

***Darkness & Light: Caravaggio & His World***  
**29 November 2003 – 22 February 2003**

***ITALIAN LANGUAGE RESOURCE SHEETS***

**Using the Resource Sheets**

The resource sheets have been designed to be used in conjunction with the *Darkness & Light: Caravaggio & His World* Education Kit, which highlights key works, ideas and themes from the exhibition.

The resource sheets aim to provide a resource for Years 5 -10 and have been written with reference to the New South Wales Italian Syllabus (K-10). The resource sheets specifically target teacher and student audiences.

**Acknowledgements**

Produced by the Public Programmes Department, Art Gallery of New South Wales and the New South Wales Department of Education and Training.

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## PRE-EXCURSION ACTIVITIES

1) Read the following sentence and answer the questions below.

*Michelangelo Merisi è il vero nome di Caravaggio. Merisi nacque a Caravaggio nel 1573 e morì a Porto Ercole nel 1610.*

nacque = was born

morì = died

What is Caravaggio's true name?

When and where was he born?

When and where did he die?

2) Caravaggio believed that art should be done from life and that "...we could do no better than to follow Nature". His paintings, therefore, were done in the studio in the presence of a living model.

Write the Italian for the following: (Use the dictionary carefully for this task.)

to paint

nature

artist's studio

living model

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3) Caravaggio's work is distinctive in its dramatic contrast of darkness and light. His figures appear to be frozen in mid-action. The technique of freeze-framing is widely used in drama.

Have students work in small groups to decide on a short sequence of actions that they then act out. When other members of the class call "gelo" the actors stop in mid-action. The remainder of the class describe the actions in the freeze-frame in Italian eg *Mario scrive sulla lavagna*.

4) Link the Italian with the English equivalent.

contrasto

contrasto di luce e ombra

chiaroscuro

restare immobile

tecnica

incorniciare

teatro

to frame

to freeze in mid-action (to remain frozen)

contrast

technique

drama/theatre

contrast between light and shade

light and shade

5) Colour, shape and line have a different significance in different cultures. Some examples of the European significance that have remained true for thousands of years are as follows:

<b>Colore:</b>	<b>English:</b>	<b>Significato:</b>	<b>English:</b>
rosso		caldo, pericolo, sangue, aggressione, passione	
blu		ghiaccio, freddo, distante	
verde		prati, calmo, salute	
<b>Forma:</b>		femminile, conforto	
rotonda		maschile, ostile	
rettangolare			
<b>Linee:</b>		calma, regolare	
parallele		conflitto, rissa, aggressione	
incrociate			

Write the English meaning in the columns provided.

6) As a whole class read the following 2 passages.

**Notice of Caravaggio’s Arrest – 4 May 1598**

“Yesterday, between the hours of two and three in the night (ie 10-11pm) making the rounds through Rome, when I was between Piazza Navona and Piazza Madama, I ran into Michelangelo da Caravaggio who was carrying a sword without permission, and a pair of compasses, and so I seized him and imprisoned him in the Tor di Nona.”

*Bartolomeo, Deputy Chief Constable of Rome*

**Caravaggio’s reply to the Judge – 5 May 1598**

“I was seized yesterday...because I was carrying the sword I usually carry, being the Painter to Cardinal del Monte, and getting a salary for myself and my servant, and lodging in his house as well. I am registered in his service.”

*Caravaggio, Catherine Puglisi, London, 2000*

a) In your discussion with your students consider some of the following points:

Why is the time different now days? Decide on a hypothesis.

Why was Caravaggio imprisoned?

On a map of Rome identify the Piazze mentioned in the Constable’s report.

b) In Italian, design a wanted poster for Caravaggio based on the descriptions given in the passages.

7) In Italian it is important to remember to refer to the “hundreds” when talking about a century. Therefore, the 16<sup>th</sup> century (1500 – 1599) is *il Cinquecento*.

Write the following centuries in Italian:

14<sup>th</sup> century \_\_\_\_\_  
15<sup>th</sup> century \_\_\_\_\_  
17<sup>th</sup> century \_\_\_\_\_  
18<sup>th</sup> century \_\_\_\_\_

## ***WORKS IN PROFILE***

### **MICHELANGELO MERISI da CARAVAGGIO**

***Boy bitten by a lizard*** c1595/1600

oil on canvas 66 x 49.5

The National Gallery, London © The National Gallery, London

Caravaggio uses a limited range of colour in his paintings. Observe the painting *Boy bitten by a lizard* and complete the following tasks.

