Unit 08: Gothic and Proto-Renaissance Art and Architecture

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **9-11 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 Gothic and Proto-Renaissance Italian 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 move to centralized cities and nation states created an atmosphere that promoted humanism and the growth of the arts.

Revision Date: July 2024 - Samantha Berk.

Essential Questions/Enduring Understandings

How were the art and architecture of the Gothic and Proto Renaissance impacted by the social, political, economic, and/or religious issues of each era?

How did the art and architecture of the Gothic and Proto Renaissance have an impact on the social, political, economic, and/or religious issues of each era?

The Gothic age was a time of profound change in Europe. The Hundred Years' War began, shattering the peace between France and England. The Black Death swept over Western Europe and killed at least a quarter of its people. Opposing popes resided in Rome and in Avignon in southern France during the political-religious crisis known as the Great Schism.

In the second half of the 13th century, many architects throughout Western Europe constructed or reconstructed churches opre francigeno (in the French manner) - that is, in the Gothic style of France. The structures were usually modified, however, according to local preferences.

The shift from monasteries and pilgrimage churches to secular cities with enormous cathedrals created a social and economic structure that could support artisans and craftsmen.

Geometry played both a symbolic and a practical role in Gothic art and architecture.

Beginning in the 13th century, a combination of political, social, economic, religious, and cultural factors contributed to a shift that began to occur in European culture in the period known as the Proto Renaissance.

The move toward the Proto Renaissance culture occurred first in Italy, where the growth of a new secular culture fueled an interest in the classical past.

Amid the social, economic, and religious upheavals of the 14th century, there emerged a new interest in human values and the everyday world, inspired and guided by classical examples.

The transition from the Medieval to the Renaissance period occurred in the 14th century. The medieval preoccupation with otherworldly values was gradually modified to include a new interest in the natural world. This was coupled with a revival of interest in the art of classical antiquity (ancient Roman sculpture and architecture), examples of which were available for artists to study. The result was a new more naturalistic art in which both figures and their surroundings are made to appear more as they might in the real world.

Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

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 Gothic and Proto Renaissance Italian art and architecture (codex, illuminated manuscript, psalter, cloisonné, transverse arches, transept, tympanum, voussoirs, trumeau, archivolts, mandorla, reliquary, pilgrimage church, etc.)
- • Major artists of the culture/time period.
- • The basic history of the time period being explored.
- • The characteristics unique to Gothic and Proto Renaissance Italian art and architecture.
- • 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 Gothic and Proto Renaissance Italian Art and Architecture. Written Assignment: Make two headings with the terms Romanesque and Gothic and their dates. Beneath each heading list the structural characteristics of each. Name a church from Germany, Italy, England, and France in each column. Below each church list characteristics that link its style to its location. How did architectural innovation enhance the spiritual teachings and sacredness of the church? 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 “Angkor Wat, Cambodia, and Chartres: symmetry, ornament, and meaning.” 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 “Dante and the rise of humanism; the humanist painter; wealthy patrons.” 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 “Giotto: the Bardi chapel of Santa Croce, the Scrovegni Chapel in Padua. o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.
- • Homework debriefing and presentation “Gothic architecture outside France, England, and the architectural conservatism of 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 “Nicola and Giovanni Pisano, and Duccio's departure from "Maniera Graeca" style.” o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.
- • Homework debriefing and presentation “Simone Martini and the International Style; the Lorenzettis' secular frescoes in Siena's Palazzo Publico.” o Handouts related to topic of discussion.

- 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: Make two headings with the terms Romanesque and Gothic and their dates. Beneath each heading list the structural characteristics of each. Name a church from Germany, Italy, England, and France in each column. Below each church list characteristics that link its style to its location. How did architectural innovation enhance the spiritual teachings and sacredness of the church?

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