

ART HISTORY 1: ANCIENT TO POST-RENAISSANCE ART

NAME _____ SCHOOL _____

DATE STARTED _____ DATE COMPLETED _____

PREREQUISITES: A good understanding of world history (ancient, Middle Ages and modern); Professional Basics for an Artist.

HOW TO DO THIS COURSE: Do the steps one at a time, in order. When you finish a step, put your initials and the date on the sign-off line on the right. A split line means get a pass (and an initial) from another student (or your supervisor if it says that). All written work is turned in to the supervisor. A number of technical terms are defined in the glossary for the course. Refer to it as a first action when you encounter unfamiliar technical terms. The Define statement means to look up the term in the glossary.

PURPOSE: Learn about Western art through the Renaissance so that the student can create and view art from a better understanding of prior ideas and techniques in art.

ESTIMATED TIME: 30 hours.

MATERIALS NEEDED TO DO THIS COURSE

Heron materials:

Heron study booklet with this Data Sheet (DS): 5261 (glossary)

Exams: 5258, 7256 (review)

Required other texts/references: This course is designed to be used with the following references, but others may be substituted:

Art Smart (ISBN: 0130477540, or later edition), Susan Rodriquez, Prentice Hall (includes 40 slides).

History of Art (any edition), Janson and Janson, Abrams, Inc.

History of Art for Young People (any edition), H.W. Janson, Abrams, Inc.

Sister Wendy's Story of Painting (ISBN: 1564586154, or later edition), Wendy Beckett, DK Pub.

Sister Wendy's Story of Painting—Set (1997) [five 60 min. video tapes—use the first three: “Early Art,” “Renaissance,” “Baroque to Romanticism” for this course]. The last three are used in Art History 2. (This set is very highly recommended.) A visit to an art gallery which has a collection of art covering some of the periods studied in this course may be substituted. A different video series on art may also be substituted.

Encyclopedia at level of *World Book* or higher

Other materials: art materials for simple art projects per *Art Smart*, sticky notes (for use as tabs), slide projector or viewer.

NOTE TO SUPERVISOR AND STUDENT

This course includes a number of simple art activities which the student is to execute. As each art piece is completed it is to be displayed prominently (such as in the courseroom where all may see it) for at least a week. All art projects should follow the principles of art as laid out in the Professional Basics for an Artist course. Save them to take to the examiner.

A. SLIDE PREVIEW

1. READ: DS #5261 Glossary for Art History, entry for “fine arts.” _____

2. PRACTICAL APPLICATION: View the 40 slides in *Art Smart*¹. As you view the slides, read the slide identification script that accompanies them. Determine which examples interest you most. Write an essay about which pieces impressed you most and why. Retain this essay so that you can refer to it later. _____

B. PREHISTORIC ART

1. DEFINE: prehistoric art _____
2. RESEARCH: Prehistoric art. Read a short introduction to prehistoric art, such as found in *Art Smart* in the section “The Stone Age.” _____
3. DEMONSTRATION (by observation): Look at illustrations of prehistoric art in *History of Art*², Part One, Chapter One, and another art history book³. _____
4. PRACTICAL APPLICATION: Do one of the activities from the section “The Stone Age” in *Art Smart*⁴, or create your own related activity⁵. _____

C. EGYPT AND THE NEAR EAST

1. RESEARCH: Egypt and the Near East. Read a short introduction to the art of Egypt and the Near East, such as found in *Art Smart* under the section “Egyptian.” _____
2. RESEARCH: Egyptian Art. Read a short introduction to Egyptian art and architecture from another source. _____
3. DEMONSTRATION (by observation): Look at the illustrations of Egyptian art and architecture in *History of Art*, Part One, Chapter Two, and another art history book. _____
4. PRACTICAL APPLICATION: Do one of the activities on Egypt from *Art Smart*, or create your own related activity. _____

¹ If you don't have the *Art Smart* book, omit the slides and other references to *Art Smart*. In that case, use an encyclopedia or other reference for the readings, and another reference for the art activities.

² The 5th edition of *History of Art* is referenced here, but any edition can be used. If *History of Art* is not available, use another art history book so that you use two sources as references at any time you need to look at illustrations of a period.

³ It is suggested that you use *Sister Wendy's Story of Painting* and/or *History of Art for Young People* as your second reference. The art video set by Sister Wendy also can be used as a reference any time you are referred to another art history reference. (See Materials Needed to Do This Course on page 1 for data about which videos to use.)

⁴ Even though these activities were originally designed for younger students, make sure you execute them to your own standards and ability.

⁵ Save this piece and those that follow for showing to the examiner at the end of the course.

