Unit 05: Ancient Etruscan and Roman Art and Architecture

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **10-12 Class sessions**
Status: **Published**

Brief Summary of Unit

Students will explore art of the Etruscans and ancient Rome. They will become acquainted with the history and contributions these cultures have made to the development of art. They will study the influence of the Greeks on Roman art and architecture, as well as the uniquely Roman interpretations, adaptations and innovations.

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.12adv.Cr	Creating
1.5.12adv.Cr1	Generating and conceptualizing ideas.
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr2	Organizing and developing ideas.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12adv.Cr3	Refining and completing products.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12adv.Pr	Presenting
1.5.12adv.Pr4	Selecting, analyzing, and interpreting work.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
1.5.12adv.Pr6	Conveying meaning through art.
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12adv.Re	Responding

1.5.12adv.Re7	Perceiving and analyzing products.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12adv.Re8	Interpreting intent and meaning.
1.5.12adv.Re9	Applying criteria to evaluate products.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12adv.Cn	Connecting
1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Transfer

Essential Questions

- • How did empire building impact the development of Roman art and architecture?
- • How did the Roman art reflect religious and societal changes?
- • What did the Romans learn from the Greeks – Is it Greek or Roman?
- • What significant innovations did the Etruscans and Romans make in art and architecture?
- • Who were the Etruscans – what can we learn from their tombs?

Essential Understandings

- • Although the Romans were greatly influenced by the Greeks, they made tremendous innovations and original contributions.
- • Changes in religious beliefs and societal structures played an important role in the changing face of Roman art.
- • Etruscan tombs provide much of what we know about the Etruscans
- • Many great works of Roman art and architecture were created as propaganda used to maintain power and authority throughout the empire.
- • Monuments, Engineering, Realism, Interior Space, and Temples (useful acronym: MERIT)—all of which play a part in Roman contributions to the West.

- The Greeks influenced the Etruscans and Etruscans influenced the Romans in both architec¬ture and sculpture.

Students Will Know

- Basic vocabulary of Etruscan and Roman painting and architecture (arch, barrel vault, dome, aqueduct, etc.)
- Major art materials and mediums used by the culture and/or during the time period.
- Major artists of the culture/time period.
- The basic history of the time period being explored.
- The characteristics that differentiate a Greek from a Roman work or art or architecture.
- 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 Etruscan and Roman Art. Written Assignment: How and where do specific works of architecture and sculpture reflect the emperor's vision of leadership and the importance of Roman culture? 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 of the Aegean and Greece
- Self and teacher assessment using teacher generated rubric.

Learning Plan

- Homework debriefing and presentation “Early Christian catacombs: Christianity within the Roman Empire” oHandouts related to topic of topic. o Discussion and Activity
- Homework debriefing and presentation “Etruscan architecture and sculpture” o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.
- Homework debriefing and presentation “Imperial Rome and the emperors' patronage in architecture and sculpture. Augustus, the Flavian Dynasty; the expansion under Trajan, Hadrian, and Marcus Aurelius; the destabilizing rule of Caracala; Constantine's recognition of the Christian church” o Handouts related to topic of topic. o Discussion and Activity o Homework reading and study guide activity related to next class period topic.

- Homework debriefing and presentation “Pompeii: A Roman country home, linear perspective and realism in painting” 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 “The arch, dome, and vault sculpt interior space; architecture and monument serve an empire; portraits of leaders and fusion of observation and Greek idealization” 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 “The Roman Republic, the rule of elders” 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: How and where do specific works of architecture and sculpture reflect the emperor's vision of leadership and the importance of Roman culture?)

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