Renaissance and Baroque Art

Memphis Brooks Museum of Art

Permanent Collection Tours

German, *Saint Michael, ca. 1450-1480*, limewood, polychromed and gilded, Memphis Brooks Museum of Art Purchase with funds provided by Mr. and Mrs. Ben B. Carrick, Dr. and Mrs. Marcus W. Orr, Fr. And Mrs. William F. Outlan, Mr. and Mrs. Downing Pryor, Mr. and Mrs. Richard O. Wilson, Brooks League in memory of Margaret A. Tate 84.3
Dear Teachers,

On this tour we will examine and explore the world of Renaissance and Baroque art. The French word *renaissance* is translated as “rebirth” and is described by many as one of the most significant intellectual movements of our history. Whereas the Baroque period is described by many as a time of intense drama, tension, exuberance, and grandeur in art. By comparing and contrasting the works made in this period students gain a greater sense of the history of European art and the great minds behind it.

Many notable artists, musicians, scientists, and writers emerged from this period that are still relished and discussed today. Artists and great thinkers such as Leonardo Da Vinci, Michaelangelo Meisi da Caravaggio, Gian Lorenzo Bernini, Michelangelo di Lodovico Buonarroti Simoni, Dante Alighieri, Johann Sebastian Bach, and Galileo Galilei were working in their respective fields creating beautiful and innovative works.

Many of these permanent collection works were created in the traditional fashion of *egg tempera* and *oil* painting which the students will get an opportunity to try in our studio. Students will work using egg tempera to create their own Renaissance or Baroque inspired painting and use the gallery discussion as a point of inspiration for their own work. Using the Brooks Permanent Collection we will explore the traditional art materials, themes, symbolism, and innovation to gain a greater understanding of the art from these periods.

Looking forward to your time with us.

Sincerely,

Brooks Education
Lesson Plan

Grade Level:

1st-12th grade

Number of Students:

60 maximum

TN State Standards in Art:

Standard 1.0 Media, Techniques, and Processes:
Students will understand and apply media, techniques, and processes.

Standard 2.0 Structures and Functions:
Students will use knowledge of structures and functions

Standard 3.0 Evaluation:
Students will choose and evaluate a range of subject matter, symbols, and ideas.

Standard 4.0 Historical and Cultural Relationships:
Students will understand the visual arts in relation to history and cultures.

Standard 5.0 Reflecting and Assessing:
Students will reflect upon and assess the characteristics and merits of their work and the work of others.

Main goal of tour

Students will explore the significant advances of art and culture within the Renaissance and Baroque period.

Objectives

- Discover the ways artists use symbols to convey meaning in their artwork.
• Explore and discuss the diverse materials that Renaissance and Baroque artist have used to create art.

• Discuss narrative in works of art and discover how artists use visual techniques to create a story.

**Lesson Objectives Established with Bloom’s Taxonomy**

The learner will...

**Remember**  
Observe a work of art and identify the theme, materials, and symbols used within the work of art.

**Understand**  
Discuss how various factors such as the period in history, geography, the artist’s biography, and resources affect the production and meaning of artworks.

**Apply**  
Interpret an artwork’s meaning by using clues from the symbolism and visual narrative within the work.

**Analyze**  
Use new knowledge to discuss artworks while identifying techniques artists use to convey narrative.

**Evaluate**  
Support their interpretations of the artwork with evidence.

**Create**  
Create a painting using the traditional medium of egg tempera and inspiration from the works within the gallery.
Classroom Preparation Prior to Visit

- Discuss and share your own expectations of your students on their museum visit.
- Review the Museum Guidelines.
- Discuss and review the provided vocabulary with students.

Teacher Resources

**Web resources:** [http://www.artcons.udel.edu/about/kress](http://www.artcons.udel.edu/about/kress)  

**Conservation:** Explore the examination methods and scientific terms section of the [http://www.artcons.udel.edu/about/kress](http://www.artcons.udel.edu/about/kress) website.