1) Che colori vedi?

rosso

bianco

verde scuro

viola

blu

marrone

giallo

rosa

arancione

celeste

Caravaggio uses rounded forms to create a youthful face – full cheeks and rouge lips! Although the boy is reacting to being bitten, great delicacy is displayed in the form of the fingers. The strong yet youthful shoulder and wrist are defined by oval shaped muscles.

2) Complete the following description of the “Boy bitten by a lizard” using the following words:

*(ricci, rotondo, sottili, carnosa, bovini, forti, dito)*

*Il ragazzo ha il viso \_\_\_\_\_, i capelli \_\_\_\_\_, gli occhi \_\_\_\_\_ e la bocca \_\_\_\_\_. Le mani del ragazzo sono \_\_\_\_\_ ma \_\_\_\_\_. La lucertola gli ha morso un \_\_\_\_\_.*

All of these things combine to make an ambiguous picture that is neither male nor female, youthful or mature but contains elements of them all.

3) Indicate whether the statement is true or false.

<i>Il ragazzo è molto giovane.</i>	<i>VERO/FALSO</i>
<i>Il ragazzo gioca con la lucertola.</i>	<i>VERO/FALSO</i>
<i>Il ragazzo ha paura.</i>	<i>VERO/FALSO</i>
<i>I fiori sono nel vaso.</i>	<i>VERO/FALSO</i>
<i>Sul tavolo c'è della frutta.</i>	<i>VERO/FALSO</i>

<b>Vocabulary</b>	ricci - curly	dito - finger
	rotondo - round	lucertola - lizard
	sottili - light/subtle	morso - bit (from 'to bite')
	carnosa - fleshy/thick	gioca - plays
	forti - strong	paura - fear
	bovini - large, prominent (refers to eyes)	

### **GEORGES de La TOUR**

*St Mary Magdalene with the smoking flame* 1635/1640

oil on canvas 116.8 x 91.8 cm

signed lower right: 'G. de La Tour'

Los Angeles County Museum of Art, gift of The Ahmanson Foundation (M.77.73)

Photograph © 2003 Museum Associates/ LACMA

Georges de la Tour, like Caravaggio, uses a limited range of colour.

1) Answer the following in Italian

Which colour reflects the light from the candle? \_\_\_\_\_

What colour is *Maddalena's* hair? \_\_\_\_\_

What is the colour of *Maddalena's* skirt? \_\_\_\_\_

2) Select the objects that can be found in the painting from the following list. Write them in the spaces provided.

cravatta \_\_\_\_\_

teschio \_\_\_\_\_

quaderno \_\_\_\_\_

libro \_\_\_\_\_

candela \_\_\_\_\_

frutta \_\_\_\_\_

crocifisso \_\_\_\_\_

corda \_\_\_\_\_

scarpe \_\_\_\_\_

fiamma \_\_\_\_\_

porta \_\_\_\_\_

3) *Il teschio* appears in another painting in the exhibition and also in the Education Kit.

Which painting is it? \_\_\_\_\_

Can you see something else that these paintings have in common?

What is it? \_\_\_\_\_ la candela/il libro/il crocifisso

<b>Vocabulary</b>	teschio - skull	fiamma - flame
	quaderno - writing book	corda - rope
	crocifisso - crucifix	Maddalena - Magdalena

### SIMON VOUET

*The fortune teller* 1617

oil on canvas 95.3 x 135.3 cm

inscribed on the back: 'AEGIPITIA.VULGO.ZINGARA..FATVI.CERDONIS.

DIVINATRIX.A..SIMEO. VOET.AD.VIVUM..DEPICTA.MCDXVII' (Egyptian

commonly called gypsy telling the fortune of the foolish artisan, painted from the life by Simon Vouet 1617)

Galleria Nazionale d'Arte Antica, Palazzo Barberini, Rome

© Archivio Fotografico, courtesy Soprintendenza Speciale per il Polo Museale Romano

Caravaggio and his followers often painted scenes from everyday life.

1) The name of this painting is *La buona ventur*.

How do we say this in English? \_\_\_\_\_

Do you agree with this title? Why / why not?

