Unit 3. AP Art History- Art of the Middle Ages

Content Area: **Arts**
Course(s): **Art History**
Time Period: **Semester 1**
Length: **3 weeks**
Status: **Published**

Standards

CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.WHST.11-12.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12adv.Re9	Applying criteria to evaluate products.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
SOC.9-12.SB.3.3	Explain how and why economic, social, cultural, and geographical factor s have influenced the processes of state building, expansion, and dissolution.
SOC.9-12.CUL.2.6	Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature, and visual art.
SOC.9-12.ECON.4.7	Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Enduring Understanding

1. Changes whether from outside or within ones self can have an impact on the individual and culture more broadly.

2. Artists use a variety of problem-solving and decision-making skills to apply the elements of art, principles of design and sensory and expressive features in works of art.

3. Artists use the capacity for individual expression to depict cultural reflection.

Essential Questions

1. What can art teach us about how people lived during the Middle Ages?

2. How do the arts reflect the time, place and ideas of the Renaissance?

3. How did the arts reflect as well as shape culture at this time?

Knowledge and Skills

Students will be able to:

- Analyze society during the renaissance through the lens of art.
- Evaluate if the religious events of the period had an impact on the arts.
- Defend their point of view as to if the shifts in society are reflected within the art of that specific culture.
- Illustrate the connections between math, science and artist innovation during the period.
- Examine specific works of art to compare pre- and post renaissance work for signs of individualized thinking.

Transfer Goals

1. Students will be able to independently develop critical thinking to formulate individual ideas and to apply them to social interactions.

2. Students will be able to independently communicate ideas through group discussions and individual presentations.

Assessment

Assessments

Modifications

Modifications