

This is Alveary

Awakening Children to Delightful Living





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*Please let us know if you intend to use this packet in a group setting, such as an information session or co-op, so that we may support you.



Charlotte Mason's Alveary is a complete and comprehensive curriculum and teacher-training program for homeschools, co-ops, and schools.

Our aim is to provide a robust and modern course of study that is both true to Charlotte Mason's model of education and relevant for 21st-century students living in the United States and Canada.



Welcome



Thank you for letting us share the richness and beauty of Charlotte Mason's Alveary with you.

In appreciation, we have included a full term of Alveary lesson plans for picture study at the end of this guide. We invite your family to come alongside our current Alveary members in experiencing this art appreciation course.



“The Alveary truly revolutionized our homeschool.”

— Bethany H.

We encourage you to watch this video and hear our members describe the facets they most appreciate about the Charlotte Mason's Alveary curriculum. You will also hear about the decades of work and the many dedicated people behind the nonprofit Charlotte Mason Institute (CMI).





The Alveary

Relationship

We believe the primary purpose of education is to support students developing their own unique relationships with a wide variety of people, places, things, and ideas.

Membership includes access to the Hive, our private online community hosted on Mighty Networks (app available). Search for members in your area, join “Circles” based on mutual interests, find support, and share both successes and struggles. Our members and community mentors ensure the Hive is a supportive and welcoming place to be.

New this year, the Alveary team is offering regularly-scheduled Office Hours via Zoom for advice and support. Members can also submit questions or suggestions via the “Contact” button on our website and receive a written response.

Our annual CMI conference offers an opportunity to learn and fellowship together. This year we are offering some sessions online for those unable to attend in person.



Relevance



We want the Alveary to be relevant to our time and place. We choose books that ignite the imagination, allowing children to enter into the stories and to recognize that even people who lived long ago and far away were not that different from themselves.

We are intentional about including books that represent diverse ethnicities and cultures and honor the personhood of all people. This means our students enjoy a balance of both classic and newer titles that are of the highest literary quality.

Our curriculum is written by a team of over 20 veteran Charlotte Mason teachers, homeschool parents, administrators, and researchers.

This means you can be confident in the accuracy and thoroughness of the Alveary. We re-evaluate our curriculum each year, using member feedback and student exams to hone the quality of the books we recommend. We assess new titles as we find out about them to see if they should be included. When a book goes out of print we replace that title (or have it republished) to help keep costs low.

Watch the video below!

You can see and hear about many of the books selected for our 2022-23 program on our YouTube channel.



Scan QR code
to watch the
video



Research

Mason’s principles are timeless, based on what she knew to be true of children as image bearers. However, she also recognized the importance of remaining immersed in the best research of her day. We follow her example in order to allow her enduring ideas to breathe freely in our own day.

Most of today’s research supports what Mason said century ago. When it does not, we assess the new information and its implications. When we discover a robust body of well-designed studies in which the results seem to point in a singular direction, we consider the possibility that something new is being revealed about children and learning.

We are continuing our research right at the home of Mason’s House of Education as part of a partnership with the University of Cumbria at Ambleside, Charlotte Mason’s Alveary Program Director Dr. Jennifer Spencer, CMI Board Members Dr. Deani Van Pelt and Dr. Jack Beckman, and CMI founder Dr. Carroll Smith have all been named Visiting Research Fellows in Charlotte Mason Studies.





With the Templeton Foundation Grant We have developed a robust and modern course of science study vetted by experts in science fields that answers today's emphasis on STEM subjects, but which adheres to Mason's ideas and practices



Charlotte Mason

“What worked even fifty years ago will not work today, and what fulfills our needs today will not serve fifty years hence; there is no last word to be said upon education...”

— School Education pp.45-46





More Than A Book List

Lesson Plans

Alveary lesson plans are much more than page breakdowns by term. We also plan quality activities (links, maps, writing prompts, labs, etc.) around the big ideas while still allowing students to do their own thinking. We include notes to assist you, alerts for any sensitive content, and thoughtful exam questions. Finally, we include projects and resources as “Extra Helpings” for students with a high level of interest. After all, you never know which part(s) of the curriculum will pique a child’s curiosity.

