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

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 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.

Revision Date: July 2024 - Samantha Berk.

Essential Questions/Enduring Understandings

Who were the Etruscans – what can we learn from their tombs?

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?

How did empire building impact the development of Roman art and architecture?

How did Roman art reflect religious and societal changes?

Etruscan tombs provide much of what we know about the Etruscans

The Greeks influenced the Etruscans and Etruscans influenced the Romans in both architecture and sculpture.

Although the Romans were greatly influenced by the Greeks, they made tremendous innovations and original contributions.

Monuments, Engineering, Realism, Interior Space, and Temples (useful acronym: MERIT)—all of which play a part in Roman contributions to the West.

Many great works of Roman art and architecture were created as propaganda used to maintain power and authority throughout the empire.

Changes in religious beliefs and societal structures played an important role in the changing face of Roman art.

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.

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

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 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.

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” oHandouts 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

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