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 6th 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.
Create 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)

Page 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 have 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?

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Make 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.
### 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).

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### Illuminated Manuscript Rubric

<table>
<thead>
<tr>
<th>Achievement Criteria</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thinking/Inquiry</strong></td>
<td></td>
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<tr>
<td>Concept &amp; Meaning: Illuminated Manuscript &amp; Narrative</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>0.5</td>
<td>0.5 - 1.0</td>
<td>1.0 - 1.75</td>
<td>2</td>
</tr>
<tr>
<td><strong>Knowledge/Understanding</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Creativity &amp; Originality: Stylized lettering and Artwork</td>
<td>Manuscript composition: Unity through Design: Stylized lettering and Colour</td>
<td>0.5</td>
<td>0.5 - 1.0</td>
<td>1.0 - 1.75</td>
<td>2</td>
</tr>
<tr>
<td>Manuscript Composition: Unity through Design: Stylized lettering and Colour</td>
<td>The completed work is poorly unified through design, stylized lettering and colour.</td>
<td>1</td>
<td>2</td>
<td>3 - 4</td>
<td>5</td>
</tr>
<tr>
<td>Application/Creation</td>
<td>Incomplete.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Ink, Colour &amp; Stylized lettering</td>
<td>Work demonstrates limited use of ink, color, stylized lettering.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process: Demonstration of Skill Development &amp; Following Procedures including Clean Up</td>
<td>Student demonstrates limited effectiveness in demonstrating the process of following procedures and skill development.</td>
<td>5</td>
<td>6 - 6.5</td>
<td>7 - 7.5</td>
<td>8 - 10</td>
</tr>
<tr>
<td>Completion (8 Pages) Coloured &amp; Inked</td>
<td>The submitted work appears slightly incomplete. Some additional effort could have been included: time has obviously been mismanaged.</td>
<td>1</td>
<td>2</td>
<td>3 - 4</td>
<td>5</td>
</tr>
<tr>
<td>Detail</td>
<td>Work demonstrates limited detail.</td>
<td></td>
<td></td>
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<tr>
<td>Communication</td>
<td>Incomplete.</td>
<td>0</td>
<td>0.5</td>
<td>0.5 - 1.0</td>
<td>1.0 - 1.75</td>
</tr>
<tr>
<td>Clarity: Use of Symbolism &amp; chosen theme</td>
<td>Work demonstrates limited degree of clarity in use of Symbolism &amp; chosen theme.</td>
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<tr>
<td>The student applies language conventions such as correct spelling, grammar and punctuation.</td>
<td>Several minor and major writing errors are evident and occasionally interfere with the reader’s understanding.</td>
<td>0.5</td>
<td>0.5 - 1.0</td>
<td>1.0 - 1.75</td>
<td>2</td>
</tr>
<tr>
<td>Reflection Questions</td>
<td>Incomplete.</td>
<td>0</td>
<td>0.5</td>
<td>0.5 - 1.0</td>
<td>1.0 - 1.75</td>
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<tr>
<td>Answers are vague/Incomplete.</td>
<td>Answers are somewhat clear and complete.</td>
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</tbody>
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**A1.** The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively.
A.1.3 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
A.2. 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;
A.2.1 use various elements and principles of design to create artworks 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 her personality and elicit emotions from the audience)
A.2.2 apply elements and principles of design as well as art-making conventions to create artworks that communicate ideas, information, and 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)
A.3. Production and Presentation: produce artworks, 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.

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 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)
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 flip-books, 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, synectics; conventions associated with heroic, narrative, naturalistic, and satirical works)

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.
C3.1 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
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)