**Books:** *The Renaissance (See Through History)* by Tim Wood  
*The Sensory World of Italian Renaissance Art* by François Quiviger  
*The Renaissance* by Stephanie Kuligowski · Teacher Created Materials

Vocabulary

**Vocabulary**

**Context**  
The interrelated conditions (cultural, political, social, economic) in which something exists or occurs

**Devotional Art**  
Throughout the Medieval period, art was created to aid Christians in their religious devotion. This type of art is referred to as devotional art.
**Egg Tempera**
A type of paint in which pigment is mixed with egg yolk (a water-soluble binder)

**Gold leaf**
A very thin sheet of gold used especially to decorate a surface

**Hero/Heroine**
A person who is admired for great or brave acts or fine qualities

**Icon**
A symbol or image of cultural significance

**Humanism**
A system of values and beliefs that is based on the idea that people are basically good and that problems can be solved using reason instead of religion

**Narrative**
A story or account of events, experiences, or the like, whether true or fictitious. A narrative has a clear beginning, middle, and end.

**Oil Paint**
A paint in which pigment is suspended in oil, which dries on exposure to air

**Patron**
A person who gives money and support to an artist to help create a work of art

**Perspective**
A way of showing depth or distance in a painting or drawing by making the objects that are far away smaller and making the objects that are closer to the viewer larger

**Pigment**
A substance, usually finely powdered, that produces the color of any medium. When mixed with oil, water, or another fluid, it becomes paint

**Portrait**
An artistic representation of a specific person, a group of people, or an animal. Portraits usually show what a person looks like as well as revealing something about the subject’s personality
Secular Art
Art not concerned with religion or religious matters. This type of art becomes again popular during the European Renaissance after being replaced by mainly devotional art throughout the Medieval period.

Symbol
An object, mark, sign, abbreviation or device used to represent or stand for something other than itself.

Triptych
A painting or carving that has three side-by-side parts, panels, or canvases. Typically, a triptych has three hinged panels, the two outer panels designed so that they can be folded in towards the central one. This was a common form for an altarpiece during the Middle Ages and the Renaissance. The outer parts of such triptychs were typically hinged to the central one so that they could be closed over it, and in this case reverse sides were often painted.

Suggested Pre and Post Visit Activities

The following suggested classroom activities are provided to engage your students in different areas of the Renaissance and Baroque time period through math, science, English and STEM connections. Many of these exercises are purposefully open ended to fit each teacher's curriculum focus and teaching style and can be done before or after your museum visit.

Activity 1- Gothic Stained Glass

*Geared for 1st - 4th grade.*

**Materials:**
Glass rectangle from a small picture frame
Black fabric puffy paint with a fine tip
Acrylic paints
Clear liquid glue

**Resource Information:**
Procedure:
1. Find a simple outline of a rose window online (a google image search produces lots of options), resize it to fit your glass rectangle, and print onto paper. (You can also cover the edges of the glass with tape to prevent potential cuts for young learners.)

2. Place the paper with the outline underneath the glass rectangle. Trace the outline of the rose window onto the glass using the black puffy paint.

3. Allow the puff paint outline to dry. (At least three hours). Mix acrylic paints with clear gel glue on a palette. There is no exact ratio to follow. The finished color on the glass will be more or less opaque depending on the amount of glue. Different amounts of transparency in the same window can be pleasing. Just make sure the glue is thoroughly mixed with the paint before painting with it. Make sure all the panes in the window are thoroughly filled with paint for best results. Allow to dry overnight.

Source: http://www.havingfunathome.com/2013/10/stained-glass-kids-medieval-project.html
Activity 2- Galileo Discovers the Scientific Method

*Geared for 6th-8th grade.*

*Explore the work of Galileo Galilei and his discovery of the scientific method.*

**Materials:**
Musical compilation of Galileo’s work with the Scientific Method:
https://www.flocabulary.com/scientific-method/

*Starry Messenger* by Peter Sis (reference book)
Scientific Method Worksheet found here:

**Procedure:**
1. Discuss the work and progress that Galileo Galilei made for science and physics. (List of accomplishments and facts for discussion found here:
http://www.sciencekids.co.nz/sciencefacts/scientists/galileogalilei.html
Ask students why it may have been hard for scientists like Galileo to work during this time.

2. Watch Flocabulary’s video of Galileo’s cannon experiment and the controversy behind his studies, found here: https://www.flocabulary.com/scientific-method/

3. Using the scientific method worksheet decide on an experiment to explore as a class.

**Potential experiment ideas to use in the classroom:**
Gobstopper Science

Sweet Candy Out of Rocks
http://www.science-projects.net/?p=326

Molds in Breads
http://www.science-projects.net/?p=339

Can Soap Drive a Boat?
http://www.science-projects.net/?p=197
## Activity 3- Illuminated Letters

**Geared for 3rd-6th grade.**

Create your own stylized letters by using inspiration from Illuminated Manuscripts of the Renaissance.

