

**AN ANALYTICAL STUDY OF A PAINTING OF IRAN
FROM THE SCHOOL OF TABRIZ (SAFAVI,D) SECOND.**

(1539-1543AD)

(LOVE STORY LILY AND MAJNOON)

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Abstract

The story of Lily and majnoon is one of the most famous romantic and ancient stories of Persian literature, written about (961 to 1155AD)By nezami Ganjawi-Majnoon whose real name is Qais ibn malhvoh Ameri, due to manhood and passionate Love for Lily, became a KindOf distress and disorientation, and there fore he called him majnoon[2] this love story has been illustrated ovet the yearly by Iranian artist painters. Inthis aricle, written descriptively and analytically, one painting from the. Tabriz school of painting (safavi,d) second, which hasspecific features, in terms of geometric proportions the composition and coloring have been analyzed.

Keywords: Khamseh nezami. Lily and majnoon. Tabriz school (asfavi,d) second, Geometric, composition. Color

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Introduction

The story of Lily and majnoon, part of the book *kamseh nezami*, a famous Iranian poet [1], is one of the most famous stories of Persian Literature and romance, written around (961 to 1155AD) this Love story is a boy named Qais-ibn-melovh Ameri of the Trib Bani jaddeh who is a girl from the Bani sa,d tribe. Its main characters can be found in the poems and fables of Arabian folklore, and perhaps even before islam and Babylonian civilization stories that were simple. That Lily and majnoon were from an Arab Tribe, both of whom, in their childhood, took their livestock to descend into the wilderness and fell in love another, orin another story, majnoon saw Lily in a party in Love with him.

In another legend, Qis had been interested in Lily whose uncle was his child, from childhood, but Lily,s parents prevented them from meeting. He was maddening and displacing the wilderness And accompanying wild lifeLily became sick from adistance to Qais and died. when he heard the death of Lily, he went to the beloved grave and read so much poetry that he died. there and he buried him near the grave of Lily in another story they said to Lily ((what is your Love for the majnoon, or is his Love for you?) said: (my Love) they said : (why?) I,m obvious and my Love hides him) (Nishabori.1987)Such stories so rich in the love of Lily and majnoon persianmystical literature.Image in the desert an illustration of a book, *khamseh nezami*, depicted by an artist named, Aga mirak [3]. (carriewelsh.2005 AD). This painting belongs to the Tabriz (safavid) second, school. [4] which was popular in iran in the years (1539-1543) AD. (p.1) in this image (which shows the majnoon among the wild animals in the desert ... the scene is very well – exposed, but different animals that are scattered Tightly on the landscape. Of the abyssare almost the same in terms of color and because the rocks are as shadows and bright lights have been shown more are being seen while the grass is covered in whole and grass and dark this painting depicts the master as a painter of nature. (pop.1990) ADIn terms of geometric proportions, this image without the tabulation of margins is a approximately $23/6 \times 16$ cmThe rectangle (ABCD) is a given name on the approximate size of the image.The symmetry axes (EFGH) with center (O) on the rectangle.1/4 the image in the upper half of the image is called the rectangle (EBOH) to the approximate dimensions $(11/8 \times 8)$ cm.

Place the recorder on the point (E) and open it to the point (B) then, we draw a common on the line (EO). This arc cut the line (EO) at a point called (I). Place the recorder on the point (B) and open it to the point (E). then, we draw a common on the line (BH). this arc cut the line (BH) at a point called (J).

We attach the point (I) to (J) as a result, the square (EBJI) is obtained. Put the recorder on the point (E) and draw it to the point (J) make a comma on the segment (EO) the point (K) is obtained.

From the point (K) of the vertical we draw a line segment (KH) a point (L) is obtained. as result, a rectangle is called proportional to (EBKL) Put the recorder on the point (J) and draw it to the point (L) we draw an arc on the line segment (IJ) the point (M) is obtained.

