

# Unit 3: The Renaissance

Content Area: **Performing Arts**  
Course(s):  
Time Period:  
Length: **Approximately 10 weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## The Renaissance Summary

Unit 2, Ancient Art, will look closely at ancient civilizations and their art. This unit will begin with primitive paintings and sculpture and span major cultural groups such as Egyptian, Greek, Roman, East Asian, and coastal African societies. Artists will make artwork with consideration to the styles, materials, and purposes of early civilizations' creations. Artists will begin to compile a portfolio of writing and images that will act as an aid to developing their understanding of the terms "art" and "artist."

## Learning Objectives

- Create tempera paint in the style and process of Renaissance artists
- Define the Renaissance and outline a timeline with major historical events and figures
- Describe and apply theories and concepts developed in the Renaissance: 1-Point Perspective and color theory
- Describe and evaluate the importance and implications of the Renaissance in both art and global endeavors
- Identify historical events that led to the Western Renaissance
- Identify major intellectual and artistic components of the Renaissance
- Identify the major and pivotal artists in the Renaissance

## Essential Skills

- Artists will be able to analyze and interpret artwork.
- Artists will be able to analyze the role and responsibility of an artist.
- Artists will be able to appropriately depict scale and proportion in the human figure and portrait.
- Artists will be able to compare and contrast periods of art movements.
- Artists will be able to critique and give constructive feedback on own artwork and artwork of others.

- Artists will be able to develop a rich fine arts vocabulary.
- Artists will be able to discuss the roles of artists in local communities.
- Artists will be able to discuss the use of art as a form of visual communication.
- Artists will be able to display knowledge of various media and their properties.
- Artists will be able to examine art's place in the world.
- Artists will be able to examine self as an artist.
- Artists will be able to identify and apply color relationships using color theory.
- Artists will be able to properly and appropriately care for, store, and present artwork.
- Artists will be able to safely use and store art materials.

## Standards

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VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

## Instructional Tasks/Activities

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Students will correctly demonstrate, perform, identify, discuss, analyze, compare:

- Art vocabulary exercises and activities
- Art vocabulary introduction
- Chiaroscuro scale
- Color wheel/color mixing activity
- Contemporary parody painting
- Formal written critique
- Myth/legend research

- Perspective exercises
- Perspective myth drawing
- Tempera paint mixing activity

## **Assessment Procedure**

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- Artist portfolio
- Classroom Total Participation Technique
- Classwork
- Daily Draw warm ups
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Formal written critiques
- In class participation
- In class projects
- Journal / Student Reflection
- Kahoot
- Midterms and finals
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Quizzes and tests
- Research projects
- Rubric
- Self-evaluated project goal and tracking
- Sketchbook checks
- Teacher Collected Data
- Teacher observation
- Test
- Vocabulary packets and exercises
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource

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- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify
- Use Google Docs to complete written assignments, critiques, and project goal tracking

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy

- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## Resources

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- 50 Artists You Should Know
- Art of Nineteenth Century Europe
- Big Eyes
- Drawing on the Right Side of the brain
- Exit Through the Gift Shop
- Frida Kahlo: I Paint My Reality
- Graffiti School
- Henri Matisse: The Cut Outs
- Juxtapoz Magazine and Juxtapoz.com
- National Gallery of Art
- PowerPoints
- The Hidden Lives of Great Artists
- The Metropolitan Museum of Art website
- The Moma website
- The Moma World Reference
- The Secret Language of the Renaissance
- The Secret Lives of Colors
- The Secret Lives of Famous Artists
- The World Art Reference Guide
- Visual Reference Guide: Mythology
- Visual Reference Guide: World History
- World Art: The Essential Illustrated History

## Unit Vocabulary

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- Allegory
- Analogous
- Byzantine Empire
- Chiaroscuro
- Colonization
- Color theory
- Color wheel
- Complimentary
- Conquest
- Contrapposto
- Crusades

- Dark Ages
- Fresco
- Humanism
- Iconology
- Monochromatic
- Mosaic
- Oil paint
- Pamphlets
- Perspective
- Pigment
- Pilgrimage
- Portrait
- Primary
- Printing Press
- Proportion
- Reclining Venus
- Reformation
- Renaissance
- Renaissance Man
- Rule of Thirds
- Secondary
- Solvent
- Tempera paint
- The Black Death
- Trade
- Vehicle/binder

## **Artistic Materials**

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- Acrylic paints
- Drawing pencils
- Erasers
- Paintbrushes
- Rulers
- Tempera paints and natural pigment sources
- Watercolor paints

## **Unit Artists**

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- Giotto
- Caravaggio
- Donatello
- Fillipo Lippi
- Hieronymus Bosch
- Jan Van Eyck
- Johannes Vermeer
- Leonardo Da Vinci
- Michelangelo
- Raphael
- Sandro Botticelli
- Titian

## **Teaching Strategies**

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- In class assignments will produce works of art that reflect thoughtful consideration of concept in addition to skill building with a variety of fine arts materials.
- Meaningful instruction will be given using PowerPoint notes and presentations, hand out worksheets, art process and technique demonstrations, and modeling thought and creative processes.
- Sketchbook assignments and daily warm ups will reinforce classroom knowledge and build upon prior understandings.
- Various teaching methods and techniques will be utilized in this course.