Harlan County Schools Curriculum Guide
Unit 10-Renaissance

Content: Arts and Humanities   **Grade: 11th Grade Full Year Rotation**

Time Frame	Core Content and Implied Skills (Unpack the standards)	Assessments	Curriculum Map Notes (Complete this section with notes of resources and instructional strategies that were used successfully in teaching this unit)

Unit 10 **Renaissance**
 	
 Two Weeks
 	
 Humanity in the Arts is weighted at 45% according to the test blueprint.
	Essential Questions:
	
	 ♦ What are the political, economic, social, and religious characteristics of the Renaissance?
	    o Ex. Martin Luther and the Protestant Reformation
	    o Humanism
	    o Exploration of the New World
	    o Birth of Individualism
	    o Age of Enlightenment
	 ♦ How did the view of the earth and the cosmos change during this time period?
	    o Christopher Columbus
	    o Copernicus
	    o Galileo
	 ♦ How are the characteristics of the Renaissance reflected in the artworks of the period?
	    o Inspired by the cultures of ancient Greek and Rome (imitation)
	 ♦ Who were the major artists of the Renaissance and what were their contributions?
	    o The Renaissance Man
	 ♦ How do the various art forms of the Renaissance interrelate?
	    o Shakespeare to Michelangelo
	    o
	
	 H-HS-2.4.1
	 Students will analyze or evaluate how factors such as time, place and ideas are reflected in visual art.
	
	                                          DOK 3
	 AH-HS-2.3.1
	 Students will analyze or evaluate how factors such as time, place and ideas are reflected indrama.
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		 Other assessment Options:
		
		 Multiple Choice
		
		 Portfolio
		
		 Critique
		
		 Presentation
		
		 Project
			Creative Impulse p. 286-381
			 Visual Arts:
			 Students will read and discuss pages 360-383 in the Art in Focus textbook and complete suggested activities.
			
			 Students will complete the lesson on pages 269-271 in the KET Visual Arts Toolkit, Tales from the Door.
			
			 Students will read and answer questions (to be scanned and placed here) KET Visual Arts Toolkit – The Renaissance p.438-442
			
			 Students will read and discuss the pages 277-284 in the Creative Impulse on the history of the Renaissance.
			
			 Students will read and discuss pages 296-298 in Creative Impulse and 326-331 on Renaissance architecture.
			
			 Students will read and discuss Michelangelo p.312-319 and 324-326 in Creative Impulse
			
			 Students will read and discuss Leonardo da Vinci 310 312-316 and 279,284, and 289 in Creative Impulse
			
			 http://www.michelangelo.com/buon/bio-index2.html website filled with info
			
			 http://school.discovery.com/lessonplans/pdf/europeantour/europeantour.pdf High School lesson plan from Discovery Education on the Art of the Sistine Chapel
			
			 http://www.princetonol.com/groups/iad/lessons/middle/renaiss.htm multiple resources including lesson plans and other online resources
			 http://www.sanford-artedventures.com/teach/lp_1pointperspect_complete.html

	DOK 3 **AH-HS-2.1.1Students will analyze or evaluate how factors such as time, place and ideas are reflected in music.** **DOK 3** **AH-HS-2.2.1** **Students will analyze or evaluate how factors such as time, place and ideas are reflected in dance.** **DOK 3**		Lesson plan on linear perspective one point and two point http://edsitement.neh.gov/view_lesson_plan.asp?id=624 Da Vinci lesson plan http://library.thinkquest.org/13681/data/davin2.shtml?tqskip=1 a Thinkquest interactive lesson gallery created by high school students from the Bronx New York and Sweden. Music: Students will view the Art, Music & Literature of the Renaissance DVD from Schlessinger Media. Students will work in groups to create interview questions to ask a Renaissance artist, composer, or playwright. Students will participate in interactive activities relating to the characteristics of Renaissance music at the online music lab http://www.ddlarson.com/renaissance.html Students will read and discuss characteristics of Renaissance music from Creative Impulse p333-335. Students will read and discuss the life Renaissance composer Giovanni Pierluigi da Palestrina at http://www.essentialsofmusic.com/composer/palestrina.html Students will listen to Palestrina's "Kyrie," from Pope Marcellus Mass and analyze for use of Polyphony (independent parts among voices) and be able to describe why this technique was controversial at the time it was composed as well as the contribution the work made to future western music. Drama: Students will read, discuss, take notes and complete graphic organizers on Renaissance Drama from Creative Impulse p. 331-333; 360-362 Students will explore the Renaissance theatre timeline in KET Drama Toolkit p427-429 KET Drama Toolkit lesson plan "Creating Characters: Shakespeare Scenes", p119 Students will participate in the KET Drama Toolkit lesson plan "Commedia dell' Arte: History of Theater and Pinocchio" p143.

| | | | | Students participate in lesson activities "Commedia Dell' Arte" p. 177-182 in Toolkit.

Students will engage in learning activities found in KET Drama Toolkit, Shakespeare Resources p7-19 of Periods and Styles section and Classroom Guide to the Bard p. 451-462

Assign students to groups. Each group will improvise short scenes or "lazzi" of several stock characters.

http://www.readwritethink.org/lessons/lesson_view.asp?id=297 Renaissance Humanism in *Hamlet* and the *Birth of Venus* (lesson plan)

http://www.readwritethink.org/lessons/lesson_view.asp?id=956 Analyzing Character in *Hamlet* through Epitaphs (lesson plan)

www.readwritethink.org/lessons/lesson_view.asp?id=374 Happily Ever After? Exploring Character, Conflict, and Plot in Dramatic Tragedy (a lesson plan)

Dance:
Renaissance Dance: www.rendance.org and http://www.vanderbilt.edu/Blair/Courses/MUSL242/f98/types.htm

Visual Art: (Leonardo Da Vinci - painting, Michelangelo – sculpture, painting, architecture – build on the innovative architectural techniques of Ancient Greece and Rome ([e.g., the arch, vault, dome, principles of stress and counter stress, atrium-style houses, etc.])

Drama: (commedia dell'arte, Shakespeare and Elizabethan theatre)

Music: Renaissance (Palestrina, polyphony and counterpoint [multiple melodic lines played simultaneously] are prominent in music, the rise of instrumental and secular music)

Dance: Renaissance (court dances) |