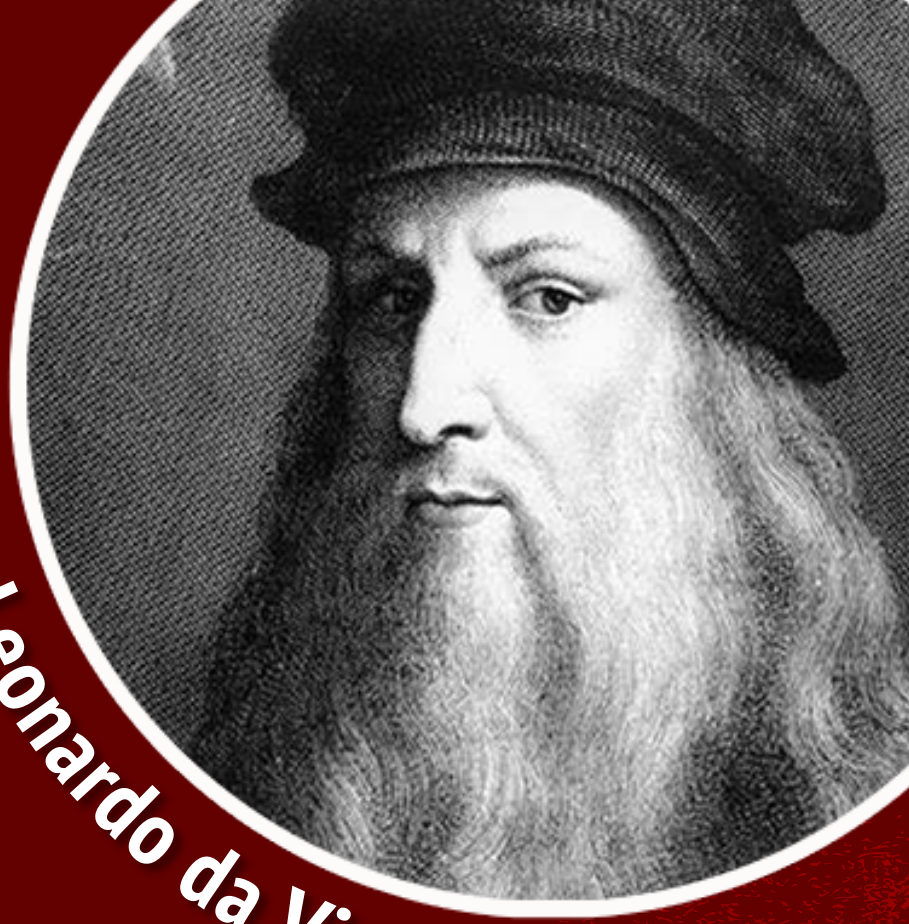
3. Why do you think Leonardo went to the Duke of Milan to ask for the needed materials to build his horse statue? _____

4. Do you think you could work on a project for 20 years? Why or why not? After your project was completed and someone reduced it to a pile of dust, how would you feel or react?

EPISODE 5



Leonardo da Vinci



“Are You watching Me?”

Students will be able to:

- recall the facts about Leonardo’s famous painting, *Mona Lisa*
- recognize the use of triangles or pyramids in Renaissance portrait paintings



EPISODE 05

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

1. Draw a window with a landscape in it in your HiGASFY Sketch Journal.
2. Draw a portrait of a female friend, fellow student, classmate or family member. Draw her with no eyebrows or eyelashes.
3. Draw or paint a profile portrait of someone. When complete, have the subject turn toward you and paint/draw them again.
4. Draw or paint a portrait of someone with a smile. Draw or paint the same person again but with no smile. Which one do you like better and why?

Advanced Students:

5. Draw a picture where the subjects are in a triangular or pyramid composition.



EPISODE 05

Art & Extracurricular Activities

Writing:

Recall, tell or write the story of Mona Lisa's portrait. Include the length of time it took to finish it. Try to use, at least, 5 vocabulary words in your story.

Geography:

Locate Florence on a map of Italy.

Advanced Students:

Have students research a recently discovered painting by Leonardo da Vinci titled *Salvator Mundi*.

(Don't forget to visit the HiGASFY Pinterest Renaissance board for more Leonardo da Vinci activities and coloring pages.)



EPISODE 05

Artist Vocabulary Word List

1. **magi** - (n.) astrologers.
2. **wilderness** - (n.) an uncultivated, uninhabited, and inhospitable region.
3. **silk** - (n.) a fine, strong, soft, lustrous fiber produced by silkworms in making cocoons and collected to make thread and fabric.
4. **merchant** (n.) a person or company involved in wholesale trade, especially one dealing with foreign countries or supplying merchandise to a particular trade.
5. **Mona** - (n.) a title for a married woman in Italian.
6. **Madame** - (n.) a title for a married or mature woman in French.
7. **meticulous** - (adj.) showing great attention to detail; very careful and precise.
8. **juggler** - (n.) an entertainer who continuously tosses into the air and catches a number of objects so as to keep at least one in the air while handling the others.
9. **profile** - (n.) an outline of something, especially a person's face, as seen from one side.
10. **transparent** - (adj.) (of a material or article) allowing light to pass through so that objects behind can be distinctly seen.
11. **veil** - (n.) a piece of linen or other fabric forming part of a nun's headdress, resting on the head and shoulders.
12. **observation** - (n.) the action or process of observing something or someone carefully or in order to gain information.
13. **art curator** - (n.) a manager or overseer of an art exhibit or art museum.
14. **speculated** - (v.) form a theory or conjecture about a subject without firm evidence.

