

Unit 03: Northern European Art and Architecture of the 16th Century

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 Northern Europe and Spain. They will understand the history and contributions to the development of art and architecture that came out of this era. In particular, students will explore the affect of the Reformation on, and the use symbolism and allegory in Northern European art of the 16trh century.

Transfer

Essential Questions

- • How and why was genre painting used as a tool for religious education in 16th century?
- • How did the Reformation affect the artists of 16th century Northern Europe, and how was this reflected in their art?

Essential Understandings

- • After the reformation, Protestants believed the religious imagery and decoration in the church could lead to idolatry and distracted viewers from communicating directly with God. Because of this, Protestant churches were relatively bare.
- • Protestants did use art, and especially prints, as a teaching tool – using symbolism in everyday objects and scenes to understand religious ideas.

Students Will Know

- • Basic vocabulary of the art and architecture of the Northern Europe and Spain. (genre, Humanist Expressionism, engraving, plate, burin, edition, woodcut, allegory, 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 art and architecture of the Northern Europe and Spain.
- • 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 art of Northern Europe and Spain. Written Assignment: How did the implications of Martin Luther affect the work of Matthias Grunewald and Durer? How did the work of each artist differ? How did each artist respond to Martin Luther? Use examples to support your essay. 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 Northern Europe
- • Self and teacher assessment using teacher generated rubric.

Learning Plan

- • Homework debriefing and presentation “Bosch, Altdorfer, Grunewald, and Durer.” o Handouts related to topic of discussions. o Discussions and Activities o Homework reading and study guide activity related to next class period topic.
- • Homework debriefing and presentation “Hans Holbein and Pieter Bruegel” o Handouts related to topic of discussions. o Discussions and Activities
- • Homework debriefing and presentation “Protestant Reformation influences European Art.” 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 “Vetruvian theory of human proportion; Mannerism's influence outside of Italy.” o Handouts related to topic of discussions. o Discussions 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: How did the implications of Martin Luther affect the work of Matthias Grunewald and Durer? How did the work of each artist differ? How did each artist respond to Martin Luther? Use examples to support your essay.

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