Reflective Practice Plan Book

The Reflective Practice Plan Book provides weekly tips and check-in questions based on Mason’s principles that will help you grow, develop insight, and hold yourself and your students accountable with grace. It also contains book recommendations for teachers and many types of planning pages, including a habit tracker, an attendance record, a page to plan your field trips and afternoon occupations, a record sheet for hours spent outside, and even a grocery list template. This resource has been called a “game changer” by our members.

What members are saying...

I’ve been telling everyone I know how wonderful Alveary is. Thank you and your team for all you do. You all have truly transformed our homeschooling experience.

— Beth R.

Try Alveary's Free 2 Week Samples.

Authentically Mason, incredibly rich, Charlotte Mason’s Alveary will provide you with all the tools you need to educate your students well.

Scan the QR code to get started.



More Than A Book List

Alveary Member Tutorial

Our Alveary Member Tutorial (over 140 pages) walks you through the process of planning your school year, explains how to teach each subject, shows the progression of each course through grades 1-12, and includes appendices on notebooks, history charts, geography, Kinderleben (preschool), and high school.

Knowledge Base

The Knowledge Base is the place to find training on a multitude of topics related to Charlotte Mason's philosophy and methods. We have a catalog of over 60 webinar recordings, as well as recordings of many CMI conference lectures. We also offer curated Parents' Review collections, organized by topic and fully searchable.

Alveary Book Shelf

The Alveary Book Shelf contains over 1,000 titles- historical fiction, travel readers, classics, picture books, biographies, science topics, and more. Updated each year so that the titles correlate with the history cycle.

CMI Resources

Charlotte Mason Institute resources include our annual conference, monthly online study groups which read Mason's volumes together, and the Blue Orchard Bee community which discusses neurodiversity in light of Mason's philosophy.





What members are saying...

“The ongoing research of the Charlotte Mason Institute really drew me to the Alveary.”

“Their team of Mason experts takes a deep look at both Mason and current research and then shows me how to implement that in a meaningful and practical way using the best books and resources available.”

— Amy F.



More Than A Book List

Registration for 2022-23 is open. Downloadable lesson plans were published on June 1. Memberships expire on June 30, 2023.

01. Programs for Grades 1-12

The Program is where you will find out what your students will be doing this year.

02. Scheduling Tools

Printable and drag-and-drop digital tiles help you create your schedule.

03. Alveary Member Tutorial

Invaluable resource for planning your year and learning Mason's method of teaching each subject.

04. Access to Alveary Team

Have your questions answered in our live Office Hours or via the "Contact" button on our website.

05. Reflective Practice Plan Book

Insightful questions and beautiful planning pages to help you grow as a teacher.

06. Daily Lesson Plans

Detailed plans for each day with prep notes, alerts, narration ideas and much more.

07. Ongoing Teacher Training

An archive of over 60 webinars on topics from dyslexia and cognitive load to Mason's approach to math and modern languages.

08. Member to Member Support

Join "The Hive" to meet members with similar interests, and to build supportive relationships with other members around the globe.

The Cost

\$249.99 per family

"My husband pointed out that the Alveary membership divided out to only about \$20 a month. It's really a tremendous value for everything that is included."

- Terri S.

Schools and Co-ops

See [website](#) for pricing





More Than A Book List

Placement & Planning Tips

This section helps you make decisions about combining students, informs you of any prerequisites for the course, and tells you what you should do to plan for each term.

Daily Lesson Plan

Designed to give you the pertinent information for each day's lessons at your fingertips. For those who want to print as little as possible, these pages are all you really need.

Shopping List

Available by June 1 and accessible by course and by grade level, this list provides links for all supplies needed for each course.

Examination Questions

We provide comprehensive exam documents for each course. These can also be accessed by grade.