Critical Thinking Questions



Write your answers in the space provided. There is no right or wrong answer!

1. Do you have difficulty finishing things? If so, why? _____

2. Why do you think it was an accepted practice to paint profile portraits? Why do you think it was an accepted practice to paint portraits where the subject is not smiling? _____

3. How do you think Mona Lisa felt when Leonardo asked her to face him and to smile? _____

EPISODE 05

Critical Thinking Questions



Write your answers in the space provided. There is no right or wrong answer!

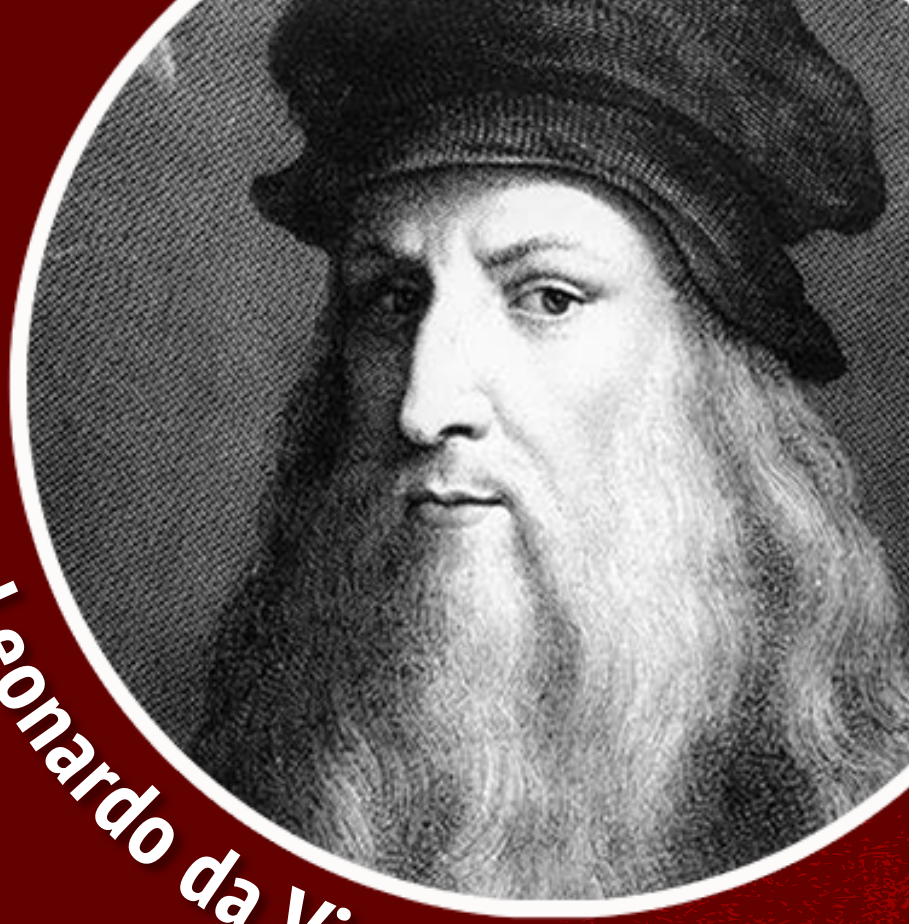
4. How would you feel if you paid someone to paint a picture of you or a loved one and the artist never gave you the painting? What would you do? _____

EPISODE 06



35

Leonardo da Vinci



“Let’s Eat”

Students will be able to:

- define fresco paintings
- experiment with recipes to determine substitution of ingredients and their effect
- recognize the “most duplicated” painting in the world



EPISODE 06

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

1. Make a fresco recipe and use it to paint on. (A recipe can be found on the HiGASFY Pinterest Renaissance board.)
2. Draw or paint an example of what your dinner table looks like, i.e. type of plates, glasses, bowls, utensils, etc.
3. Have a paper airplane contest in class. Paper planes should be constructed out of one piece of paper: Standard letter size (8.5" x 11"). The sheet should be modified by folding only! No ripping, gluing, cutting, or stapling is allowed! Judging can be based on accuracy and long distance.
4. Group Activity: Gather 13 students, family members or friends. Recreate *The Last Supper* painting by Leonardo. Have fun with costumes, tablecloths, plates, food, etc. Take a photo of this and send to mrsbethandgasfy@higasfy.com.



