

The Leonardo Guidebook (2)

LEVEL 4 Writing

Writing

At Level 4, students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing. They begin to use simple figurative language and visual images. They use a range of vocabulary, a variety of sentence structures, and use punctuation accurately, including apostrophes. They use a range of approaches to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns. They employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.

Humanities : History

LEVEL 3 Humanities Skills

Humanities Skills

At Level 3, students use a range of historical evidence, including oral history, artefacts, narratives and pictures, to retell events and describe historical characters. They develop simple timelines to show events in sequence. They explain some of the differences between different types of historical evidence, and frame questions to further explore historical events. Students draw simple maps and plans of familiar environments observing basic mapping conventions. They identify the location of places on a simple map using an alphanumeric grid and describe direction using the four cardinal compass points.

LEVEL 4 Historical knowledge and understanding, Historical reasoning and interpretation

Historical knowledge and understanding

- Students demonstrate an understanding of the histories of some cultural groups which make up Australia today.
- Students explain the values important to other societies and their own and links between other countries and Australia.
- Students compare and contrast the values and beliefs of Australians and people of other cultures. They compare aspects of different cultures and countries, in both the past and present, and ask questions about their own society. They sequence events and describe their significance in bringing about particular developments.

Historical reasoning and interpretation

At Level 4, students use a range of primary and secondary sources to investigate the past. With support, they frame research questions and plan their own inquiries. They comprehend and question sources and make judgments about the views being expressed, the completeness of the evidence, and the values represented. They use appropriate historical language and concepts to develop historical explanations. They present their understandings in a range of forms.



The Leonardo Guidebook (2)

Information Communication & Technology

LEVEL 3 for visualising thinking, creating and communicating

ICT for visualising thinking

At Level 3, students use ICT tools to list ideas, order them into logical sequences, and identify relationships between them. Students retrieve their saved visualising thinking strategies and edit them for use in new, but similar situations. They explain how these strategies can be used for different problems or situations.

ICT for creating

At Level 3, students organise their files into folders classified in a way that is meaningful to them. Students explain the purpose of passwords for accessing files stored on networks. They follow simple plans and use tools and a range of data types to create information products designed to inform, persuade, entertain or educate particular audiences. They create information products to assist in problem solving in all areas of the curriculum. With minimal assistance, students use ICT tools to capture and save images. They use simple editing functions to manipulate the images for use in their products. They make ongoing modifications to their work to correct the spelling of frequently used words and to rectify simple formatting errors. They evaluate the final information product and describe how well it meets its purpose. Students make adjustments to their equipment and apply techniques that are ergonomically sound.

ICT for communicating

They locate information on an intranet, and use a recommended search engine and limited key words to locate information from websites. They develop and apply simple criteria to evaluate the value of the located information.

VISUAL ART

LEVEL 3 for Creating and Making and Exploring and Responding

Creating and making

Students create and present works in a range of arts forms that communicate experiences, ideas, concepts, observations and feelings. They select and combine a range of arts elements, principles and/or conventions, and use a range of skills, techniques and processes, media, materials, equipment and technologies. They show evidence of arts knowledge when planning arts works for different purposes and audiences and identify techniques and features of other people's works that inform their own arts making. They refine their work in response to feedback and self-evaluation.

Exploring and Responding

Students comment on the exploration, development and presentation of their arts works, including the use of specific arts elements, principles and/or conventions, skills, techniques and processes.



The Leonardo Guidebook (2)

LEVEL 4 for Creating and Making

Creating and making

Students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present arts works. They investigate a range of sources to generate ideas and manipulate arts elements, principles and/or conventions in a range of arts disciplines and forms as they explore the potential of ideas. In their arts works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. They evaluate the effectiveness of their arts works and make changes to realise intended aims. They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences.

[Download Student Activity sheets on Leonardo's Guidebook to accompany Exhibition visit.](#)

[Download Leonardo Quiz Questions sheet](#)

[For further Leonardo teaching resources: refer to School Programs Resource list](#)

Context

“I will do things no one in the past has dared to do, I will think new thoughts, bring new things into being”. (Leonardo da Vinci)



The Leonardo Guidebook (2)

Modern Mind

The Renaissance, or 'Rebirth of learning' was about renewing and redefining the prodigious scholarship that had been recorded in scientific, literary and philosophical texts in the ancient Greek and Roman eras. It is of note that Leonardo as a scholar was a disadvantaged self-starter. Unlike other boys of his age with noblemen as fathers, he was denied access to learning ancient Greek and Latin, (the language that books then were written in) on account of being illegitimate. It is lucky for us that this was the case because it is thanks to Leonardo's insatiable drive to understand the world around him that he was to rely on skills of observation to 'understand the truth'. Therefore the tools available to him were his eyes, manuscript paper and quill and ink. His unrestrained curiosity about the world and his fresh pair of eyes, unfettered by the formulations of Greek and Latin learning explains why he is described as the first **modern mind in history**.

