Unit 08: Gothic and Proto-Renaissance Art and Architecture

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **9-11**
Status: **Published**

Brief Summary of Unit

Students will explore Gothic and Proto-Renaissance Italian 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 move to centralized cities and nation states created an atmosphere that promoted humanism and the growth of the arts.

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.
	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?
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

- How did the art and architecture of the Gothic and Proto Renaissance have impact on the social, political, economic, and/or religious issues of each era?
- How were the art and architecture of the Gothic and Proto Renaissance impacted by the social, political, economic, and/or religious issues of each era?

Essential Understandings

- Amid the social, economic, and religious upheavals of the 14th century, there emerged a new interest in human values and the everyday world, inspired and guided by classical examples.
- Beginning in the 13th century, a combination of political, social, economic, religious, and cultural factors contributed to a shift that began to occur in European culture in the period known as the Proto

Renaissance.

- Geometry played both a symbolic and a practical role in Gothic art and architecture.
- In the second half of the 13th century, many architects throughout Western Europe constructed or reconstructed churches opre francigeno (in the French manner) - that is, in the Gothic style of France. The structures were usually modified, however, according to local preferences.
- The Gothic age was a time of profound change in Europe. The Hundred Years' War began, shattering the peace between France and England. The Black Death swept over Western Europe and killed at least a quarter of its people. Opposing popes resided in Rome and in Avignon in southern France during the political-religious crisis known as the Great Schism.
- The move toward the Proto Renaissance culture occurred first in Italy, where the growth of a new secular culture fueled an interest in the classical past.
- The shift from monasteries and pilgrimage churches to secular cities with enormous cathedrals created a social and economic structure that could support artisans and craftsmen.
- The transition from the Medieval to the Renaissance period occurred in the 14th century. The medieval preoccupation with otherworldly values was gradually modified to include a new interest in the natural world. This was coupled with a revival of interest in the art of classical antiquity (ancient Roman sculpture and architecture), examples of which were available for artists to study. The result was a new more naturalistic art in which both figures and their surroundings are made to appear more as they might in the real world.

Students Will Know

- Basic vocabulary Gothic and Proto Renaissance Italian art and architecture (codex, illuminated manuscript, psalter, cloisonné, transverse arches, transept, tympanum, voussoirs, trumeau, archivolts, mandorla, reliquary, pilgrimage church, etc.)
- Major artists of the culture/time period.
- The basic history of the time period being explored.
- The characteristics unique to Gothic and Proto Renaissance Italian art and 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 Gothic and Proto Renaissance Italian Art and Architecture. Written Assignment: Make two headings with the terms Romanesque and Gothic and their dates. Beneath each heading list the structural characteristics of each. Name a church from Germany, Italy, England, and France in each column. Below each church list characteristics that link its style to its location. How did architectural innovation enhance the spiritual teachings and sacredness of the church? 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: Gothic and Proto Renaissance Italian Art and Architecture
- Self and teacher assessment using teacher generated rubric.

Learning Plan

- Homework debriefing and presentation “Angkor Wat, Cambodia, and Chartres: symmetry, ornament, and meaning.” 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 “Dante and the rise of humanism; the humanist painter; wealthy patrons.” 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 “Giotto: the Bardi chapel of Santa Croce, the Scrovegni Chapel in Padua. o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.
- Homework debriefing and presentation “Gothic architecture outside France, England, and the architectural conservatism of 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 “Nicola and Giovanni Pisano, and Duccio's departure from "Maniera Graeca" style.” o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.
- Homework debriefing and presentation “Simone Martini and the International Style; the Lorenzettis' secular frescoes in Siena's Palazzo Publico.” o Handouts related to topic of discussion
- Homework debriefing and presentation “The Rayonnant style in France: St. Chapelle. 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: Make two headings with the terms Romanesque and Gothic and their dates. Beneath each heading list the structural characteristics of each. Name a church from Germany, Italy, England, and France in each column. Below each church list characteristics that link its style to its location. How did architectural innovation enhance the spiritual teachings and sacredness of the church?

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