Unit 09: Renaissance Art and Architecture of 15th Century Europe

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **10-13 sessions**
Status: **Published**

Brief Summary of Unit

Art History Part 1 will provide students with an introduction to college coursework in art history. In this course, students will examine major forms of artistic expression from Ancient to Medieval times as well as those of Non-European cultures. Their explorations will enable them to develop an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. It will also provide an opportunity for Cranford High School students to explore an area that is only cursorily explored through other curricula in more depth. They will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. Students may continue with the coursework by electing to take Art History Part 2.

No prior experience in art history or fine art is required. Students who are successful and enjoy other courses in the humanities, such as history and literature, or in any of the arts, are strongly encouraged to enroll. While the course does not assume prior training or seek primarily to identify students who will major in art history in college, it does require a high degree of commitment to academic work and to the purposes of a program designed to meet college standards.

In this unit, students will explore 15th Century art and architecture in Early Renaissance Italy and Northern Europe. 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 rise of city-states in Italy impacted the development of artistic style and subject matter. In contrast to the lavish style of Italian art, students will explore the impact of 15th century Northern European painting.

Revision Date: July 2024 - Samantha Berk.

Essential Questions/Enduring Understandings

How did the continued spread of Humanism and interest in classical antiquity in 15th century Italy impact the art and architecture of the time?

What role did the increasing power of city-states in 15th century Italy play in the development of the art and architecture of the time?

What accounts for the development of the use of linear perspective in the art of the 15th century?

How did the rise in the bourgeoisie and capitalism throughout Northern Europe impact the development of art?

Why is it important to understand the language of symbols when looking at the art of the Early Northern

Renaissance?

The 15th century in Italy was a time during which the spread of humanism in the and the growing interest in classical antiquity contributed significantly to the remarkable growth and expansion of artistic culture -The Early Renaissance.

Political and economic changes contributed to the rise of a new class of wealthy patrons who fostered art and learning on a lavish scale.

The patronage of princely courts contributed to the formation and character of Renaissance art.

Renaissance Italy experienced major shifts in artistic models, such as increased interest in perspective and illusionism.

The rise in the bourgeoisie and capitalism throughout Northern Europe created a strong base for commissions of art reflected in the rise in secular and personal devotional art.

The artists of the Early Northern Renaissance were intense observers of nature who employed detailed, realistic, images of objects and nature as symbolism that reflected the divine.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate?

Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Students Will Know

- • Basic vocabulary of Early Renaissance Italy and Northern European art and architecture (loggia,

baptistery, lunette, purri, linear perspective, orthogonal, aerial perspective, polyptych, grisaille, etc.)

- Major art materials and mediums used by the culture and/or during the time period. (In particular the first use of oil paint.)
- Major artists of the culture/time period.
- The basic history of the time period being explored.
- The characteristics unique to 15th Century art and architecture in Early Renaissance Italy and Northern Europe.
- The geographical sites being explored.
- The identification information of selected works of art from the culture/time period.

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 Early Renaissance Italy and Northern European art and architecture. Written Assignment: Discuss the issues surrounding the interpretations of the symbolism in Jan Van Eyck's "Giovanni Arnolfini and His Bride." What are your thoughts on the symbols based on your understanding of the arguments? 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: Gothic and Proto Renaissance Italian Art and Architecture
- Self and teacher assessment using teacher generated rubric.

Learning Plan

- Homework debriefing and presentation "Brunelleschi in the first part of the century and Alberti in the latter half complete Arnolfo di Cambio's vision for the city of Florence reviving Greek and Roman harmony and mathematics." 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 "Cosimo de' Medici's Florence and his patronage of Masaccio, Donatello, Brunelleschi." 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 "Lorenzo il Magnifico's interest in Neoplatonic thought as Botticelli and Mantegna close the century with different painting styles." o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.
- Homework debriefing and presentation "Paintings created for private patrons." o Handouts related to topic of discussion.
- Homework debriefing and presentation "Simone Martini and the International Style; the Flemish painting and the guild system" o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.
- Homework debriefing and presentation "Symbolism and Naturalism." 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 International Style in Italy: the development of linear perspective 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 Sacrifice of Isaac and the naturalism of Donatello: church and citizen patronage.” o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.
- Homework debriefing and presentation “Verrocchio and the Delia Robbia family: action, movement, and the sublime.” o Handouts related to topic of 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: Discuss the issues surrounding the interpretations of the symbolism in Jan Van Eyck’s “Giovanni Arnolfini and His Bride.” What are your thoughts on the symbols based on your understanding of the arguments?

Materials

Google Slide Deck, Google classroom, textbooks, handouts, Edpuzzles, quizlet, kahoot, videos, art reproductions, Flash Cards, Notebooks, Vocabulary Sheets, Khan Academy, Smarthistory

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1whirPHhSur-WY5EGTzfLHayWczAu0O9Svu-0ggxyXFY/edit#gid=1426178898