Unit 3: Renaissance: Humanism and patronage of the Arts

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **November**
Length: **4 weeks**
Status: **Published**

Enduring Understandings

Michelangelo developed the human body as metaphor of divine order

Exemplary works of demonstrate excellence in artistic subject, formal structure, and principal elements.

Two and three-dimensional art forms can employ symbolism, allegory, and irony to convey meaning.

Traditions impact of the critique of works of art.

Essential Questions

How do historical responses affect the evolution of various artistic styles, trends and movements in art forms?

Do wealthy citizens of today's cities have an obligation to support civic projects and public works of art?

Should high schools and colleges require that graduates master a variety of skills—for example, music as well as math?

Does the Sistine Chapel ceiling express optimism or pessimism about the future of humanity?

Content

Potential Works of Study:

Michelangelo Buonarroti, Leonardo da Vinci "Vitruvian Man" and other works, Donatello, music by

Josquin des Prés, Brunelleschi, Ghiberti,*The Prince*, St. Peter's Rome

Vocabulary:

Humanist, perspective, monody, madrigal, sfumato, Renaissance *virtú,* word-painting, imitation

Skills

Identify (the major artists of the Italian Renaissance)

Comprehend (the techniques they employed to revolutionize painting.)

Evaluate (Michelangelo as the quintessential Renaissance artist)

Discuss (how cultural influences add to the understanding of works of art)

Apply (the principles of design to interpret various masterworks of art)

Analyze and evaluate (the appropriateness of diction and figurative language)

Analyze (how works of a given period reflect historical and social events and conditions)

Resources

Standards

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and

	information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.11-12.2.b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.W.11-12.2.d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CCSS.ELA-Literacy.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.W.11-12.3.a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.