\_\_\_\_\_

2) Which of the following best describe what is happening in the painting? (Tick)

Avere le mani lunghe	To be light-fingered (steal)	___
Dare la mano	To shake someone's hand	___
Dare una mano	To give a hand (help)	___
Mani di ricotta	To have butter fingers	___
Leggere la mano	To read someone's hand	___

3) Match the word on the left with the corresponding description on the right. You will find the solutions in the painting.

il cappello	sorride
la mano	marrone in testa
la donna	la mano del signore
legge	nella tasca del signore

<b>Vocabulary</b>	legge - reads	persona - person
	sorride - smiles	un'altra - another
	tasca - pocket	

**VALENTIN (de BOULOGNE)**

*A musical party* c1626

oil on canvas 111.5 x 146.5 cm




Los Angeles County Museum of Art, gift of The Ahmanson Foundation

Copyright © 2003 Museum Associates/ LACMA

1) How do we say “to play the violin” in Italian? Circle the correct sentence.

Giocare il violino.                      Suonare il violino.

2) Circle the name of the instrument that corresponds with the image.

 <p>liuto basso chitarra</p>	 <p>violoncello viola violino</p>	 <p>tamburo tamburello tamburino</p>
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3) Observe the painting carefully and answer the following questions in Italian.

In quanti sono? \_\_\_\_\_

Cosa suona la donna? \_\_\_\_\_

Cosa fa il soldato? \_\_\_\_\_

4) Observe how the people in the painting are dressed. They are wearing the typical style of dress of the day. Following are descriptions of the clothing of the time. See if you can identify them in the painting.

*Il cappello è di feltro con una piuma.  
 Bottoncini chiudono le maniche, verso il polso.  
 I paggi portavano lunghe calze.*

<b>Vocabulary</b>	feltro - felt	chiudono - close
	piuma - feather	polso - wrist
	bottoncini - small buttons	paggi - pages (courtly)
	maniche - sleeves	portavano - wore
	strumenti - instruments	calze - stockings

**ARTEMISIA GENTILESCHI**

*Judith slaying Holofernes* 1612-13

Oil on canvas 159 x 126 cm

Museo di Capodimonte, Naples (inv Q378)

Foto n NS0297 © Luciano Pedicini/ Archivio dell'Arte

- 1) il braccio = the arm
- le braccia = the arms
- (*Braccio*, like many other words that refer to parts of the body, is irregular.)

Quante braccia vedi? \_\_\_\_\_

Quante mani vedi? \_\_\_\_\_

Quanti occhi vedi? \_\_\_\_\_

1) Observe the picture carefully and circle the words that best describe the statement in English.

They form an X in the painting.	La testa di Oloferne.
They form parallel lines.	Le braccia della donna con il vestito rosso.
They form an oval shape.	Le braccia di Oloferne.
	Le braccia della donna con il vestito blu.
	La spada e la testa di Oloferne.

3) Read the statements carefully and answer true or false.

La donna con il vestito blu ha una spada. VERO/FALSO

L'uomo è felice. VERO/FALSO

L'uomo ha la barba. VERO/FALSO

C'è sangue VERO/FALSO

La donna con il vestito blu è Giuditta.

VERO/FALSO

La donna con il vestito rosso è dolce.

VERO/FALSO

4) Remember the qualities associated with colour, shape and line? Observe the painting carefully and complete the following.

Descrivi la donna con il vestito rosso.

\_\_\_\_\_

Descrivi la donna con il vestito blu.

\_\_\_\_\_

<b>Vocabulary</b>	donna - woman	barba - beard
	uomo - man	felice - happy
	spada - sword	dolce - sweet/gentle
	vestito - dress	Giuditta - Judith
		Oloferne - Holofernes

### ***FOR YOUNGER STUDENTS***

#### **Find-a-picture**

Search for the following images in the paintings shown in the exhibition and the Education Kit.

Write the English equivalent, the artist and the painting in which it occurs.