EPISODE 06

Art & Extracurricular Activities

History:

Advanced Students:

Research the circumstances behind the 1943 WWII bombing in Milan, Italy, that hit the monastery.

Science:

1. How do temperature, humidity and pollution affect art?
2. Do you like to cook? Have you ever changed or experimented with a recipe by substituting ingredients? How did it taste? Experiment with a recipe. Substitute ingredients. Did the recipe turn out tasty? If so, why did it work? How did substituting ingredients affect the overall taste?



EPISODE 06

Artist Vocabulary Word List

1. **substitute** - (v.) use or add in place of.
2. **creativity** - (adj.) the use of the imagination or original ideas, especially in the production of an artistic work.
3. **curiosity** - (n.) a strong desire to know or learn something.
4. **Community** - (n.) a group of people living in the same place or having a particular characteristic in common.
5. **monk** - (n.) a member of a religious community of men typically living under vows of poverty, chastity, and obedience.
6. **monastery** - (n.) a building or buildings occupied by a community of monks living under religious vows.
7. **passover** - (n.) the major Jewish spring festival that commemorates the liberation of the Israelites from Egyptian slavery, lasting seven or eight days.
8. **dining** - (v.) eat dinner.
9. **fresco** - (adj.) a painting done rapidly in watercolor on wet plaster on a wall or ceiling, so that the colors penetrate the plaster and become fixed as it dries.
10. **decipher** - (v.) succeed in understanding, interpreting, or identifying (something).
11. **backfire** - (v.) (of a plan or action) rebound adversely on the originator; have the opposite effect to what was intended.
12. **betray** - (v.) be disloyal to.



EPISODE 06

Artist Vocabulary Word List

13. **clutched** - (v.) grasp or seize (something) tightly or eagerly.
14. **temper** - (n.) a person's state of mind seen in terms of their being angry or calm.
15. **grief** - (n.) deep sorrow, especially that caused by someone's death.
16. **flake** - (v.) come or fall away from a surface in thin pieces.
17. **deteriorate** - (v.) become progressively worse.
18. **restore** - (v.) return (someone or something) to a former condition, place, or position.
19. **allied** - (adj.) in combination or working together with; relating to the US and its allies in World War I and World War II and after.
20. **thermostat** - (n.) a device that automatically regulates temperature, or that activates a device when the temperature reaches a certain point.

Critical Thinking Questions



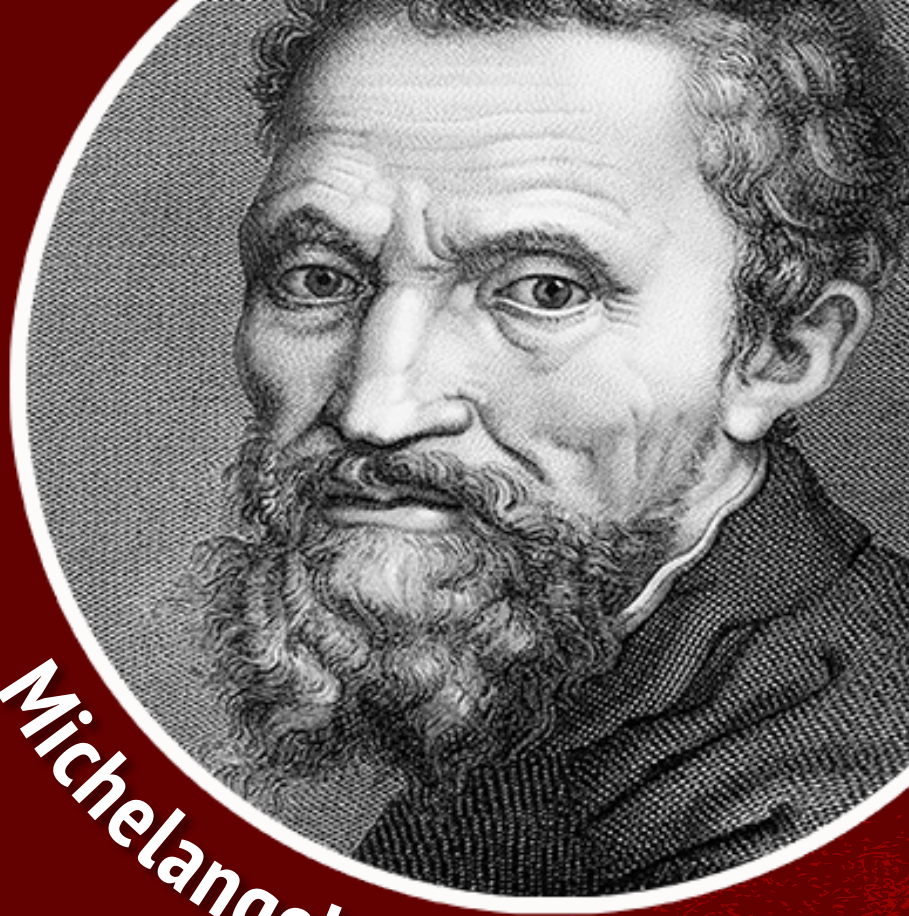
Write your answers in the space provided. There is no right or wrong answer!