Students Want More!

Links Page

Provides links to supporting materials such as maps, pieces of art, articles, and videos.

Afternoon Occupation Suggestions

Among the activities on this page, you will find brush drawing, object lessons, things to look for on daily walks, science and citizenship notebook entries, and dates for history charts.

Extra Helpings

Provided for students who are showing a high level of interest in the course, this page contains lesson extensions, links to videos, books for free reading, games you can play, and more.

What members are saying...

"I love how the Alveary lesson plans make both combining students and facilitating independent work so much simpler so I don't drop as many balls!"

— Beth R.

Frequently-Asked Questions



Can I combine students of different ages using the Alveary?

Yes! We want you to work smarter, not harder, and that means combining as many students as possible for as many courses as possible, as well as allowing students to work independently, as appropriate.

Will I need to spend a lot of time online?

No. Most of our materials are downloadable and some of our members print what they need, then work almost exclusively from paper. Preview all the links from the Lesson Plans at the beginning of each term and print out any maps, pictures, or articles you wish to share with your students. You can file these with your printed Lesson Plans so they are within reach when you need them.

I'm new to homeschooling, is there a way to ease into this "feast"?

Our "Soft Launch" helps you incorporate the various elements of a Mason education gradually, even as you learn to teach according to Mason's method. It includes a two-year schedule for introducing subjects so that you can learn to do them well without becoming overwhelmed.

How do you structure history studies?

We adopted a four-year history rotation modeled after Mason's, but adapted for U.S. and Canadian students. The time periods studied are as follows: See chart on next page!





History Cycles

As History is the pivot for a Charlotte Mason education, many of the other subjects (i.e., Poetry, Music Appreciation, Art Appreciation, Architecture, Literature, and others) are situated within the particular time period, as well.

Rotation 01:

800 – 1650 AD
(Grades 5-12 also study
3500-550 BC)

Rotation 02:

1650 -1800 AD
(Grades 5-12 also study
550-100 BC)

Rotation 03:

1800 -1900 AD
(Grades 5-12 also study
100 BC-350 AD)

Rotation 04:

1900 – present
(Grades 5-12 also study
350-800 AD)

What members are saying...

“I’d like to give a big thank you and shout out to all the effort that has been put into ensuring Alveary has curated a true feast that is diverse in topics and diversity itself.”

“We have loved learning about Inuit culture in a truly culturally respectful way thanks to Alveary!”

- Hana S.

We will study this rotation for the 2022-23 school year.





Charlotte Mason

Almost a century after her death, Charlotte Mason’s design for education continues to stir the imagination and inspire the practice of parents and teachers, impacting the lives and education of thousands of children. But who was she, and how did this movement begin?

A British educator and philosopher, Charlotte Mason (1842-1923) designed, developed, and promoted a relational education in an atmosphere filled with books, experiences, nature, and ideas, where the child is viewed as a person and the educator as one who cooperates with God. Mason wrote a series of six volumes in which she describes her philosophy of education.

As she promoted the idea that “education is an atmosphere, a discipline, and a life,” Mason summarized her educational philosophy into twenty principles drawn from what she knew to be true about humans as image-bearers, from her direct observations of children during her decades of teaching, and from the best science of psychology and physiology of her day.

To learn more about Charlotte Mason’s philosophy as it applies to education today, scan the QR code and view our series of short videos. If you don’t have time to watch the complete series right now, we especially recommend the final video, “Current Research and the Zeitgeist”.



Scan me to learn more
about Charlotte Mason.

Try It Out!



We appreciate your interest in Charlotte Mason's Alveary. As promised, here are your free Alveary lesson plans. Please enjoy this term of picture study, suitable for the whole family.

Complete Term Attached



Let's Stay in Touch!

Follow Us On Social Media



@CMIAlveary



@charlottemasonsalveary



@CMI_Alveary



@Charlotte Mason's Alveary

Contact Details

Send us a Private Message



Message Us Here

Contact Details

Sign up to receive CMI's free monthly newsletter filled with riches and inspiration.



