

# Unit 4. AP Art History- The Renaissance and Baroque (1400-1750)

Content Area: **Arts**  
Course(s): **Art History**  
Time Period: **Semester 1 & 2**  
Length: **4 weeks**  
Status: **Published**

## Standards

---

|                         |  |
|-------------------------|--|
| VA.9-12.1.5.12adv.Cr1   | Generating and conceptualizing ideas.<br><br>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.<br><br>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. |
| VA.9-12.1.5.12adv.Cr3a  | Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.  |
| VA.9-12.1.5.12adv.Pr4   | Selecting, analyzing, and interpreting work.<br><br>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.  |
| VA.9-12.1.5.12adv.Pr6   | Conveying meaning through art.<br><br>Chronological sequencing serves as a tool for analyzing past and present events.   |
| VA.9-12.1.5.12adv.Re7a  | Analyze how responses to art develop over time based on knowledge of and experience with art and life.   |
| VA.9-12.1.5.12adv.Re7b  | Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.  |
| VA.9-12.1.5.12adv.Re8   | Interpreting intent and meaning.   |
| VA.9-12.1.5.12adv.Re8a  | Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.  |
| VA.9-12.1.5.12adv.Re9a  | Construct evaluations of a work of art or collection of works based on differing sets of criteria.   |
| VA.9-12.1.5.12adv.Cn10a | Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.   |
| VA.9-12.1.5.12adv.Cn11  | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.   |
| SOC.9-12.SB.3.2         | Explain how and why different functions and institutions of governance have changed over time.   |
| SOC.9-12.CUL.2.5        | Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time.   |
| 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.   |
| 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. Modern European art emerges from interaction with culture on a global scale; prior studies highlighted a more narrow geographic or chronological approach.
2. There is an interest in returning to classical ideals in the fifteenth century, with greater emphasis on former education and artistic training.
3. The Reformation and Counter-Reformation caused a rift in Christian art of Western Europe.

## **Essential Questions**

---

1. How did the arts reflect as well as shape culture?
2. What was the effect of the Protestant Reformation on art and society?
3. How did the mathematical advances of the period change the way art was made and perceived?
4. How did a shift toward individuality show within the artwork of the period?

## **Knowledge and Skills**

---

Students will be able to

- 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](#)