1. Would you be considered a Renaissance man or woman? Do you know someone who is?

2. If you could paint a picture on your school cafeteria wall or home dining room wall, what would it be? Why?

3. Do you like to paint quickly or take your time like Leonardo?

EPISODE OF



Michelangelo

“What A Relief”

Students will be able to:

- recall the events surrounding Michelangelo’s birth and childhood
- understand the concept of relief sculpture
- create an original piece of work based on Michelangelo’s style of art.



EPISODE 07

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

1. Print a copy of Schongauer's Saint Anthony picture found on the HiGASFY Pinterest Renaissance board. The student should color this using colored pencils, preferably. The student should then compare their colored picture to Schongauer's original and Michelangelo's picture of Saint Anthony.
2. Draw, paint or color a picture combining the images of a bird, fish and monkey.
3. Student is to create an original relief sculpture. The relief can be of Gasfy, a simple object or, for more advanced students, a portrait or landscape. Follow Mrs. Beth's example of the Gasfy relief sculpture at the end of the video.

Supplies needed:

- clay (air dry or oven baked)
- clean, dry area to work
- cutting board, piece of cardboard, or block of wood damp paper towel
- water (used only if clay dries out)
- plastic bag (used for storage)
- clay tools (possible clay tools can be a toothpick, butter knife, spoon, fork, wooden skewer, paper clip, pencil, old toothbrush, popsicle stick, end of an old paint brush)



EPISODE 07

Art & Extracurricular Activities

Writing:

1. Write or retell the story of Michelangelo's meeting with Francesco's art teacher, Ghirlandaio, and how he became his apprentice. If writing it, use 1-3 paragraphs and incorporate 5 vocabulary words from this lesson or previous lessons.
2. Advanced Students: Defend your answer in Critical Thinking question #1 in paragraph form.

History:

Compare how stone masons made bricks the 15th century to how bricks are made today.

Geography:

1. Locate the birthplace of Michelangelo, Caprice on a map of Italy.
2. Locate Fort Worth, Texas, where the Kimball Art Museum is located and houses the only original Michelangelo painting in the United States.



EPISODE 07

Artist Vocabulary Word List

1. **stone mason** - (n.) a person who cuts, prepares, and builds with stone.
2. **quarry** - (n.) a place, typically a large, deep pit, from which stone or other materials are or have been extracted.
3. **mine** - (v.) dig or burrow in (the earth).
4. **grime** - (n.) dirt ingrained on the surface of something, especially clothing, a building, or the skin.
5. **plaster** - (n.) a soft mixture of lime with sand or cement and water for spreading on walls, ceilings, or other structures to form a smooth hard surface when dried.
6. **torment** - (n.) severe physical or mental suffering.
7. **demon** - (n.) an evil spirit or devil, especially one thought to possess a person or act as a tormentor in hell.
8. **righteous** - (adj.) morally right or justifiable; virtuous.
9. **levitate** - (v.) rise or cause to rise and hover in the air, especially by means of supernatural or magical power.
10. **3D** - (adj.) the quality of being three-dimensional.
11. **realistic** - (adj.) representing familiar things in a way that is accurate or true to life.
12. **governor** - (n.) the head of a public institution.
13. **mayor** - (n.) the elected head of a city, town, or other municipality.
14. **relief** - (n.) a sculptural technique where the sculpted elements remain attached to a solid background of the same material. The term relief is from the Latin verb relevo, to raise. To create a sculpture in relief is to give the impression that the sculpted material has been raised above the background plane.



EPISODE 07

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. How different do you think Michelangelo's life would be if he had not gone to live with a stone mason? What might his day had looked like? _____

2. Why did Michelangelo's father choose a woman who had just had a baby to look after him? _____

3. If you could leave home and live somewhere else where you could practice all day long doing what you love, like art, would you do it? Would it make a difference if the place you were to live was in a palace? _____



EPISODE 07

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

4. Do you prefer Martin Schongauer or Michelangelo's Saint Anthony picture? Why? (See Activity #1.) _____



EPISODE 08



47



Michelangelo

“What A Pity”

Students will be able to:

- recall facts surrounding the Renaissance period
- recognize Michelangelo's *Pieta'*
- appreciate the details behind the *Pieta'* as a complicated sculpture



EPISODE 08

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

1. Teacher, parent or volunteer, review with the students by stopping the video after Mrs. Beth asks a question and before Gasfy answers.
2. Student is to complete a piece of artwork in their HiGASFY journal. The student is to exchange their journal with another student. Each student is to critically analyze the other student's artwork for positive qualities.
3. Obtain bars of Ivory soap. The student is to carve a sculpture out of the bar of soap. Directions can be found on the HiGASFY Pinterest Renaissance board.
4. In light of Michelangelo searching for the perfect stone to carve, have students pick a "perfect" stone for them to color with markers. When complete, collect the stones and start a colorful rock garden. (River Rock works well for this activity and can be purchased at a local DIY store.)

