

Unit 02: Southern European art and Architecture of the 16th Century – High Renaissance and Mannerism

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **8-9 sessions**
Status: **Published**

Brief Summary of Unit

Students will explore the art and architecture of the High Renaissance and Mannerism. They will understand the history and contributions to the development of art and architecture that came out of these eras. In particular, students will explore the effects of the Counter-Reformation on the visual arts and artists of the 16th century in Italy.

Transfer

Essential Questions

- • How did the Mannerist style evolve and what characteristics defined the style?
- • What were the effects of the Counter-Reformation on the visual arts of 16th century Italy and Spain?
- • Why and how did the societal status of artists and the visual arts change during the 16th century in Italy and Spain?

Essential Understandings

- • Mannerism's requirement of "invention" led artists to produce self-conscious stylizations involving complexity, caprice, fantasy, elegance, perfectionism, and polish.
- • No singular style characterizes the High Renaissance, but the major artists of the period exhibited a high level of technical and aesthetic mastery and enjoyed an elevated social status, while their art was raised to the status formerly only given to poetry.
- • The Catholic Counter-Reformation exploited the use of art to promote and reinforce religious and ideological claims.

Students Will Know

- • Basic vocabulary of the art and architecture of the High Renaissance and Mannerism. (Sculptured-wall motif, chiaroscuro, sfumato, ignudi, spandrel, putti, broken pediment, contrapposto, three-quarter view, sacra conversazione, figural serpentinata, rustication, etc.)
- • Major art materials and mediums used by the culture and/or during the time period.

- • Major artists of the culture/time period. (such as Leonardo da Vinci, Raphael, Michelangelo, Titian, el Greco, Parmigianino, etc.)
- • The basic history of the time period being explored.
- • The characteristics unique to art and architecture of the High Renaissance and Mannerism.
- • 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 High Renaissance and Mannerism. Written Assignment: Compare Michelangelo's David with the David of Donatello and Verrocchio respectively. Discuss the change, if any, in the representation of the image. How did these three images reflect the artists and their periods?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 and architecture of the High Renaissance and Mannerism
- • Self and teacher assessment using teacher generated rubric.

Learning Plan

- • Homework debriefing and presentation "Church and domestic architecture of Palladio." o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.
- • Homework debriefing and presentation "Leonardo and the court of Milan." 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 "Mannerism: What influence did Michelangelo and Raphael have on later painting? The work of Parmigianino, Bronzino, Giovanni da Bologna, and el Greco." o Handouts related to topic of discussion.
- • Homework debriefing and presentation "Painting in Rome and the vision of Pope Julius II: Raphael and Michelangelo." 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 Medici Tombs in San Lorenzo, the Laurentian Library, and the Capitoline Hill: the integration of sculpture, architecture, and space." 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 "Venetian light: the paintings of Bellini, Titian, and Tintoretto." 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: Compare Michelangelo's David with the David of Donatello and Verrocchio respectively. Discuss the change, if any, in the representation of the image. How did these three images reflect the artists and their periods?
- o Handouts related to topic of discussion. o Discussion o Homework reading and study guide activity related to next class period topic.

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