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

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 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 of symbolism and allegory in Northern European art of the 16th century.

Revision Date: July 2024 - Samantha Berk.

Essential Questions/Enduring Understandings

How did the Reformation affect the artists of 16th century Northern Europe, and how was this reflected in their art?

How and why was genre painting used as a tool for religious education in the 16th century?

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.

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.

How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

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 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.

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, Griinewald, 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
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- 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

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