Message Us Here

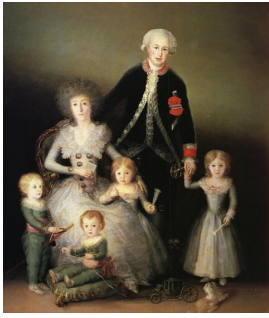
Artist
Portfolio
Francisco de Goya
1746-1828



"Self-Portrait at an Easel"
1790-1795



"Portrait of Francisco de
Goya" by Portana, 1826



"The Duke and Duchess of Osuna and Their Children," 1787-1788, oil on canvas



"Picnic on the Banks of the Manzanares," 1776, oil on canvas



"Men Reading," 1820-1823, mixed method on mural transferred to canvas



"A Game of Pelota," 1799, oil on canvas



"The Family of Carlos IV," 1800, oil on canvas



"The Wedding," 1791-1792, oil on canvas













Picture *Study* Art



ART APPRECIATION

Art is studied to help students cultivate a sense of beauty, to help them furnish their minds with their own personal gallery, and to give them another way to become "at home with the ways of [a time] period." (Mason, vol.1, p.280) Art Appreciation and Art Instruction lessons work together to increase the students' appreciation of art forms and styles.

Picture Study

Students are exposed to a wide variety of artwork from many historical schools of painting. Typically, the artists correlate with the historical time period being studied. Picture Talk Questions tie the artwork to what is being learned in Art Lessons.

ASSIGNED GRADES & SCHEDULING

Students or Groups Enrolled by Form or Grade

1 2 3 4 5 6 7 8 9 10 11 12

FORM	MIN.	xWK	MORN.	TEACH.	ACT.
F1+	10	1	*	T	—
F2	15	1	*	T	—
F3	20	1	*	T	—
F4-6	20	1	—	T	—

PLACEMENT TIPS

There is one set of lesson plans for students in all forms. All lessons begin the same, but extensions increase the length and sophistication of the content.

COURSE NOTES

Course Text: Alveary Picture Study Portfolio

Teachers should read about the artist and familiarize themselves with plans before lesson time in order to prompt "by the way" discussions with their students. All students will work together for 10 minutes. As students advance in levels of Art Instruction, they will address more advanced concepts in these lessons as well, possibly extending the lesson time by 5-10 minutes (as reflected on the schedule tile). Students need only address those concepts that correspond with their current proficiency and level of Art Instruction.

In a given term, students will study 6 or more works in order to build relationship with each artist and the pervading styles of the period. This will enable them to recognize the artists as old friends when they happen upon them again cross-curricularly, in museums, or later on in life.

Students are first given time to look at a work of art until they are comfortable. Once they are ready, students should discuss observations while looking at the work. Each student does this in turn, adding to or offering a new perspective on previous observations. Be sure those not speaking are participating by continuing to study the work of art and listening to their fellow students. Once all students have had a turn to participate, continue with a Picture Talk, or natural discussion, using the provided questions in order to help students dig deeper in their observational skills. Be sure to refer to this document each week as some weeks a particular focus is emphasized and will be addressed in the following week's lesson. Don't feel confined to just the Picture Study lesson once a week. Hang the print in view, preferably with the whole of the artists' works being studied that term. Let your students catch you lingering at times, and continue natural conversations "by the way" throughout the week.

Following a thorough narration and discussion in which the students build a personal relationship with the work of art, they will usually do a memory exercise before being prompted to take a second look at the artwork. Some assignments will be further discussion, focusing on a particular element, and some will be practice, based on a certain aspect of the artwork. There is at least one assignment each term that focuses on looking at the artist's works as a group. This assignment further facilitates students' familiarity with a given artist's style, color palette, and place in history. These exercises also reveal an artist's work over time and how he or she grew and developed into the great artists they became--something all budding artists need to recognize.

