Unit 8: Precursos and Early Renaissance

Content Area: **Art**
Course(s): **Art Experience, AP Art History**
Time Period: **March**
Length: **12 blocks**
Status: **Published**

Enduring Understandings

In the Middle Ages and Renaissance, artists learned their trade by undertaking a prolonged period of technical training in the shop of a master artist.

The Italian history from the thirteenth and sixteenth centuries was named Renaissance, meaning Rebirth. This rebirth refers to the self-conscious revival of interest in ancient Greek and Roman texts and culture.

Linear perspective is a system that is based on the observed fact that distant objects seem smaller than closer ones and that the far edges od uniformly shaped objects appear shorter than the near edges.

Essential Questions

What is the stylistic conventions of the Precursors and Early Renaissance time periods?

What is linear perspective and who was accredited for the introduction of the technique?

What is the artistic focus of the content and why?

Who were the most influential artists of the time period?

Content

pulpit, tempera, gesso, fresco, alter pieces, Annunciation, Enlightenment, Nativity, Crucifixion, Last Judgment, Stigmatization, Kiss of Judas, Virgin Mary and Christ, Humanism, Sacrifice of Issac, linear perspective, vanishing point, foreground, Holy Trinity, Expulsio from Eden, aerial perspective, atmospheric perspective, foreshortening, equestrian portrait,

Cimabue, Giotto, Arena Chapel, Duccio, Lorenzetti "Effect of Good goverment in the City and the Country", Martini, Claus Sluter, Brunelleschi, Ghiberti, Florence Cathedral, Mantegna, Masaccio, Brancacci Chapel, Donatello, Alberti, Verrocchio, Fra Angelico, Boticelli, Campin, Jan van Eyck,

Skills

tudents will...

- identify the material change, increase of skilled artists, and content focus.
- observe the artist development through out the beginnings of the Renaissance time period.
- understand the basis and innovations of linear perspective.
- identify the advancements and popularity of painting.

Resources

Standards

VPA.1.1.12.D	Visual Art
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.2.12	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.12.A	History of the Arts and Culture
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.12.A	Aesthetic Responses
VPA.1.4.12.A.2	Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.B	Critique Methodologies
VPA.1.4.12.B.2	Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact

perceptions of its significance/meaning.