Don't forget! Mrs. Beth would love to see the student's creations. Please take a picture of their creations and send them to mrsbethandgasfy@higasfy.com.



EPISODE 08

Art & Extracurricular Activities

Science:

1. Students are to make their own play dough. (Recipe can be found on the HiGASFY Pinterest Renaissance board.)
2. Advanced Students:
Experiment with the above play dough in order to duplicate Michelangelo's *Pieta*. Do not forget to create something for the Madonna to sit on. Are you able to recreate it? How difficult is it to recreate?

Geography:

1. Locate Rome on a map of Italy.
2. Calculate the distance between Florence and Rome. Calculate the time it would take to go the distance in horse and wagon.

History:

Advanced Students:

Research the attempted destruction of the *Pietà* by Laszlo Toth in 1972.



EPISODE 08

Artist Vocabulary Word List

1. **critical** - (adj.) expressing or involving an analysis of the merits and faults of a work of literature, music, or art.
2. **imperfection** - (n.) a fault, blemish, or undesirable feature.
3. **harshly** - (adv.) in a cruel or severe manner.
4. **embarrassed** - (adj.) feeling or showing awkwardness, self-consciousness, or shame.
5. **excel** - (v.) be exceptionally good at or proficient in an activity or subject. 6. **unique** - (adj.) being the only one of its kind; unlike anything else.
6. **unique** - (adj.) being the only one of its kind; unlike anything else.
7. **Pryor** - (n.) the superior of a priory or a high-ranking member of a monastery, usually lower in rank than an abbot.
8. **disrespectful** - (adj.) showing a lack of respect or courtesy; impolite.
9. **sinful** - (adj.) wicked and immoral; committing or characterized by the committing of sins.
10. **crucifix** - (n.) a representation of a cross with a figure of Jesus Christ on it.
11. **impact**- (n.) the effect or influence of one person, thing, or action, on another.
12. **Pope** - (n.) the bishop of Rome as head of the Roman Catholic Church.



EPISODE 08

Artist Vocabulary Word List

13. **pity** - (n.) the feeling of sorrow and compassion caused by the suffering and misfortunes of others.
14. **unveil** - (v.) show or announce publicly for the first time.
15. **exquisite** - (adj.) extremely beautiful and, typically, delicate.
16. **marred** - (v.) impair the appearance of; disfigure.
17. **etched** - (v.) cut or carve (a text or design) on a surface.
18. **disfigured** - (v.) spoil the attractiveness of.

Critical Thinking Questions



Write your answers in the space provided. There is no right or wrong answer!

1. How does being critical affect relationships? _____

2. Has your anger or pride affected a decision you made that you regret? _____

3. Do you agree with Michelangelo's decision to never sign another piece of artwork again?
Why or why not? _____

4. What are your thoughts about the *Pieta*? What amazes you about it? _____

EPISODE 09



53



Michelangelo

“The Giant”

Students will be able to:

- recognize Michelangelo’s *David* sculpture
- defend the idea that the human anatomy is a machine and work of art



EPISODE 09

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

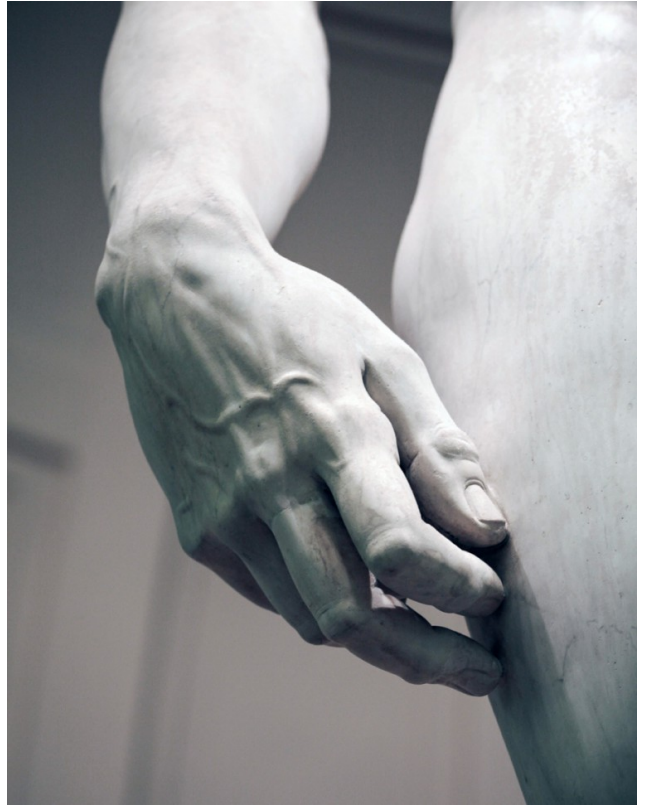
1. In your HiGASFY Sketch Journal, draw a part of Michelangelo's David sculpture, (i.e. his head, his foot, his hand. Reference photos located on page 55).
2. Draw a picture of David and Goliath
3. Analyze the *Moses* sculpture. There is a clue in the sculpture that this is Moses. Have your students find the clue. (In Moses' right hand he holds two stone tablets given to him by God.)





