# Unit 10: Baroque and Roccoco

Content Area: **Language Arts Literacy**
Course(s): **Art Experience, AP Art History**
Time Period: **April**
Length: **15 blocks**
Status: **Published**

## Enduring Understandings

Baroque style, over lapping with Mannerism, corresponds with the end of the 16th century and into the 17th century's political crisis, scientific strides, and religious tension.

Artists are heavily influence by the world around them and the developments of the time are reflected in the paintings, sculpture, and architecture.

Art is a visual record of history.

## Essential Questions

How does politics, religion, and strides in technology directly effect the content within art?

What are the stylistic conventions of the Baroque and Roccoco time period?

What architectural advancements were made in this time period?

How has lighting been used by the artists to create a more dramatic feel in the paintings?

How are women being portrayed differently in painting from the past?

How have these stylistic conventions transends to America?

## Content

baldacchino, aedicule, podium, chateau, tenebrism, etching, drypoint, The Age of Enlightenment,

Bernnini, Borromini, Perrault, Le Brun, Wren, Ecstacy of Saint
Theresa, Caravaggio, Gentileschi, Rubens, Van Dyck, Rembrandt,
Hals, Leyster, Vermeer, Velazquez, Poussin, Watteau, Fragonard, Rigaud,

Vigee-Lebrun, Gainsborough, Hogarth, Neumann, Boyle, Adams, Copley,West

## Skills

Students will...

identify the stylistic conventions of the Baroque and Roccoco time period.
identify the historical and political influence on the artists of the time.
develop an understanding of the social commentary in the paintings.
visually connect the architectural advancements of the time.
note the increasing involvement of the female form in the paintings as well as the first notable female artist.
identify what is going on in art of America.

## Resources

## Standards

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| VPA.1.1.12 | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. |
| 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.1.4.12 | 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 |

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| VPA.1.4.12.A.1 | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. |
| 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.1 | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. |