Unit 12: Baroque and Rococo Art and Architecture

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **9-10 Classes**
Status: **Published**

Brief Summary of Unit

Students will explore the Baroque and Rococo art and architecture. They will understand the history and contributions to the development of art and architecture that came out of this era. Students will explore the impact of the political restructuring of Europe, religious conflicts, and establishment of a worldwide mercantile system on the art of this time period.

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 Catholic Counter Reformation utilize art as propaganda and how did that affect Europe in general?
- What were the effects of religious, social, and economic conditions on the art of the leading regions of the time period?
- Who were the major benefactors of art during this time, and how did their preferences impact the art of the times?

Essential Understandings

- Baroque art varied in style from one country to another based upon religious, social, and economic conditions as well as regional traditions and tastes.
- The energy and demands of the Catholic Counter-Reformation inspired a new dynamic and spectacular artistic style, Baroque, which is characterized by dramatic theatricality, grandiose scale, and elaborate ornamentation..

- The Rococo style was derived from the demands of the aristocratic class for decorative art that depicted the pleasures of their world.
- Within the general category of Baroque, three sub styles emerged – counter-reformation, aristocratic, and bourgeoisie – in large part due to the social, political, and economic conditions of the time.

Students Will Know

- Basic vocabulary of the Baroque and Rococo art and architecture. (Baroque, Rococo, baldacchino, aedicule, rectilinear, podium, chateau, tenebrism, etching, etching ground, drypoint, burr, 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 Baroque and Rococo 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 Baroque and Rococo art and architecture. Written Assignment: Select two works of art to discuss the stylistic differences between Dutch and Italian Baroque art. 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: Baroque and Rococo art and architecture
- Self and teacher assessment using teacher generated rubric.

Learning Plan

- Homework debriefing and presentation “Beyond Baroque in Germany: Borromini's influence on Balthaser Neumann; the playful eye of Fragonard and the French Aristocracy.” o Handouts related to topic of discussion. o Discussion
- Homework debriefing and presentation “Elegant grandeur and refinement in the seventeenth-century: The French splendor of Versailles; scientist and architect Sir Christopher Wren's St. Paul's

Cathedral.” 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 “From Rubens to Rembrandt: an interpretation of movement, space, light, and time.” 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 “In Rome, San Carlo alle Quattro Fontane, St. Ignazio: illusion defines sacred space.” 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 “Late Baroque (Rococo): Refinement and Fantasy.” 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 “St. Peter's and Bernini; Bernini and figurative sculpture.” 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 “The Carracci and Caravaggio.” o Handouts related to topic of discussions. o Discussions and Activity o Homework reading and study guide activity related to next class period topic.
- Homework debriefing and presentation “The Taj Mahal and Versailles compared.” 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 “Velasquez blends observation of light with courtly style, the French revisit the classics.” 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 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 two works of art to discuss the stylistic differences between Dutch and Italian Baroque art.

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