EPISODE 09

Art & Extracurricular Activities





EPISODE 09

Art & Extracurricular Activities

Writing:

Advanced Students:

See History #3. Write a 1-3 paragraph paper about the Medici rule and its influence over the people of Florence, Italy.

Science:

Make a sling shot. (Visit the HiGASFY Pinterest Renaissance board for instructions.)

History:

1. Advanced Students:
Who are the Israelites and where are they now?
2. Who are the Philistines and where are they located now?
3. Research the Medici power.



EPISODE 09

Artist Vocabulary Word List

1. **launched** - (v.) start or set in motion (an activity or enterprise).
2. **giant** - (adj.) an abnormally tall or large person, animal, or plant.
3. **taunt** - (v.) provoke or challenge (someone) with insulting remarks.
4. **courtyard** - (n.) an unroofed area that is completely or mostly enclosed by the walls of a large building.
5. **attempt** - (v.) make an effort to achieve or complete (something, typically a difficult task or action).
6. **chisel** - (v.) cut or shape with a long-handled blade.
7. **specimen** - (n.) an example of something such as a product or piece of work, regarded as typical of its class or group.
8. **posture** - (n.) the position in which someone holds their body when standing or sitting.
9. **pedestal** - (n.) the base or support on which a statue, obelisk, or column is mounted.
10. **resent** - (v.) feel bitterness or indignation at (a circumstance, action, or person).
11. **underdog** - (n.) a competitor thought to have little chance of winning a fight or contest.



EPISODE 09

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. Do you like the look of art and sculpture that Michelangelo is famous for where the subjects muscles are prominent and over exaggerated? Why or why not? _____

2. Michelangelo liked the muscles of the human anatomy. If you were to draw a human figure, what feature would you prefer to draw more prominently? _____

3. Do you agree that the human body is an incredible work of art? _____

4. Does the story of the young David inspire you like it did the people of Florence, Italy, under the Medici rule? _____

5. Which is your favorite Michelangelo sculpture: the *Pieta* or the *David*? Why? _____

EPISODE 10



59



Michelangelo

“Things Are Looking Up”

Students will be able to:

- recognize the Sistine Chapel ceiling
- recall Michelangelo’s style of painting
- create an original work of art in the style of Michelangelo



EPISODE 10

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

1. Attach paper underneath a table. Students can sit or lay down under the table to draw, paint or color on the paper.

Group Activity

2. Create a Sistine Chapel ceiling in your school, classroom or home. Brainstorm a theme for the ceiling and instruct each student as to what their contribution drawing should be. If the ceiling is made of tiles that can be replaced, acquire these tiles for each student to paint their drawing on. Butcher paper, poster boards, craft paper, construction paper, etc. can be used in place of tiles. Once the paintings are complete, affix to the ceiling and enjoy! (See Activity #1. Use these paintings for your ceiling.)

Writing:

1. Advanced Students:
Write a paragraph about Pope Julius II and why he was considered the Warrior Pope.

History:

1. Research the Vatican.
2. Research Pope Julius II, the Warrior Pope. (Advanced Students: see Writing #2)



EPISODE 10

Artist Vocabulary Word List

1. **respect** - (n.) a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.
2. **corridor** - (n.) a long passage in a building from which doors lead into rooms.
3. **azure** - (adj.) bright blue in color, like a cloudless sky.
4. **scaffolding** - (n.) a temporary structure on the outside of a building, made usually of wooden planks and metal poles, used by workers while building, repairing, or cleaning the building.
5. **apostles** - (n.) each of the twelve chief disciples of Jesus Christ.
6. **arch** - (n.) a curved symmetrical structure spanning an opening and typically supporting the weight of a bridge, roof, or wall above it.
7. **mold** - (n.) a furry growth of minute fungal hyphae occurring typically in moist warm conditions, especially on food or other organic matter.
8. **permeated** - (v.) spread throughout (something); pervade.
9. **cantankerous** - (adj.) bad-tempered, argumentative, and uncooperative.
10. **ignudi** - (n.) (singular: Ignyudo; from the Italian adjective nudo, meaning “naked”) are the 20 athletic, nude males that Michelangelo painted as supporting figures at the each corner of the five smaller narrative scenes that run along the centre of the Sistine Chapel ceiling.
11. **chronological** - (adj.) (of a record of events) starting with the earliest and following the order in which they occurred.
12. **ram** - (n.) a male sheep.
13. **disgraced** - (adj.) having fallen from favor or a position of power or honor; discredited.
14. **vineyard** - (n.) a plantation of grapevines, typically producing grapes used in winemaking.
15. **lineage** - (n.) lineal descent from an ancestor; ancestry or pedigree.

