# Unit 9: High Renaissance and Manneism

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

## Enduring Understandings

The High Renaissance in Italy was an age of great accomplishment and the term *high* refers to the reflection of the esteem in which it is generally held.

Although many important artists helped to lay the foundations of her High Renaissance in the first three-quaters of the fifteenth century, the period itself is dominated by a relatively small number of powerful artistic personalities.

Do to political and military turmoil, artist were rattled, and the art work depicts the tole of God as judge for the penalties for a corrupt system. Accuracy fell by the waist side and the emotional power of the work became the focus.

## Essential Questions

Who are the master artists of the High renaissance?

How has the renaissance effected the future of art?

How did Da Vince use sfumato to create an illusion of depth?

How is central planned church the ideal layout ?

How did mannerism change from the High Renaissance style?

What is printmaking and how was it popular in Northen Europe?

## Content

sfumato, vitruvian man,  foreshortening, the Reformation, Mannerism, figura Serpentinata,

the Counter-Reformation, printmaking, engraving, woodcut,

Leonardo da Vinci, Bramante, Verrocchio, Michelangelo, Sistine Chapel, Raphael, Bellini, Giorgione, Titian, Parmigianino,  Giambologna,

Romano, Tintoretto, El Greco, Vignola, Bosch, Bruegel, Durer, Holbein

## Skills

Students will...

- identify the stylistic conventions of the High Renaissance and Mannerism time period.
- note the advanced techniques of the artists in painting and sculpture.
- observe the transformation form the peak of painting excellence to the stylized techniques of mannerism.
- understand the continued expert precision of the advance architecture work.
- learn the process of printmaking and its popularity in the North.

## 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. |

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| 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.1.3.12 | All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. |
| VPA.1.3.12.D | Visual Art |
| 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. |
| 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.3 | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. |
| VPA.1.4.12.A.4 | Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. |
| 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. |