Unit 11: Northern European Art and Architecture of the 16th Century

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **8-9 Sessions**
Status: **Published**

Brief Summary of Unit

Students will explore the art and architecture of Northern Europe and Spain. They will understand the history and contributions to the development of art and architecture that came out of this era. In particular, students will explore the affect of the Reformation on, and the use symbolism and allegory in Northern European art of the 16trh century.

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.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 and why was genre painting used as a tool for religious education in 16th century?
- • How did the Reformation affect the artists of 16th century Northern Europe, and how was this reflected in their art?

Essential Understandings

- • After the reformation, Protestants believed the religious imagery and decoration in the church could lead to idolatry and distracted viewers from communicating directly with God. Because of this, Protestant churches were relatively bare.
- • Protestants did use art, and especially prints, as a teaching tool – using symbolism in everyday objects and scenes to understand religious ideas.

Students Will Know

- Basic vocabulary of the art and architecture of the Northern Europe and Spain. (genre, Humanist Expressionism, engraving, plate, burin, edition, woodcut, allegory, 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 art and architecture of the Northern Europe and Spain.
- 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 art of Northern Europe and Spain. Written Assignment: How did the implications of Martin Luther affect the work of Matthias Grunewald and Durer? How did the work of each artist differ? How did each artist respond to Martin Luther? Use examples to support your essay. 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 Northern Europe
- Self and teacher assessment using teacher generated rubric.

Learning Plan

- Homework debriefing and presentation “Bosch, Altdorfer, Griinewald, and Durer.” o Handouts related to topic of discussions. o Discussions and Activities o Homework reading and study guide activity related to next class period topic.
- Homework debriefing and presentation “Hans Holbein and Pieter Bruegel” o Handouts related to topic of discussions. o Discussions and Activities
- Homework debriefing and presentation “Protestant Reformation influences European Art.” 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 “Vetruvian theory of human proportion; Mannerism's influence outside of Italy.” o Handouts related to topic of discussions. o Discussions and Activity 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: How did the implications of Martin Luther affect the work of Matthias Grunewald and Durer? How did the work of each artist differ? How did each artist respond to Martin Luther? Use examples to support your essay.

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