Put the recorder on the point (M) and open to size (MJ). We draw an arc on the line segment (KL). The point (N) is obtained. We connect the points (M) and (N) , resulting in a square (MJNL).

Draw a line from point (J) to point (N). this line is one of the square diagonals (MJNH)

Place the recorder on the point (J). we open the point (N) and draw an arc. This arc cut off the line segment (IJ) at a point called (P).

From the point (P) we draw a line perpendicular to the segment (KL). the point (Q) is obtained. AS a result, the rectangle is proportional to the name of (PJQL).

Put the recorder on the point (Q) and draw it to the point (N) we draw an arc on the line segment (QP). the point (S) is obtained.

Put the recorder on the point (N) Draw a diameter (QR) over a segment (MN). Point (R) is obtained. From the point (S) to (R) we draw a line. Consequently, the square (SRQN) is obtained.

In this way, the head of the majnoon is placed exactly in this square (p.2)

* In the following

The rectangle (ABCD) is assumed.

*To get the appropriate rectangle (EBKL), we apply the previous methods.

From point (E) we connect a line to point (L).

* this line is one of the rectangular diagonals (EBKL)

Place the recorder on the point (E) and open it to the point (L) then we draw an archer.

This arc off the line segment (OF) at a point called (M).

From the point (M) we draw a line perpendicular to the segment (HD). The point (N) is obtained.

AS a result, a rectangle is called proportional to (EBMN)

Place the recorder on the point (J) and open it to the point (N). draw an arc on the line segment (IJ) the point (P) is obtained.

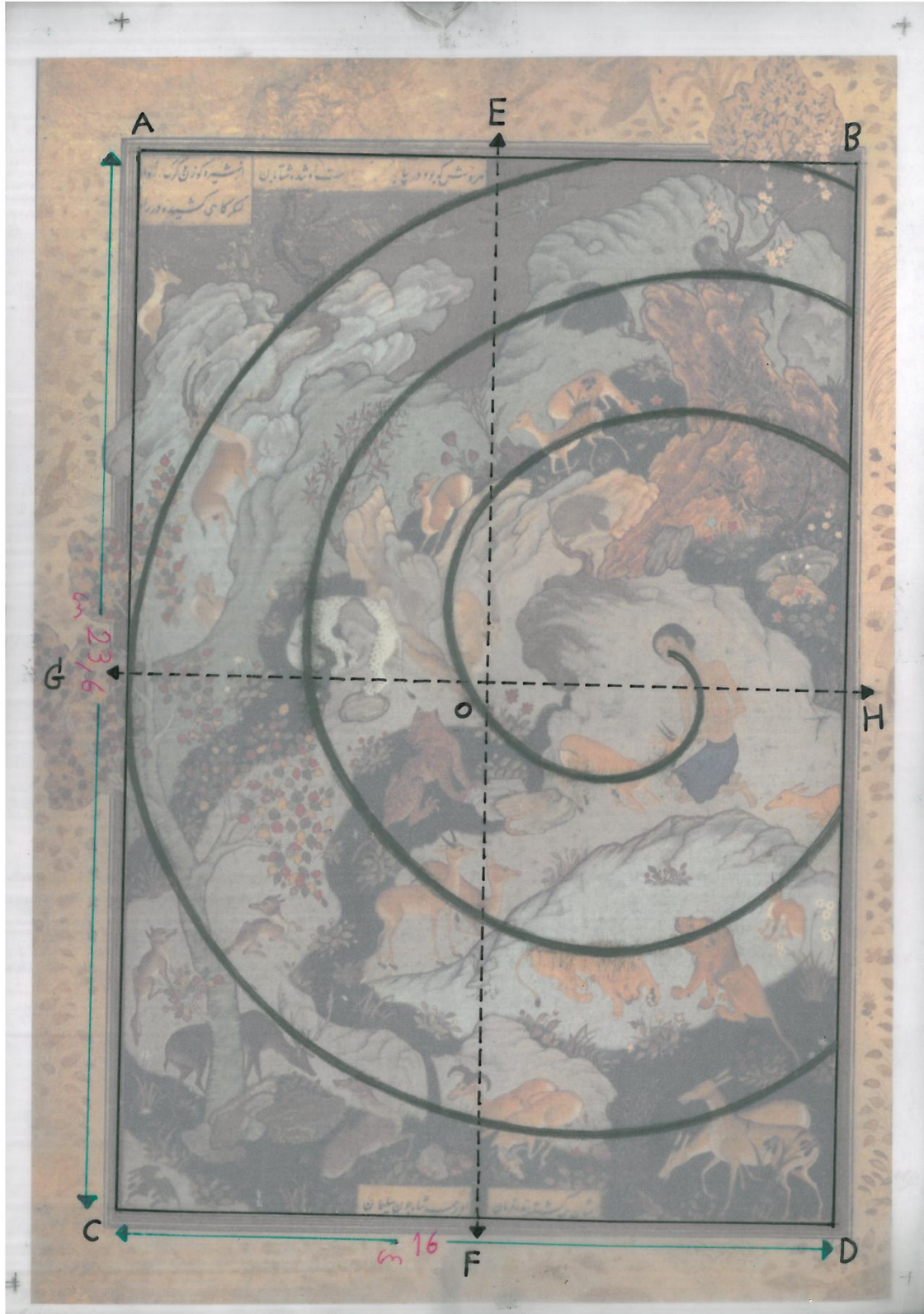
Place the recorder on the point (N) and open it to the point (J) draw an arc on the line segment (MN). The point (Q) is obtained.