PLANNING & PREP

- ☐ ALERT: Preview Links. The final responsibility for previewing any and all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by using the "contact us" link on the website.
- ☐ ALERT: We are very intentional in choosing pieces to study with children. Many artists have produced other works that would be deemed objectionable for students. Please carefully preview any books, websites, or other resources that are not explicitly recommended.

- ☐ Print picture study images (a copy for each student).
- ☐ Look over and bookmark the "Picture Talk" guide to refer to each week. (See Appendix at end of document)
- ☐ Print a copy of Our Work for each student (see Program), preferably in color on heavier paper. Have them bound or place them in a binder in sheet protectors.

TERM 1

- ☐ Hang the term's images in sight of students as they complete each piece.
- ☐ Read about the term's artist and prepare to narrate as natural opportunities arise during Picture Talk discussions or "by the way."



TERM 1

<p>☐ 1 Picture Talk: Goya</p> <hr/> <p>→ STUDY: Look at art quietly for a few minutes; study the whole work and details.</p> <p>→ NARRATE: Still looking, tell all you notice. Look and listen while other students narrate.</p> <p>→ PICTURE TALK: Continue natural discussion, using questions to strengthen observational skills of specifics. Share about artist's life as opportunities arise.</p> <p>☆ Art Print: The Picnic</p>	<p>☐ 2 Memory Discussion: Elements</p> <hr/> <p>→ MEMORY DISCUSSION: Think of one element in The Picnic that really stood out to you and describe it in as much detail as possible.</p> <p>→ EVALUATE: Look at the print. Did you mention all the details?</p> <p>☆ Art Print: The Picnic</p>	<p>☐ 3 Picture Talk: Goya</p> <hr/> <p>→ STUDY: Look at art quietly for a few minutes; study the whole work and details.</p> <p>→ NARRATE: Still looking, tell all you notice. Look and listen while other students narrate.</p> <p>→ PICTURE TALK: Continue natural discussion, using questions to strengthen observational skills of specifics. Share about artist's life as opportunities arise.</p> <p>☆ Art Print: The Game of Pelota</p>
<p>☐ 4 Interpreting Art</p> <hr/> <p>→ DISCUSS: Study the painting. What is happening? What is this game of pelota? What actions are people doing in the painting? How does the artist highlight those?</p> <p>→ All Levels: During your composition time, write or dictate a poem or short story from the bystander's point of view in this print.</p> <p>☆ Art Print: The Game of Pelota ☆ Narration Notebook or paper and pencil</p>	<p>☐ 5 Picture Talk: Goya</p> <hr/> <p>→ STUDY: Look at art quietly for a few minutes; study the whole work and details.</p> <p>→ NARRATE: Still looking, tell all you notice. Look and listen while other students narrate.</p> <p>→ PICTURE TALK: Continue natural discussion, using questions to strengthen observational skills of specifics. Share about artist's life as opportunities arise.</p> <p>☆ Art Print: The Duke and Duchess of...</p>	<p>☐ 6 Memory Drawing: Chalk</p> <hr/> <p>→ MEMORY DRAWING: Focusing on main lines, draw the painting from memory. Use chalk on its side and draw in mass.</p> <p>→ EVALUATE: When finished, take out the print and compare it to your own work. Did you include the main architectural, landscape, and/or human features?</p> <p>☆ Art Print: The Duke and Duchess of Osuna and Their Children ☆ Chalk and chalkboard</p>
<p>☐ 7 Picture Talk: Goya</p> <hr/> <p>→ STUDY: Look at art quietly for a few minutes; study the whole work and details.</p> <p>→ NARRATE: Still looking, tell all you notice. Look and listen while other students narrate.</p> <p>→ PICTURE TALK: Continue natural discussion, using questions to strengthen observational skills of specifics. Share about artist's life as opportunities arise.</p> <p>☆ Art Print: The Wedding</p>	<p>☐ 8 Art as Storyteller</p> <hr/> <p>→ DISCUSS: Look at The Wedding. What do you think might happen next if this were happening in real life?</p> <p>→ PRACTICE: Draw a scene of your idea.</p> <p>☆ Art Print: The Wedding ☆ Art Book and pastels or watercolors</p>	<p>☐ 9 Picture Talk: Goya</p> <hr/> <p>→ STUDY: Look at art quietly for a few minutes; study the whole work and details.</p> <p>→ NARRATE: Still looking, tell all you notice. Look and listen while other students narrate.</p> <p>→ PICTURE TALK: Continue natural discussion, using questions to strengthen observational skills of specifics. Share about artist's life as opportunities arise.</p> <p>☆ Art Print: The Family of Carlos IV</p>
<p>☐ 10 Picture Talk: Elements</p> <hr/> <p>→ OBSERVE: Lay out all of the prints from this term.</p> <p>→ PICTURE TALK: Study the prints. Focus on the activity in each painting. How does Goya depict action or emotion in his paintings? Discuss similarities/differences.</p> <p>☆ Art Print: The Picnic ☆ Art Print: The Game of Pelota ☆ Art Print: The Duke and Duchess of ... ☆ Art Print: The Wedding ☆ Art Print: The Family of Carlos IV</p>	<p>☐ 11 Picture Talk: Goya</p> <hr/> <p>→ STUDY: Look at art quietly for a few minutes; study the whole work and details.</p> <p>→ NARRATE: Still looking, tell all you notice. Look and listen while other students narrate.</p> <p>→ PICTURE TALK: Continue natural discussion, using questions to strengthen observational skills of specifics. Share about artist's life as opportunities arise.</p> <p>☆ Art Print: Men Reading</p>	<p>☐ 12 Exam Week</p> <hr/> <p>→ Answer question(s) related to course.</p> <p>Questions will come from: Goya</p>