5. RESEARCH: Art of the ancient Near East. Read a short introduction to the ancient Near East (covering at least Sumer and Persia) from another source. _____
6. DEMONSTRATE (by observation): Look at the illustrations of art and architecture of the Ancient Near East in *History of Art*, Part One, Chapter Three. _____

D. GREECE AND ROME

1. DEFINE AND DEMONSTRATE (with objects): classic/classical. Then use a dictionary for all the other definitions for *classic* and *classical*. _____
2. DEFINE: classical architecture _____
3. ESSAY: Which definitions of classical/classic might apply to Greek and Roman art and architecture? Explain. _____
4. RESEARCH: Greek and Roman art. Read a short introduction to Greek and Roman art, such as found in *Art Smart*. _____
5. RESEARCH: Greek art. Read a short introduction to Greek art and architecture from another source. _____
6. DEMONSTRATE (by observation): Look at the illustrations of Greek art and architecture in *History of Art*, Part One, Chapters Four (Aegean Art) and Five (Greek Art), and another art history book. _____
7. PRACTICAL APPLICATION: Do one of the activities on Greece from *Art Smart*, or create your own related activity. _____
8. RESEARCH: Roman Art. Read a short introduction to Roman art and architecture from another source. _____
9. DEMONSTRATE (by observation): Look at the illustrations of Etruscan and Roman art and architecture in *History of Art*, Part One, Chapters Six (Etruscan Art) and Seven (Roman Art), and another art history book. _____
10. PRACTICAL APPLICATION: Do another of the activities on Greece or Rome from *Art Smart*, or create your own related activity. _____

E. THE MIDDLE AGES IN EUROPE

1. RESEARCH: Middle Ages. Read a short introduction to art of the Middle Ages, such as found in *Art Smart*. _____

2. RESEARCH: The Middle Ages. Read an introduction to art and architecture of the Middle Ages from another source, such as found in *History of Art*, Part Two—The Middle Ages, the introduction. _____
3. DEFINE: Early Christian ____ Byzantine ____ _____
4. DEMONSTRATE (by observation): Look at the illustrations of Early Christian and Byzantine art and architecture in *History of Art*, Part Two, Chapter One, and another art history book. _____
5. DEMONSTRATE (by observation): Look at the illustrations of Early Medieval Art in *History of Art*, Part Two, Chapter Two, and another art history book. _____
6. DEFINE: Romanesque _____
7. DEMONSTRATE (by observation): Look at the illustrations of Romanesque art and architecture in *History of Art*, Part Two, Chapter Three, and another art history book. _____
8. DEFINE: Gothic _____
9. DEMONSTRATE (by observation): Look at the illustrations of Gothic art and architecture in *History of Art*, Part Two, Chapter Four, and another art history book. _____
10. ESSAY: Write an essay distinguishing the four groups of art of the Middle Ages studied in this section. Illustrate your essay with sketches to show the differences. _____
11. PRACTICAL APPLICATION: Do one of the activities on the Middle Ages from *Art Smart*, or create your own related activity. _____
12. PRACTICAL APPLICATION: Review data studied in sections D and E, do additional research as needed. Write an essay in which you:
 - a) include a summary of the art and architecture studied in sections D and E.
 - b) discuss ideas from these sections that might be relevant to your point of view about creating or viewing art. _____

F. THE RENAISSANCE

1. DEFINE: Renaissance _____
2. RESEARCH: The Renaissance. Read a short introduction to art of the Renaissance, such as found in *Art Smart*. _____

3. RESEARCH: The Renaissance. Read an introduction to art and architecture of the Renaissance from another source, such as found in *History of Art*, Part Three—The Renaissance through the Rococo, the introduction. _____
4. DEFINE: Early Renaissance ____ Late Gothic ____ _____
5. DEMONSTRATE (by observation): Look at the illustrations of Early Renaissance art and architecture in *History of Art*, Part Three, Chapter One. _____
6. DEMONSTRATE (by observation): Look at the illustrations of Late Gothic painting, sculpture and graphic arts in *History of Art*, Part Three, Chapter Four. _____
7. DEMONSTRATE (by observation): Look at the illustrations of High Renaissance art and architecture in Italy in *History of Art*, Part Three, Chapter Two. _____
8. DRILL: The purpose of this drill is to be able to determine the artist through familiarity with several of his well-known works. The artists are:

da Vinci (slide #11)	Raphael (slide #13)
Titian (slide #12)	Michelangelo (slide #15)

Re-read the slide identification script for these artists in *Art Smart*. Then review illustrations of the High Renaissance in Italy (previous step). Practice identifying these artists from their works until you can randomly flip through the chapter and identify any of the four artists from their works.

