

# Unit 07: Early Medieval and Romanesque Art and Architecture

Content Area: **Fine Arts**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **7-9 sessions**  
Status: **Published**

## Brief Summary of Unit

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Students will explore Early Medieval and Romanesque art and architecture. They will understand the history and contributions to the development of art and architecture that came out of these eras. They will also understand how the spread of Christianity changed the societal structures of the era, and how the narrative art and pilgrimage architecture of the time reflected, promoted, and supported those changes.

## Transfer

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## Essential Questions

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- • In what ways did art and architecture serve to spread Christianity throughout Europe?
- • In what ways did the fall of Rome and the spread of Christianity impact social structures of “barbarian” Europe and how was this reflected in art and architecture of cultures in the medieval era?
- • Why do we no longer refer to the Medieval and Romanesque eras as the “Dark Ages”?

## Essential Understandings

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- • During the medieval era, Europe developed from many disparate tribal groups into a series of states and somewhat unified entities, creating a fusion of images, motifs and perceptions synthesizing the heritage of Christian, Greco-Roman, and barbarian cultures.
- • Illuminated manuscripts were only created for clerics and the ruling class as only they had the ability to read.
- • Narrative art and pilgrimage architecture served to spread the doctrine of Christianity to the illiterate general populace.
- • The Medieval and Romanesque eras have historically been referred to as the dark ages, although modern scholars have long ago ceased to see the era as devoid of cultural significance.

## Students Will Know

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- • Basic vocabulary of Medieval and Romanesque art and architecture (codex, illuminated manuscript, psalter, cloisonné, transverse arches, transept, tympanum, voussoirs, trumeau, archivolt, mandorla, reliquary, pilgrimage church, etc.)
- • Major art materials and mediums used by the culture and/or during the time period.
- • The basic history of the time period being explored.
- • The characteristics unique to each structure.
- • The geographical sites being explored.
- • The identification information of selected works of art from the culture/time period.

## Students Will Be Skilled At

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### Evidence/Performance Tasks

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- • 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 Medieval and Romanesque Art and Architecture. Written Assignment: Select a medieval church to describe. How has the structure been incorporated into ornamental design and what is the correspondence among structure, sculpture or relief, and religious ritual? 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: Medieval and Romanesque Art and Architecture
- • Self and teacher assessment using teacher generated rubric.

### Learning Plan

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- • Homework debriefing and presentation “From Romanesque to Gothic architecture: French innovation and risk.” o Handouts related to topic of discussion.
- • Homework debriefing and presentation “Hiberno-Saxon, Carolingian, Ottonian manuscripts.” o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.
- • Homework debriefing and presentation “Ornament: architectural sculpture in Toulouse, Autun, and Vezelay.” o Handouts related to topic of discussion. o Discussion o Homework reading and study guide activity related to next class period topic.
- • Homework debriefing and presentation “Romanesque architecture in France, England, and Italy.” 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 Bayeux Tapestry and the Norman invasion of 1066.” o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.

- • Homework debriefing and presentation “The Illuminators and their work, the building of a cathedral: how liturgy and the architecture function together.” 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 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: Select a medieval church to describe. How has the structure been incorporated into ornamental design and what is the correspondence among structure, sculpture or relief, and religious ritual?

## **Materials**

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## **Suggested Strategies for Modifications**

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- • 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