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Picture Study

1 2 3 4 5 6 7 8 9 10 11 12

◆ **TERM 1**

- GRADE 1** • Describe the Duke and Duchess of Osuna and Their Children.
- GRADES 2-3** • Describe the Duke and Duchess of Osuna and Their Children.
- GRADE 4** • Describe the Duke and Duchess of Osuna and Their Children.
- GRADES 5-6** • Describe the Duke and Duchess of Osuna and Their Children.
- GRADES 7-8** • Describe the Duke and Duchess of Osuna and Their Children.
- GRADE 9** • Describe the Duke and Duchess of Osuna and Their Children.
• Tell how Goya's style of painting changed over time.
- GRADES 10-11** • Describe the Duke and Duchess of Osuna and Their Children.
• Tell how Goya's style of painting changed over time.
- GRADE 12** • Describe the Duke and Duchess of Osuna and Their Children.
• Tell how Goya's style of painting changed over time.
• Discuss the art movement in which Goya worked and his influence within that movement.

Picture Study

PICTURE TALK

Questions to Enrich Natural Discussions

Use these questions to enrich Picture Talks after a student has narrated their own observations of a work of art. It is best if the teacher studies the questions ahead of time and applies them in natural, organic conversations, but it is ok to have them nearby to draw from.

There are two types of questions: those specific to each work of art, as well as those intended to aid students in applying what they are learning in their art instruction courses. We recommend discussing the questions listed under each specific work of art first. Then, as time allows, explore some of the Applied Art questions. The Applied Art questions are listed by levels which correspond to the Lessons in Art courses.

All ages may participate in the lowest level questions; then younger students may listen to the older ones discuss the more advanced questions during their extended time, if appropriate. As students practice answering the Applied Art questions they may begin naturally including them in their narrations or discussions, at which time the specific questions will become less necessary.

Applied Art

Levels 1-2

- What colors, shapes and lines do you see?

Levels 3-8

- Where do you see cylinders, cones and ellipses in the art work?
- Are there any vases or other vessels that appear as cylinders?
- Do you notice where cylinders appear on the human form; arms, legs, fingers, necks, torso?
- Do you see pieces of architecture or objects in the natural world that appear as cylinders in the artwork?
- Do you see any circles turned toward or away from you (ellipses)?
- Is there anything with a conical shape in the artwork; oil can, paint tube, pyramid, hat, flower?

