Unit 10: Southern European art and Architecture of the 16th Century – High Renaissance and Mannerism

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

Brief Summary of Unit

Students will explore the art and architecture of the High Renaissance and Mannerism. 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 the effects of the Counter-Reformation on the visual arts and artists of the 16th century in Italy.

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 Mannerist style evolve and what characteristics defined the style?
- • What were the effects of the Counter-Reformation on the visual arts of 16th century Italy and Spain?
- • Why and how did the societal status of artists and the visual arts change during the 16th century in Italy and Spain?

Essential Understandings

- • Mannerism's requirement of "invention" led artists to produce self-conscious stylizations involving complexity, caprice, fantasy, elegance, perfectionism, and polish.
- • No singular style characterizes the High Renaissance, but the major artists of the period exhibited a high level of technical and aesthetic mastery and enjoyed an elevated social status, while their art was

raised to the status formerly only given to poetry.

- The Catholic Counter-Reformation exploited the use of art to promote and reinforce religious and ideological claims.

Students Will Know

- Basic vocabulary of the art and architecture of the High Renaissance and Mannerism. (Sculptured-wall motif, chiaroscuro, sfumato, ignudi, spandrel, putti, broken pediment, contrapposto, three-quarter view, sacra conversazione, figural serpentinata, rustication, etc.)
- Major art materials and mediums used by the culture and/or during the time period.
- Major artists of the culture/time period. (such as Leonardo da Vinci, Raphael, Michelangelo, Titian, el Greco, Parmigianino, etc.)
- The basic history of the time period being explored.
- The characteristics unique to art and architecture of the High Renaissance and Mannerism.
- 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 High Renaissance and Mannerism. Written Assignment: Compare Michelangelo's David with the David of Donatello and Verrocchio respectively. Discuss the change, if any, in the representation of the image. How did these three images reflect the artists and their periods?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 and architecture of the High Renaissance and Mannerism
- Self and teacher assessment using teacher generated rubric.

Learning Plan

- Homework debriefing and presentation "Church and domestic architecture of Palladio." o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.
- Homework debriefing and presentation "Leonardo and the court of Milan." 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 “Mannerism: What influence did Michelangelo and Raphael have on later painting? The work of Parmigianino, Bronzino, Giovanni da Bologna, and el Greco.” o Handouts related to topic of discussion.
- Homework debriefing and presentation “Michelangelo's Last Judgment and the corruption of the Church.” 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 “Painting in Rome and the vision of Pope Julius II: Raphael and Michelangelo.” 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 Medici Tombs in San Lorenzo, the Laurentian Library, and the Capitoline Hill: the integration of sculpture, architecture, and space.” 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 “Venetian light: the paintings of Bellini, Titian, and Tintoretto.” 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: Compare Michelangelo’s David with the David of Donatello and Verrocchio respectively. Discuss the change, if any, in the representation of the image. How did these three images reflect the artists and their periods?

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