Critical Thinking Questions



Write your answers in the space provided. There is no right or wrong answer!

1. If you are asked to clean your room, would you rather do something else instead? If so, what? _____

2. What are the things your mom or caretaker does for you that shows you she/he loves you? _____

3. What are some things that you can do to show someone that you respect them? _____

EPISODE 11

FOODIE

PISS

PIE



Raphael

“Master of Madonna”

Students will be able to:

- recall story of Raphael’s family and apprenticeship
- recognize Madonna and child paintings by Raphael and other Renaissance artists using the triangular composition
- construct an original artwork



EPISODE 11

Art & Extracurricular Activities

Pick one activity of your choice!

Draw/Paint/Color:

1. Draw, paint or color, in your HiGASFY Sketch Journal, a self portrait with either a black background or landscape.
2. Draw, paint or color a portrait of your church, school or government leader with either a black background or landscape.
3. Draw, paint or color a picture of a goldfinch. (A picture of one can be found on page 65 and on the HiGASFY Pinterest Renaissance board.)
4. Design a halo that distinguished Jesus from other divinity or saints.



EPISODE 11

Art & Extracurricular Activites





EPISODE 11

Art & Extracurricular Activities

Writing:

Write a short paragraph using at least 5 vocabulary words.

History:

1. Research the origins of these popular euphemisms: “Rain on your parade” and “Born with a silver spoon in his mouth”.

Advanced Students:

2. Research the ranking order of Italian leaders during the 15th century both politically and clerical.

Geography:

Locate Urbino on a map of Italy.

Science:

What illnesses were prevalent during the 15th century that often led to death? Do we have these illnesses today and if so, are there medications to cure them?



EPISODE 11

Artist Vocabulary Word List

1. **prestige** - (n.) widespread respect and admiration felt for someone or something on the basis of a perception of their achievements or quality.
2. **Dignitary** - (n.) a person considered to be important because of high rank or office.
3. **Cardinal** - (n.) a leading dignitary of the roman Catholic Church. Cardinals are nominated by the Pope and form the Sacred College, which elects succeeding popes.
4. **tenderly** - (adv.) with gentleness, kindness, and affection.
5. **humble** - (adj.) having or showing a modest or low estimate of one's own importance.
6. **cloak** - (n.) an outdoor overgarment, typically sleeveless, that hangs loosely from the shoulders.
7. **hide** - (n.) the skin of an animal, especially when tanned or dressed. **endearing** - (adj.) inspiring love or affection.
8. **endearing** - (adj.) inspiring love or affection.
9. **scroll** - (n.) a roll of parchment or paper for writing or painting on.
10. **goldfinch** - (n.) a brightly colored finch with yellow feathers in the plumage.
11. **crucified** - (v.) put (someone) to death by nailing or binding them to a cross, especially as an ancient punishment.
12. **cask** - (n.) a large barrellike container made of wood, metal, or plastic, used for storing liquids, typically alcoholic drinks.
13. **shawl** - (n.) a piece of fabric worn by women over the shoulders or head or wrapped around a baby.
14. **fringe** - (n.) an ornamental border of threads left loose or formed into tassels or twists, used to edge clothing or material.
15. **turban** - (n.) a headdress consisting of a long length of cotton or silk wound around the head.



EPISODE 11

Critical Thinking Questions

Write your answers in the space provided. There is no right or wrong answer!

1. Why do you think Raphael painted Jesus' faint halo a little different than the Madonna's?

2. Do you think that Raphael's fascination with the Madonna and child was due to the fact that he lost his mom at a very young age? _____

EPISODE 12



69



Raphael

“Where’s Raphael?”

Students will be able to:

- why Raphael is the master of the Madonna paintings
- recognize and evaluate the *School of Athens* artwork
- create an original work in the style of Raphael



EPISODE 12

Art & Extracurricular Activities

Draw/Paint/Color:

1. Play the rock, paper, scissors game. Make up your own “rock, paper, scissors” game using art tool words, i.e. “sponge, chisel, paintbrush”. (Sponge beats chisel, chisel beats paint brush, paintbrush beats sponge)
2. Acquire different round, flat objects one for each student that can be painted on. The students are to draw an original tondo. If possible, turn the object over and paint on the other side a Madonna and Child.
3. Make a large circle on a page of the HiGASFY Sketch Journal or on a piece of paper. Have students create a picture of Madonna and Child in tondo style.
4. The student is to draw, paint or color a portrait of someone famous that they have never seen before in the likeness of someone they know well.

Writing:

1. Write a 1-3 paragraph paper discussing either History question #1 or #2.

Advanced Students:

2. Write a 3-5 paragraph paper discussing either History question #3 or #4.

History:

1. Research why the painting by Raphael on the Vatican wall is called *The School of Athens*.
2. Who was Plato and why was he important?