Connect point (P) to point (Q). consequently, the square (PJQN) is obtained.

*It is also possible to achieve how to fit majnoon figure in this image. (P.3).

This image also a spiral composition. The spiral moves from the majnoon and flows through the coordinated rotation of the illustrated elements in effect and covers the entire image. (p.4)





Conclusion

The story of lily and majnoon is one of the most romantic stories in Persian literature that has been widely used by Iranian artists for illustration.

The special features of this art school (Tabriz school of painting a safavid II) are the use of spiral compositions.

In the Iranian painting, this feature is quite obvious, although this artistic style, is a figurative way, and it is far from the special rules of religious arts in its ductility, but it is largely influenced by it.

Subscripts

[1] Abu Muhammad ilyas ibn yusuf ibn zaki ibn moayed nezami, the poet and story teller of the famous Persian born in the city of Ganja, between the years of (1135) and (1145) AD, was born in the present – day cities of Azarbaijan. His poetry book includes: oddities. Ghaxlas and Rubaiyat. He died between (1163) and (1205) AD.

His book include: makhzan al-Asrar. Khosro and shirin. Sharaf nameh and eqbal nameh also referred to.

[2] Majnoon (M) mad and crazy (Ghiyath) and (Anandaraj)

That his intellect is either broken or corrupted...

Crazy and shivered and Dumb

Guilty (Nazem-Al-Ateba)

Descendant.crazy.Th wise opposite.(Dekhoda. 1973) AD

[3] Aqa mirak (Mir-Jalal and Din isfahani), famous painter in the 16 th century, is considered to be the artist of Tabriz school (safavid) second. Among his works are: the confront of ferdowsi with the three poets of Gazni (1532 AD) and the return of shapur to hkosrow (1540 AD) made (the same source)

[4] The second school of Tabriz during the safavid period in the first half of the sixteenth century was created by the transfer of artists such as kamal al-Din behzad his students from the city of herat to Tabriz.

This school has certain feature such as: multidimensional space. Reality. Variety and brilliant styles. New compositions and simultaneous display of several events together.

Sultan mohammad. Mirmosavar. Aqamirak. Mozafar Ali and mirsayed Ali re among the outstanding artists of this school art.

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