9. DEFINE: mannerism _____
10. DEMONSTRATE (by observation): Look at the illustrations of mannerism (and other trends) in art and architecture in Italy in *History of Art*, Part Three, Chapter Three. _____
11. DEMONSTRATE (by observation): Look at the illustrations of the Renaissance in the North in *History of Art*, Part Three, Chapter Five. _____
12. PRACTICAL APPLICATION: Do one of the activities on the Renaissance from *Art Smart*, or create your own related activity. _____

G. POST-RENAISSANCE

1. RESEARCH: Post-Renaissance. Read a short introduction to art of the post-Renaissance period, such as found in *Art Smart*. _____
2. DEFINE: baroque _____

3. RESEARCH: Baroque. Read a short introduction to art and architecture of the baroque period from another source. _____
4. DEMONSTRATE (by observation): Look at the illustrations of baroque art and architecture in Italy and Spain in *History of Art*, Part Three, Chapter Six. _____
5. DEMONSTRATE (by observation): Look at the illustrations of baroque art and architecture in France and England, in *History of Art*, Part Three, Chapter Eight and another art history book. _____
6. DEMONSTRATE (by observation): Look at the illustrations of baroque art in Flanders and Holland in *History of Art*, Part Three, Chapter Seven. _____
7. DRILL: The purpose of this drill is to be able to determine the artist through familiarity with several of his well-known works. The artists are:

Rembrandt (slide #16) Vermeer (slide #17)

Re-read the slide identification script for these artists in *Art Smart*. Then review illustrations of Flemish and Dutch art (previous step). Practice identifying these two artists from their works until you can randomly flip through the chapter and identify them from their works. _____
8. PRACTICAL APPLICATION: Do one of the activities on the post-Renaissance period from *Art Smart*, or create your own related activity. _____
9. DEFINE: rococo (if not already defined) _____
10. DEMONSTRATE (by observation): Look at the illustrations of rococo art and architecture in *History of Art*, Part Three, Chapter Nine, and another art history book. _____
11. PRACTICAL APPLICATION: Do another of the activities on the post-Renaissance period from *Art Smart*, or create your own related activity. _____
12. PRACTICAL APPLICATION: Write an essay distinguishing the art of the Renaissance and post-Renaissance. Illustrate your essay with sketches to show the differences. _____
13. PRACTICAL APPLICATION: Review data studied in sections E and F, and do additional research as needed. Write an essay in which you:
 - a) include a summary of the art studied in these sections.
 - b) discuss ideas from this section that might be relevant to your point of view about creating or viewing art. _____

H. FINAL PRACTICAL APPLICATIONS SECTION

1. DRILL: In two references you used for this course, such as *History of Art* and another, tab the sections covered by this course with sticky notes. Then flip through the sections you studied, and practice identifying and classifying the art and architecture illustrated according to the categories listed below. Continue the drill until you can correctly classify any piece chosen at random from the chapters studied. The categories are:

Prehistoric	Romanesque
Egyptian	Gothic
Mesopotamian/Persian	Late Gothic/Early Renaissance
Aegean/Greek	Italian Renaissance
Etruscan/Roman	Northern Renaissance
Early Christian/Byzantine	baroque and rococo
Early Medieval	

You pass the drill when another person can spot check you on any 10 illustrations chosen at random, and you can identify them all correctly. _____

2. PRACTICAL APPLICATION: The purpose of this activity is to examine works from the periods studied, either life size or larger than found in the textbooks. This might be accomplished either by viewing videos of art works that cover some of the periods studied or by visiting a large art museum which has representative works of some of the periods studied. (If art videos are used, this set is recommended: *Sister Wendy's Story of Painting*—set of five 1 hr. tapes. The first three ["Early Art," "Renaissance," "Baroque to Romanticism"⁶] apply to this course.)

After viewing the art work, write an essay and discuss these factors:

- a) periods of art work represented
- b) quality of communication of the art work
- c) techniques used and technical expertise
- d) message
- e) how you could apply data learned.

Supervisor pass. Data presented should be clear and well reasoned. _____

3. PRACTICAL APPLICATION: Work out time lines for periods studied on this course and do additional research as needed. (Note: *History of Art*, *History of Art for Young People*, and *Sister Wendy's Story of Painting* (book) all contain useful time lines for art history.)

⁶ This third one also applies to Art History 2.

Include:

- a) time periods for categories studied (see step 1 of this section)
- b) any specific artists studied (specifically named) in checksheet steps
- c) historical events occurring at the same time that you feel are relevant to include
- d) anything else you wish to include. _____

I have done all of the steps on this course. I understand what I studied and can use it.

Student _____ Date _____

The student has completed the steps of this course and knows and can apply what was studied.

Supervisor _____ Date _____

This student has passed the exam for this course.

Examiner _____ Date _____