Unit 05: Art and Architecture of the Enlightenment

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **4-6 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 Neo-classical and Romantic art and architecture. 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 how greatly expanded interests in science, philosophy, as well as the advent of revolution impacted the art, and the role of artists, and art during the era.

Revision Date: July 2024 - Samantha Berk.

Essential Questions/Enduring Understandings

Why and in what ways did the new philosophies of the Enlightenment, as well as the social, political, and economic conditions of the time influence artists and subsequently impact the art of the era?

How did Jean-Jacques Rousseau's concept of freedom contribute to the rise of Romanticism in art?

How did the development of photography influence the direction and purpose of art?

The Enlightenment new ways of thinking critically about the world and about humankind. These new ways of thinking were reflected in the art of the time which moved away from religious depictions and moved toward images of scientific discovery, and the ideals of classical Greece and its mythology.

Jean-Jacques Rousseau's concept of freedom contributed to the rise of Romanticism. The valuing of freedom of thought, feeling, action, worship, speech, and taste moved Romantic artists explored the outer edges of consciousness and to the development of a taste for the "Gothic" (the Middle Ages), the fantastic, the occult, the macabre, and the sublime.

The development of photography greatly influenced how artists and the public viewed the purposes of

landscape painting. No longer the only way to document the scene, landscape painting became an expression of the space and the viewer's response to it.

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?

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 Neo-classical and Romantic art and architecture. (Neoclassicism, Romanticism, Federal Style, Gothic Revival, watercolor, wash, gouache, aquatint, luminism, 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 Neo-classical and Romantic art and 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 Neo-classical and Romantic art and architecture. Written Assignment: Contrast landscape painting in Europe and the United States in the

early 19th century. What are the sociopolitical differences in landscape painting? Discuss at least 3 countries in your essay and use examples to support your argument. 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: Neo-classical and Romantic art and architecture
- • Self and teacher assessment using teacher generated rubric.

Learning Plan

- • Homework debriefing and presentation “Landscapes, exotic lands, and the influence of photography.” 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 “Neoclassic painter David and the French Academy: the heroism of the past and the politics of the present. Canova's sculpture of Napoleon's sister.” 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 debriefing and presentation “Romanticism: beauty and horror.” o Handouts related to topic of discussion. o Discussion
- • Homework debriefing and presentation “The discoveries of Pompeii and Herculaneum (1730-1740) and their influence on English architect Robert Adam and Thomas Jefferson in the United States.” 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 “The Enlightenment: science and the rational improvement of society.” 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: Contrast landscape painting in Europe and the United States in the early 19th century. What are the sociopolitical differences in landscape painting? Discuss at least 3 countries in your essay and use examples to support your argument.
- o Handouts related to topic of discussions. o Discussions and Activities 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