Unit 07: Early Medieval and Romanesque Art and Architecture

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **7-9 Class sessions**
Status: **Published**

Brief Summary of Unit

Students will explore Early Medieval and Romanesque art and architecture. They will understand the history and contributions to the development of art and architecture that came out of these eras. They will also understand how the spread Christianity changed the societal structures of the era, and how the narrative art and pilgrimage architecture of the time reflected, promoted, and supported those changes.

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.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
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.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
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

- In what ways did art and architecture serve to spread Christianity throughout Europe?
- In what ways did the fall of Rome and the spread of Christianity impact social structures of “barbarian” Europe and how was this reflected in art and architecture of cultures in the medieval era?
- Why do we no longer refer to the Medieval and Romanesque eras as the “Dark Ages”?

Essential Understandings

- During the medieval era, Europe developed from many disparate tribal groups into a series of states and somewhat unified entities, creating a fusion of images, motifs and perceptions synthesizing the heritage of Christian, Greco-Roman, and barbarian cultures.
- Illuminated manuscripts were only created for clerics and the ruling class as only they had the ability to read.
- Narrative art and pilgrimage architecture served to spread the doctrine of Christianity to the

illiterate general populace.

- The Medieval and Romanesque eras have historically been referred to as the dark ages, although modern scholars have long ago ceased to see the era as devoid of cultural significance.

Students Will Know

- Basic vocabulary of Medieval and Romanesque art and architecture (codex, illuminated manuscript, psalter, cloisonné, transverse arches, transept, tympanum, voussoirs, trumeau, archivolts, mandorla, reliquary, pilgrimage church, etc.)
- Major art materials and mediums used by the culture and/or during the time period.
- The basic history of the time period being explored.
- The characteristics unique to each structure.
- 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 Medieval and Romanesque Art and Architecture. Written Assignment: Select a medieval church to describe. How has the structure been incor-porated into ornamental design and what is the correspondence among structure, sculpture or relief, and religious ritual? 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: Medieval and Romanesque Art and Architecture
- Self and teacher assessment using teacher generated rubric.

Learning Plan

- Homework debriefing and presentation “From Romanesque to Gothic architecture: French innovation and risk.” o Handouts related to topic of discussion.
- Homework debriefing and presentation “Hiberno-Saxon, Carolingian, Ottonian manuscripts.” o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.
- Homework debriefing and presentation “Ornament: architectural sculpture in Toulouse, Autun, and Vezelay.” 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 “Romanesque architecture in France, England, and Italy.” 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 Bayeux Tapestry and the Norman invasion of 1066.” 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 Illuminators and their work, the building of a cathedral: how liturgy and the architecture function together.” 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 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: Select a medieval church to describe. How has the structure been incor¬porated into ornamental design and what is the correspondence among structure, sculpture or relief, and religious ritual?

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