Levels 4-8

- What applications of proportion, perspective and color do you see?
- Are items in the foreground smaller or larger compared to those in the background of the artwork?
- What primary, secondary and/or tertiary colors do you see?
- Do you spot any browns? What complementary color pairs make up those browns?
- Do you see any horizon lines?
- Can you see any lines (a.k.a., outlines of objects) that fade into a vanishing point?

Levels 7-8

- Discuss light, shade and texture in the painting.
- Where is the lightsource in the artwork?
- What do you think is creating that light; the sun, a window, lamp, candle, etc.?
- How is the light affecting the objects in the artwork?
- Are there reflections, highlights or cast shadows?
- What do you notice about the values of the colors that you see?
- Can you see different tones of the same color?
- Do any objects have multiple cast shadows?
- Point out all of the textures in the artwork; stone, dirt, trees, bushes, fabrics, flowers, cushions, wood grain, straw, wire, etc.
- What elements (line, space, value, shape) does the artist use to capture a texture? For example, there may be a repetition of curving lines to show the folds or to give a draping effect in fabric.

Goya

Picnic on the Banks of the Manzanares, c.1776, Oil on Canvas, 271 x 295 cm; Royal Collection, Prado Museum - Madrid, Spain

- Describe the different things the people are doing in the painting.
- What is happening with the dog?
- Describe the scenery.
- Does the space in the painting appear flat or three-dimensional? Explain why.
- Describe the fabric and colors in the clothing.
- Compare it to the fabrics and colors in Rembrandt's paintings.
- Share the title of the art work. What bearing does it have on the meaning of the art?

The Game of Pelota, c.1779, Oil on Canvas, 261 x 470 cm; Royal Collection, Prado Museum - Madrid, Spain

- What do you see in the background?
- Describe the distant scene.
- What is happening?
- Describe what the different groups of people are doing.
- Describe the vegetation, textures, and colors in the painting.
- Is this a portrait or a landscape?
- Share the title of the art work. What bearing does it have on the meaning of the art?

The Duke and Duchess of Osuna and Their Children, c.1787-1788, Oil on Canvas, 225 x 174 cm; Prado Museum - Madrid, Spain

- Describe the people in this painting.
- What is each one doing?
- Describe and discuss the colors.
- What are the children holding?
- Point out the reflections and shadows.
- Share the title of the art work. What bearing does it have on the meaning of the art?

The Wedding, c.1791-1792, Oil on Canvas, 293 x 267 cm; Prado Museum - Madrid, Spain

- Describe what is happening in this scene.
- Are the people inside or outside?
- Do the people seem as though they are in motion or standing still?
- Can you act out what might come next?
- How is this different from The Picnic?
- Does the space in this painting seem flat or three-dimensional? Why?
- Share the title of the art work. What bearing does it have on the meaning of the art?

Charles IV of Spain and His Family, c.1800, Oil on Canvas, 280 x 336 cm; Prado Museum - Madrid, Spain

- Describe and discuss the painting.
- What do you notice about the clothing that all of the people are wearing?
- Is it historically accurate to the subject matter or to the artist's time period?
- Describe and discuss where each person is looking.
- Why did the artist choose to make each person look that direction?
- Do you see the artist in the painting? What does he look like? What other artist(s) have you studied that include themselves in their portraits of others?
- Share the title of the art work. What bearing does it have on the meaning of the art?

Men Reading, c.1820-1823, Oil and Gesso on Canvas, 126 x 66 cm; Prado Museum - Madrid, Spain

- What are the men doing?
- What thing do you see in their hands?
- Compare the colors of this painting to Goya's other paintings that you have studied.
- Where is the light source?
- What effect does the light have in the painting?
- Share the title of the art work. What bearing does it have on the meaning of the art?