*Una lucertola verde*

English: \_\_\_\_\_

Artist: \_\_\_\_\_

Painting: \_\_\_\_\_

*Una candela e due libri sopra il tavolo*

English: \_\_\_\_\_

Artist: \_\_\_\_\_

Painting: \_\_\_\_\_

*Un donna che legge la mano*

English: \_\_\_\_\_

Artist: \_\_\_\_\_

Painting: \_\_\_\_\_

*Musicisti che suonano gli strumenti*

English: \_\_\_\_\_

Artist: \_\_\_\_\_

Painting: \_\_\_\_\_

*Un angelo grande*

English: \_\_\_\_\_

Artist: \_\_\_\_\_

Painting: \_\_\_\_\_

*Una donna ha la spada in mano*

English: \_\_\_\_\_

Artist: \_\_\_\_\_

Painting: \_\_\_\_\_

*Un ragazzo giovane e un gigante*

English: \_\_\_\_\_

Artist: \_\_\_\_\_

Painting: \_\_\_\_\_

*Un soldato con il cappello in testa guarda Gesù*

English: \_\_\_\_\_

Artist: \_\_\_\_\_

Painting: \_\_\_\_\_

**Vocabulary**

lucertola - lizard

candela - candle

libri - books

donna - woman

legge - reads

musicisti - musicians

suonano - play

strumenti - instruments

angelo - angel

spada - sword

giovane - young

gigante - giant

soldato - soldier

guarda - looks

Gesù - Jesus

**POST-EXHIBITION ACTIVITIES**

**MICHELANGELO MERISI da CARAVAGGIO**

*Boy bitten by a lizard* c1595/1600

oil on canvas 66 x 49.5

The National Gallery, London © The National Gallery, London

1) Locate a reproduction of the work and label the parts of the picture in Italian. Add descriptions where possible for example, *capelli castani*.

**GEORGES de La TOUR**

*St Mary Magdalene with the smoking flame* 1635/1640

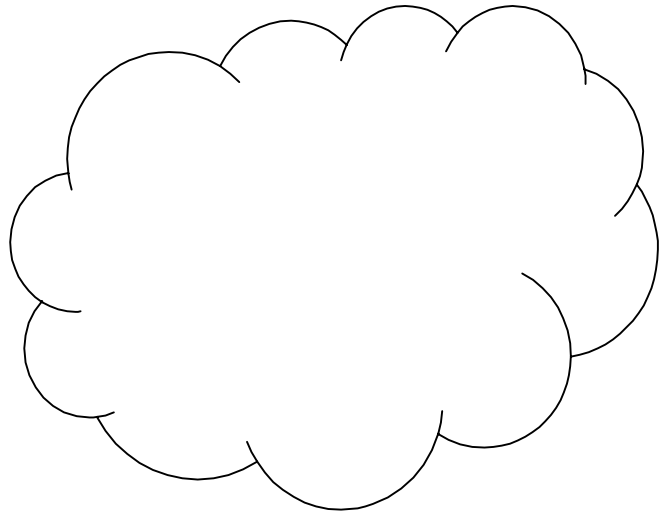
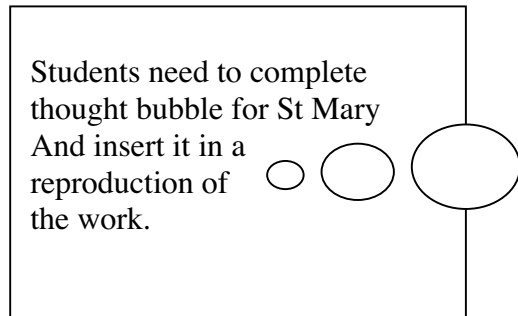
oil on canvas 116.8 x 91.8 cm

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Photograph © 2003 Museum Associates/ LACMA

A che cosa pensa *Maddalena*?