Leonardo's lack of formal education had another effect. He was left-handed and because it was never corrected, rather perplexingly, he wrote backwards. This could be an early indication of how secretive he was to become.

Leonardo's curiosity

He grew up exploring the countryside around Vinci and his curiosity about the natural world was tireless. He examined and studied this world. He became obsessed about the movement of water, the cycles of growth in plants, the behaviour of living creatures, and especially, the wonder of flight. He writes about an early memory as an infant where he describes 'almost as in a dream' in which a large hawk flew down to him and flapped its tail and wings around his face, so that he could taste the feathers. His dream suggests Leonardo had a strong empathy with birds. He was to study flight throughout his life, watching and obsessively drawing birds in flight and he began to establish the principles of aerodynamics. We know what was in his mind thanks to his writings.

He left behind over 6000 drawings and notes, some of which have been collected into notebooks.



THE
LEONARDO
DA VINCI
MACHINES
AN EXHIBITION OF GENIUS

The Leonardo Guidebook (2)

Time in Florence, Renaissance Melting pot

Interestingly, it is suggested that Leonardo's particular secrecy about his work stemmed from his experience of being imprisoned in Florence as a young man.

As a young boy, his father brought Leonardo to Florence. Florence was one of the largest cities in Europe, the heart of 'the civilised world' at the time that Leonardo lived, and a vast construction site. It was where The Renaissance was taking place. Because he was illegitimate Leonardo was not able to become a lawyer or a doctor. Instead, Leonardo hoped that he'd become an artist. Painters in this period were considered on the same social scale as craftsmen, such as tailors and saddle-makers.

Leonardo was probably a gay man, and although Florence in the fifteenth century was infamous for its homosexual culture, (the German word for homosexual is *Florentine*) being gay was illegal. If he was to be found guilty, the penalty was death. Burning at the stake was not uncommon. In 1472 Leonardo and two friends were accused anonymously of sodomy and prosecuted. He spent weeks in prison not knowing the outcome of his fate and he wrote on a scrap of paper that has survived today 'I am without any friends'. On the other side of the same piece of paper he wrote 'without love, what then?'. By sheer good fortune one of his friends was the son of a powerful nobleman who almost certainly had an influence in freeing Leonardo. We know from records that he and each of his friends were absolved; they got off with a light sentence, on the condition of 'a light beating'. This experience changed Leonardo's character. Open and trusting before his imprisonment he became suspicious and secretive after the ordeal. Leonardo's unwillingness to share his work with others would ultimately deprive the world of many of his great discoveries.

(the above is in part a transcript from BBC's The Man Who Wanted To Know Everything)

Student Challenge

Students become detectives, learning about Leonardo's life by finding out answers to a series of questions. Answers can be discovered via a range of tertiary, secondary and primary sources. Books, films, the internet and The Leonardo da Vinci Machines Exhibition will need to be accessed to learn facts and theories about Leonardo's life. Students construct a timeline and in pairs create a book commissioned by the mysterious 'Bird of Time' guidebook company.



The Leonardo Guidebook (2)

Teachers Overview

The best way to describe Leonardo da Vinci is of a person who was 'myriad minded'. He was an inventor, artist, architect, geologist, set-designer, botanist, anatomist, sculptor and engineer. He was one of the greatest genius's who has ever lived.

Teaching about Leonardo da Vinci's life (1452- 1519) is a fascinating way to access a time that was known as 'The Renaissance' or 'rebirth of learning' in Europe. The ideas that he has left us, found in his manuscripts in meticulously and artfully sketched detail, provide us with a portal into his mind, his genius, and the kind of culture that he lived in.

- This unit of work can be applicable at LEVEL 3 or LEVEL 4 (quiz questions need to be refined for LEVEL 3)
- Teaching materials about Leonardo da Vinci will be based on a variety of sources, concluding in a visit to The Leonardo da Vinci Machines Exhibition.
- The Unit of work begins with a series of questions about Leonardo's life and work, **available to download**. These are a block of questions for your planning manipulation!
- The Design Guidebook task promotes independent learning, and the activity sheet in this instance should be downloaded for students to add to in the classroom **before** the visit to the Leonardo da Vinci Machines Exhibition.
- This is fun and engaging to create digitally using a 'publisher program' or by hand with a range of materials clearly available. Pairs will need to decide on tasks each can do during production.
- As an additional or alternative unit of work with an **English** subject focus you could run a creative writing task in which students must write about their experience with Leonardo or when they transport Leonardo to today.

Eg. Develop a story in which you discover secret LdV manuscripts which the B.O.T. Inc. company decipher to create a time machine. LdV lived through troubled times; throughout his life he could only get work with warlords, making machines for war. He left a special code which, with today's technology assisted with the building of a time machine. This was on one condition; that you might travel to his time and he would spend 3 days with you there, and you might take him back to your world and he would spend 3 days with you here. What would he learn? What would you learn?



