

Unit 05: Ancient Etruscan and Roman Art and Architecture

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **10-12 sessions**
Status: **Published**

Brief Summary of Unit

Students will explore art of the Etruscans and ancient Rome. They will become acquainted with the history and contributions these cultures have made to the development of art. They will study the influence of the Greeks on Roman art and architecture, as well as the uniquely Roman interpretations, adaptations and innovations.

Transfer

Essential Questions

- • How did empire building impact the development of Roman art and architecture?
- • How did the Roman art reflect religious and societal changes?
- • What did the Romans learn from the Greeks – Is it Greek or Roman?
- • What significant innovations did the Etruscans and Romans make in art and architecture?
- • Who were the Etruscans – what can we learn from their tombs?

Essential Understandings

- • Although the Romans were greatly influenced by the Greeks, they made tremendous innovations and original contributions.
- • Changes in religious beliefs and societal structures played an important role in the changing face of Roman art.
- • Etruscan tombs provide much of what we know about the Etruscans
- • Many great works of Roman art and architecture were created as propaganda used to maintain power and authority throughout the empire.
- • Monuments, Engineering, Realism, Interior Space, and Temples (useful acronym: MERIT)—all of which play a part in Roman contributions to the West.
- • The Greeks influenced the Etruscans and Etruscans influenced the Romans in both architecture and sculpture.

Students Will Know

- • Basic vocabulary of Etruscan and Roman painting and architecture (arch, barrel vault, dome, aqueduct, etc.)
- • Major art materials and mediums used by the culture and/or during the time period.
- • Major artists of the culture/time period.
- • The basic history of the time period being explored.
- • The characteristics that differentiate a Greek from a Roman work or art or architecture.
- • The geographical sites being explored.
- • The identification information of selected works of art from the culture/time period.

Students Will Be Skilled At

Evidence/Performance Tasks

- • Answer the essential questions.
- • Completion of homework and in class assignments derived from classroom activities (such as but not limited to: Readings, study guide activities and worksheets on the Etruscan and Roman Art. Written Assignment: How and where do specific works of architecture and sculpture reflect the emperor's vision of leadership and the importance of Roman culture? 10 minute AP essay writing.)
- • Ongoing notes, sketches, handouts, and reflections compiled in notebooks.
- • Participation in classroom activities such as: class discussion, Q and A sessions, cooperative group projects, role-playing, critique sessions, etc.
- • Quiz: Art of the Aegean and Greece
- • Self and teacher assessment using teacher generated rubric.

Learning Plan

- • Homework debriefing and presentation “Early Christian catacombs: Christianity within the Roman Empire” o Handouts related to topic of topic. o Discussion and Activity
- • Homework debriefing and presentation “Etruscan architecture and sculpture” o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.
- • Homework debriefing and presentation “Imperial Rome and the emperors' patronage in architecture and sculpture. Augustus, the Flavian Dynasty; the expansion under Trajan, Hadrian, and Marcus Aurelius; the destabilizing rule of Caracala; Constantine's recognition of the Christian church” o Handouts related to topic of topic. o Discussion and Activity o Homework reading and study guide activity related to next class period topic.
- • Homework debriefing and presentation “Pompeii: A Roman country home, linear perspective and realism in painting” o Handouts related to topic of discussion. o Discussion and Activity o Homework reading and study guide activity related to next class period topic.
- • Homework debriefing and presentation “The arch, dome, and vault sculpt interior space;

architecture and monument serve an empire; portraits of leaders and fusion of observation and Greek idealization” o Handouts related to topic of discussion. o Discussion and Activity o Homework reading and study guide activity related to next class period topic.

- • Homework debriefing and presentation “The Roman Republic, the rule of elders” o Handouts related to topic of discussion. o Discussion o Homework reading and study guide activity related to next class period topic.
- • Homework reading and study guide activity related to next class period topic.
- • Preview the essential questions and connect to learning throughout the unit.
- • Unit Quiz
- • Written Assignment: How and where do specific works of architecture and sculpture reflect the emperor's vision of leadership and the importance of Roman culture?)

Materials

Suggested Strategies for Modifications

- • additional time on task
- • alternative outcome options
- • assessment based on individual development in the area of study
- • audio tape of instruction
- • cooperative learning groups
- • handouts of notes, procedures, processes, diagrams, etc.
- • images and visual aids
- • one-to-one instruction and assistance
- • preferential seating
- • reading material modified to student level
- • revised techniques, use of tools and media in hands-on activity
- • study partners
- • testing materials appropriate to student level