Advanced Students:

3. Why would St. Barbara have been killed in the 3rd century for being a Christian?
4. Locate the tower behind St. Barbara in the *Sistine Madonna* and research its significance in her life.



EPISODE 12

Artist Vocabulary Word List

1. **tondo** - (n.) a circular painting or relief.
2. **symbolic** - (adj.) significant purely in terms of what is being represented or implied.
3. **divinity** - (n.) the state of, from, or like God or a god.
4. **royalty** - (n.) the status or power of a king or queen.
5. **architect** - (n.) a person who designs buildings and in many cases also supervises their construction.
6. **philosopher** - (n.) a person engaged or learned in the study of the fundamental nature of knowledge, reality, and existence, especially when considered as an academic discipline.
7. **despise** - (v.) feel contempt or a deep repugnance for.
8. **cherub** - (n.) a representation of a winged angelic being in art, depicted as a chubby, healthy-looking child with wings.
9. **debate** - (n.) a formal discussion on a particular topic in a public meeting or legislative assembly, in which opposing arguments are put forward.

Critical Thinking Questions



Write your answers in the space provided. There is no right or wrong answer!

1. Why do you think the color red symbolizes the passion of the Christ? _____

2. Why do you think the color blue symbolizes royalty? _____

3. Do you happen to know a natural-born artist? _____

4. If you could paint a picture on the wall of a library, what would it be and why? _____

Additional HiGASFY Video Series:

Baroque Video Series:

The Baroque era spans approximately 1600-1700 AD. In this study we explore the fascinating lives of a murderer Caravaggio, pauper Rembrandt, and family-man Vermeer. Explore the culture surrounding these artists and the techniques that were used to distinguish them as master artists.

Impressionist Video Series:

Marvel at the color and movement Impressionist artists Monet, Pissarro and Degas brought to the canvas; techniques that changed the way art was created and perceived from 1860-1920. Learn about their style, their struggles and their successes.

Post-Impressionist Video Series:

Ride the rollercoaster of emotions with Van Gogh, discover Matisse's "sick-bed" art and think "outside the cube" with Picasso in this study of turn of the century art that opened the door to creating from the heart and mind.



www.higasfy.com

ABOUT THE WRITERS



Rhonda Probst

Rhonda is a true Texan having spent most of her life in the Dallas area. After graduating high school, she began working for a well-known photographer in the DFW area where she earned the title of Professional Photographer. She considers Texas home but left for a few years to earn a B.A. in French from Campbell University in North Carolina. After graduation, she taught elementary Spanish before returning to Texas to use her degree teaching high school French. Once she started her family in 2000, Rhonda decided to resign from her classroom teaching career to concentrate on raising her children. Rhonda knew that homeschooling her children was her passion. Six children later, she is still hard at work educating them academically, socially and spiritually. In 2015, she was invited to join HiGASFY Productions as a homeschool advisor. Her extensive knowledge in photography, languages and teaching quickly propelled her to Executive Producer status. Rhonda balances the demands of homeschooling her children with the rigors of editing, writing and producing HiGASFY art history videos and curriculum. Her children are beginning to leave her nest but her desire to effectively educate will forever reside in her heart and home.



Beth Oakes

After graduating from Baylor University in 1986, Beth decided to see the world. She sprouted her wings and became a flight attendant. It was through these traveling adventures that she experienced some of the best days of her life. Her love of travel and passion for art brought about the discovery that she had a story to tell. In 2002, while still employed as a flight attendant, Beth was invited to teach art history at Ovilla Christian School in Ovilla, Tx; a quaint little town south of Dallas where she lives with her husband, Philip, and where they raised their two children, Caleb and Hannah. In 2014, Beth decided to retire her wings. “A person can only handle so much airplane food, pantyhose and time zone changes”, she said. The following year, Beth resigned from classroom teaching but not education. Through the encouragement of her family, teaching colleagues and friends, Beth took the curriculum she had spent years developing and produced a video curriculum that introduces elementary and middle school age students to the wonders of art. Beth named the curriculum **HIGASFY**, the acronym for “**Have I Got A Story For You**”. She still feels she has a story to tell.

“(Mrs. Beth) makes the painters and paintings come alive; she reviews previous lessons to promote retention; and she makes you want more.... every week.”

–Elizabeth Exley, (Parent)

“HiGASFY is the perfect balance of learning and fun, and is an invaluable tool for any grade school classroom.”

– Stacy Weller, (Lower school Art Teacher)

“This program really took the scary factor out of teaching **art history for kids and made it enjoyable. I am thrilled to have found it. I no longer have to avoid teaching this subject and my kids can learn about art history in a fun way.”**

– Heidi, (The Unexpected Homeschooler Blog)

“Mrs. Beth and her animated green paint drop named Gasfy are master storytellers. They engage their listeners and teach art history through the art of storytelling.”

– Destiny, (Some Call it Destiny Blog)



www.higasfy.com