Unit 13: Art and Architecture of the Enlightenment

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **4-6 Classes**
Status: **Published**

Brief Summary of Unit

Students will explore Neo-classical and Romantic art and architecture. 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 how greatly expanded interests in science, philosophy, as well as the advent of revolution impacted the art, and the role of artists, and art during the era.

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 Jean-Jacques Rousseau's concept of freedom contributed to the rise of Romanticism in art?
- • How did the development of photography influence the direction and purpose of art?
- • Why and in what ways did the new philosophies of the Enlightenment, as well as the social, political, and economic conditions of the time influence artists and subsequently impact the art of the era?

Essential Understandings

- • Jean-Jacques Rousseau's concept of freedom contributed to the rise of Romanticism. The valuing of freedom of thought, feeling, action, worship, speech, and taste moved Romantic artists explored the outer edges of consciousness and to the development of a taste for the "Gothic" (the Middle Ages), the fantastic, the occult, the macabre, and the sublime.
- • The development of photography greatly influenced how artists and the public viewed the purposes of landscape painting. No longer the only way to document the scene, landscape painting

became an expression of the space and the viewer's response to it.

- The Enlightenment new ways of thinking critically about the world and about humankind. These new ways of thinking were reflected in the art of the time which moved away from religious depictions and moved toward images of scientific discovery, and the ideals of classical Greece and its mythology.

Students Will Know

- Basic vocabulary of Neo-classical and Romantic art and architecture. (Neoclassicism, Romanticism, Federal Style, Gothic Revival, watercolor, wash, gouache, aquatint, luminism, 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 Neo-classical and Romantic 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 Neo-classical and Romantic art and architecture. Written Assignment: Contrast landscape painting in Europe and the United States in the early 19th century. What are the sociopolitical differences in landscape painting? Discuss at least 3 countries in your essay and use examples to support your argument. 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: Neo-classical and Romantic art and architecture
- Self and teacher assessment using teacher generated rubric.

Learning Plan

- Homework debriefing and presentation "A new realism and morality: Chardin in France, Hogarth in England." 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 "Landscapes, exotic lands, and the influence of photography." 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 “Neoclassic painter David and the French Academy: the heroism of the past and the politics of the present. Canova's sculpture of Napoleon's sister.” 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 “Romanticism: beauty and horror.” o Handouts related to topic of discussion. o Discussion
- Homework debriefing and presentation “The discoveries of Pompeii and Herculaneum (1730-1740) and their influence on English architect Robert Adam and Thomas Jefferson in the United States.” 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 “The Enlightenment: science and the rational improvement of society.” o Handouts related to topic of discussion. o 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: Contrast landscape painting in Europe and the United States in the early 19th century. What are the sociopolitical differences in landscape painting? Discuss at least 3 countries in your essay and use examples to support your argument.

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