THE
LEONARDO
DA VINCI
MACHINES
AN EXHIBITION OF GENIUS

The Leonardo Guidebook (2)

Suggested materials for this unit of work

Quiz questions task

For 35x Leonardo questions... Download Leonardo Quiz questions sheet!!

- Teacher: refer to www.leonardo3.net and follow link to Leonardo's life for timeline information and answers to questions.
- Choose questions with care according to ability.
- Questions are sequenced here chronologically: chopping up order might be preferable.
- Questions in red can be best answered at the Leonardo da Vinci Machines exhibition.
- Have multiple photocopies of extracts of the Leonardo to Ludovico of Sforza letter handy.

Guidebook project

- Possible resource: part of the design brief idea has been inspired by plot in 'Bill and Ted's Excellent Adventure' a good film to have handy!
- Good idea to have a sample range of early teen magazines handy and a range of guide books (Lonely Planet, Rough Guide etc.)

Digital approach

- (Ideally) 12 computers that have a publisher program loaded (eg. Microsoft publisher) 5 regular room bookings or 1 whole day
- Ream of A4 recycled paper
- Colour printer and spare supply of colour cartridge
- Laminator and plastic sheets
- Guillotine
- Hole punch and box of treasury tags
- Or binding machine and binding spines
- Prittstick

Craft approach

- Colour pencils/pens/rulers/ compass/ rubbers
- Ream of A4 recycled paper
- Card to construct a template to use to make a border
- Use of photocopier
- Laminator and plastic sheets
- Guillotine
- Hole punch and box of treasury tags
- Or binding machine and binding spines
- Prittstick



The Leonardo Guidebook (2)

34x useful quiz questions on **Leonardo's life** :
(access to internet useful!)

Activity 1

Introduce Leonardo's life. What do class know about him? Discuss.

Accessing range of materials: books, internet, film etc.
Students become **detectives** and find out answers to Leonardo questions.
(35x Leonardo quiz questions to download)

Activity 2

Students create Leonardo da Vinci timeline for classroom/assembly hall/
corridor etc.

Activity 3

Download [The Leonardo Guidebook activity sheets](#).

Introduce and read design brief to students. Discuss.
Establish criteria.
Hand out activity sheets for student pairs to add their questions to.

Imagine that Leonardo's work with flying machines had left behind manuscripts with special code. Leonardo da Vinci clues, if developed with today's technology permitted the construction of a machine that flew through time as well as air. A time machine. This machine allows a journey direct to Leonardo in his workshop during his lifetime.

Imagine that this code has been deciphered by a small group of brilliant inventors today. These inventors have created a company. The company that has built this machine is a secret operation; they call themselves **B.O.T. Guides Inc.** They have called their time machine **Bird of Time**.

B.O.T. Guides Inc. are commissioning you and a companion to take the Bird of Time and return to Leonardo's age so that you can create a unique A5 size guidebook about his life for other 21st century students your age to read.



The Leonardo Guidebook (2)

Your task: IN PAIRS, To meet the basic contents list of the guidebook and to fulfill the requirements of the layout. The rest of the execution of the guidebook is up to you. You will be visiting an exhibition about Leonardo da Vinci's machines. You can collect lots of information to go in your guidebook there. **You will be given a copy of the activity sheet to which you must add at least 3 more questions.** Good luck!

Basic contents : What the guidebook should include

- Front cover illustration of the Bird Of Time you have travelled in and guidebook title
- Leonardo da Vinci time-line
- Map of region and country where Leonardo was born
- Information about this country and its regions:
Eg. language spoken, currency used, who was ruling, how were children educated, local sport
- Back cover information about authors
- Top 3 foods at this time
- Make a compare and contrast chart, of life in da Vinci's country to life in Australia now
- What was the fashion during da Vinci's time? Top 3 outfits
- Music charts? What did locals dance to?
- Why was Leonardo good to learn from?
- Leonardo professional profile.
- Leonardo virtual interview.
- Piccies of Leonardo achievements
- Who was hot and who was not during Leonardo's time
- Your feature idea : what should another person your age want to know about Leonardo?
- Another feature idea by you
- More ideas by you if you have time

Layout Principles of Guidebook

- Guidebook must be in colour
- Guidebook must be visually dynamic and easy to read
- Guidebook must be at least 8 double pages
- Create text
- Use clip art
- Use Border tool
- Align text and picture frames
- Cut and paste from internet
- Must be A5 size (half of A4)
- Use Spell check



The Leonardo Guidebook (2)

Activity 4

Continue Production

Activity 5

Visit to the Leonardo da Vinci Machines Exhibition

(have students remember to take their personally customised activity sheet)
T (and students) might take a digital camera to exhibition and take photos to eventually paste into Guidebook.

Activity 6

Discuss exhibition findings.
Continue production!

Evaluate Guidebook outcomes.

Teacher hold exhibition of guidebooks and invite other classes to view them.
Students might nominate a 'client' to borrow their guidebook and learn from it or they might donate it to the Leonardo section of the Library. They will have to take turns deciding who keeps it!

