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

Art History Part 2 will provide students with an introduction to college coursework in art history. In this course, students will examine major forms of artistic expression from the Renaissance to the present. 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 them with the opportunity 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.

In this 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.

Revision Date: July 2024 - Samantha Berk.

Essential Questions/Enduring Understandings

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?

How did the Mannerist style evolve and what characteristics defined the style?

The characteristics unique to art and architecture of the High Renaissance and Mannerism.

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.)

The geographical sites being explored.

The basic history of the time period being explored.

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 identification information of selected works of art from the culture/time period.

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?

Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

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?

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.
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- 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

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