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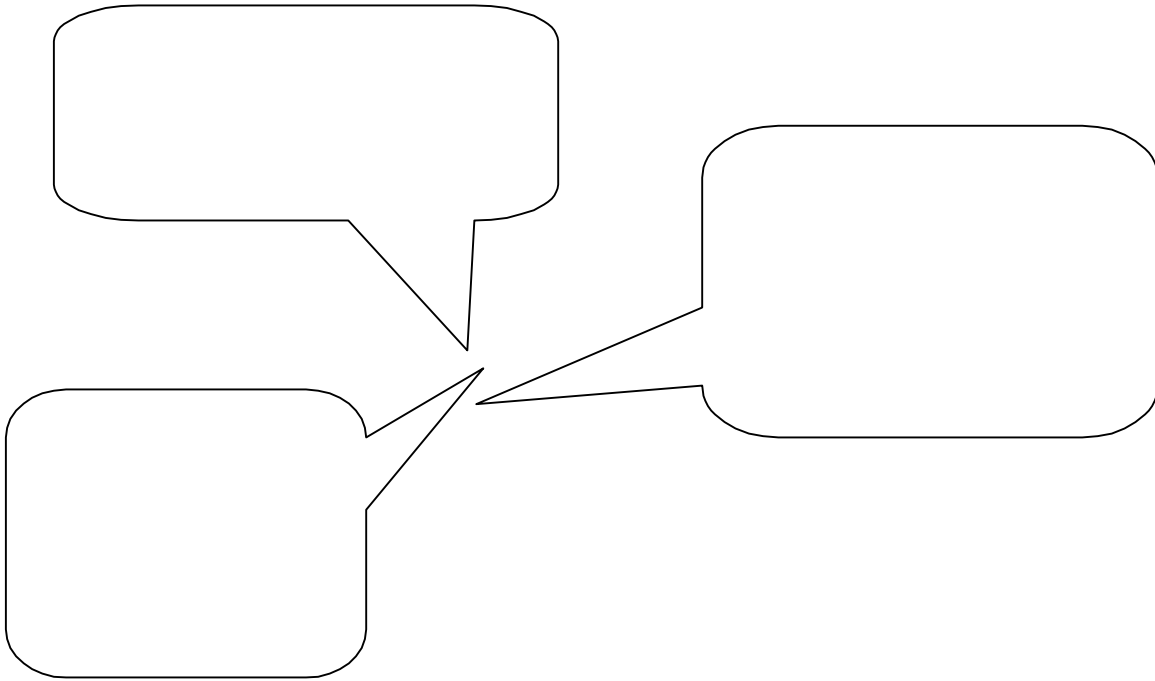
1) Read the following conversation. Write the sentences in the appropriate speech bubbles below and insert them over the appropriate character in a reproduction of the work.

Signora 1: Lei è una persona molto fortunata.

Signore: Davvero!

Signora 1: Sì. La sua fortuna è nelle mani di un'altra persona.

Signora 2: Sì. È nelle mie mani.



2) Imagine that the pickpocket is taking a few moments away from the action to tell you something. What is she telling you? Write it in Italian.

3) Note how the three people in this painting are each looking at someone. The pickpocket is looking at the observer as though she knows that the observer is there. Imagine that you really have seen all that happened, both before and after the event. Write a dialogue of the conversation that took place. (This can be done as modelled writing or as pair work for older students.)

**VALENTIN (de BOULOGNE)**

*A musical party* c1626

oil on canvas 111.5 x 146.5 cm

Los Angeles County Museum of Art, gift of The Ahmanson Foundation

Copyright © 2003 Museum Associates/ LACMA

1) Read the following and answer the questions that follow in ENGLISH.

*Il liuto era molto diffuso durante il secolo XVI & XVII. Il tipo più comune di liuto aveva undici corde. Questo strumento è di origine orientale e fu portato in Europa all'epoca delle crociate.*

<b>Vocabulary</b>	liuto - lute	strumento - instrument
	diffuso - widespread	fu (from essere) - was
	secolo - century	crociate - crusades
	corde - strings	

Which instrument became very popular during the 16<sup>th</sup> and 17<sup>th</sup> century?  
 Describe the one that was the most popular.  
 How did this instrument find its way into Europe?

- 2) Access the following website (<http://www.liceogalilei.it/CARAVAGGIO/costumi.htm>) to find a very interesting description in Italian of the costumes worn during Caravaggio's era. Select one costume and with the aid of a dictionary, write a description in English.
- 3) Identify one of the paintings in the exhibition that best reflects the description that you have written. Draw and label the costume.
- 4) Listen to some Baroque music. In small groups, write the words to the song that the people at the music party might be singing.

### **ARTEMISIA GENTILESCHI**

*Judith slaying Holofernes* 1612-13

Oil on canvas 159 x 126 cm

Museo di Capodimonte, Naples (inv Q378)

Foto n NS0297 © Luciano Pedicini/ Archivio dell'Arte

- 1) Why did Judith decapitate Holofernes? Write a list of reasons / excuses in Italian.
- 2) What feelings can you identify on the faces in this painting? Make a list in Italian. Write a sentence about each person in the painting.

### ***CONCLUSION***

If you were Caravaggio or one of his followers painting today, what would you paint? Write a list of titles for your paintings in Italian and English.