Unit 09: Renaissance Art and Architecture of 15th Century Europe

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **13 sessions**
Status: **Published**

Brief Summary of Unit

Students will explore 15th Century art and architecture in Early Renaissance Italy and Northern Europe.

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 rise of city-states in Italy impacted the development of artistic style and subject matter. In contrast to the lavish style of Italian art, students will explore the impact of 15th century Northern European painting.

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

- • How did the continued spread of Humanism and interest in classical antiquity in 15th century Italy impact the art and architecture of the time?
- • How did the rise in the bourgeoisie and capitalism throughout Northern Europe impact the development of art?
- • What accounts for the development of the use of linear perspective in the art of the 15th century?
- • What role did the increasing power of city-states in 15th century Italy play in the development of the art and architecture of the time?
- • Why is it important to understand the language of symbols when looking at the art of the Early Northern Renaissance?

Essential Understandings

- Political and economic changes contributed to the rise of a new class of wealthy patrons who fostered art and learning on a lavish scale.
- Renaissance Italy experienced major shifts in artistic models, such as increased interest in perspective and illusionism.
- The 15th century in Italy was a time during which the spread of humanism in the and the growing interest in classical antiquity contributed significantly to the remarkable growth and expansion of artistic culture -The Early Renaissance.
- The artists of the Early Northern Renaissance were intense observers of nature who employed detailed, realistic, images of objects and nature as symbolism that reflected the divine.
- The patronage of princely courts contributed to the formation and character of Renaissance art.
- The rise in the bourgeoisie and capitalism throughout Northern Europe created a strong base for commissions of art reflected in the rise in secular and personal devotional art.

Students Will Know

- Basic vocabulary of Early Renaissance Italy and Northern European art and architecture (loggia, baptistery, lunette, purri, linear perspective, orthogonal, aerial perspective, polyptych, grisaille, 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 15th Century art and architecture in Early Renaissance Italy and Northern Europe.
- 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 Early Renaissance Italy and Northern European art and architecture. Written Assignment: Discuss the issues surrounding the interpretations of the symbolism in Jan Van Eyck's "Giovanni Arnolfini and His Bride." What are your thoughts on the symbols based on your understanding of the arguments? 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 “Brunelleschi in the first part of the century and Alberti in the latter half complete Arnolfo di Cambio's vision for the city of Florence reviving Greek and Roman harmony and mathematics.” 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 “Cosimo de' Medici's Florence and his patronage of Masaccio, Donatello, Brunelleschi.” 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 “Lorenzo il Magnifico's interest in Neoplatonic thought as Botticelli and Mantegna close the century with different painting styles.” o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.
- Homework debriefing and presentation “Paintings created for private patrons.” o Handouts related to topic of discussion
- Homework debriefing and presentation “Simone Martini and the International Style; the Flemish painting and the guild system” o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.
- Homework debriefing and presentation “Symbolism and Naturalism.” 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 International Style in Italy: the development of linear perspective 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 Sacrifice of Isaac and the naturalism of Donatello: church and citizen patronage.” o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.
- Homework debriefing and presentation “Verrocchio and the Delia Robbia family: action, movement, and the sublime.” 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: Discuss the issues surrounding the interpretations of the symbolism in Jan Van Eyck’s “Giovanni Arnolfini and His Bride.” What are your thoughts on the symbols based on your understanding of the arguments?

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