### Materials:
- *Illuminations* by Jonathan Hunt  
- *Canterbury Tales* by Geoffrey Chaucer  
- Craft Aluminum (found here: https://store.schoolspecialty.com/OA_HTML/ibeCCtpltmDspRte.jsp?item=515121&minisite=10206)  
- Square piece of cardboard  
- Black tempera paint  
- Paint brushes  
- Tissues  
- Drawing paper  
- Glue sticks  
- Pencils

### Procedure:

1. Read *Illuminations* by Jonathan Hunt and look at examples of lettering used in *Canterbury Tales* by Geoffrey Chaucer

2. Using drawing paper and pencils, allow students time to sketch out their initials in the style of the illuminated manuscript. Place examples on the board for references if needed.
3. Give each student a square piece of card board (approximately 5” x 5”) and use glue sticks to ready the surface of the cardboard by spreading it evenly on the entire surface.

4. Place aluminum (same size as 5” x 5” square) on top of the cardboard and press firmly together.

5. Using pencils encourage students to transfer their favorite design from the drawing paper on to the aluminum foil.

6. For more contrast, spread a thin layer of black tempera paint over the aluminum. Take off the excess with a tissue, being mindful to leave paint in the indentions.
Activity 4 - Discovering Dante Alighieri

Geared for 9th-12th grade

Read and discuss Dante’s Divine Comedy, considered by many as the greatest literary work in Italian history.

Materials:
Divine Comedy by Dante Alighieri
List of discussion questions
Pencils
Paper

Procedure:
1. Read Dante’s Divine Comedy as a class and discuss the below selected essay questions aloud or allow students to choose one essay question and expand in their own words:

http://dalimoustache.blogspot.com/2012/05/illuminated-letters.html
How does Dante grow as a character in the poem? How does his reaction toward sin change?

Dante wrote the *Inferno* partly as a warning to the people of Florence. Describe the political events of the time and how they affected this poem. What do some of the characters in the poem have to do with Dante's political views?

Describe the nature of Divine Retribution and use examples from the text.

In general, do you agree with the order of sins Dante represents in *Inferno*? If not, how would you rank sins in order? Why order them at all?

How can forces like love and compassion give rise to banishment to Hell? Do you see any traces of love or compassion in the sinners’ punishments?

What are the three categories of sin, according to Dante? Why are the sins of the deeper circles morally worse than those of the higher?

Why does Dante so highly admire Nature or anything natural? And if the natural is so good, why are the incontinent sinners—who only follow their natural instincts—condemned to Hell?

Which sinners seem to be portrayed in a sympathetic light, highlighting their good attributes instead of their sins? Why do you think Dante tries to elicit our sympathy for them?

Why is Dante’s sympathy for certain sinners so angrily rebuked by Virgil? Does Dante's maturation into a condemner make him morally superior?

Which sinners come from Classical literature? Which are Biblical?

How does Dante represent good and evil? What does this say about the power of evil in comparison to the power of virtue?

**Study questions taken from the following resources:**

http://www.sparknotes.com/poetry/inferno/study.html
https://www.circeinstitute.org/blog/5-must-ask-questions-teaching-dantes-inferno
http://humanities.psydeshow.org/reference/dante-qq.htm
Activity 5- Da Vinci Inspired Journal of Inventions

Geared for 6th- 8th grade.

Inspired by the journal of Leonardo Da Vinci, create your own journal to explore inventions and ideas.

Materials:
20 pages of pre cut 8.5 x 11 pieces of paper (per student) previously hole punched
1 blank cover page
2 large rubber bands per student
1 dowel rod per student measuring ¼”
Markers
Colored pencils
Rulers

Journal of Inventions: Leonardo da Vinci by Jasper Bark

Procedure:
Before beginning the project, allow students to explore Journal of Inventions by Jasper Bark. Discuss the importance of creativity within the process of engineering new things and the great inventors throughout history.
1. Place the two rubber bands around the center of the dowel rod.

2. Pull the two rubber bands through the middle (2nd) holes of the paper.

3. Pull one rubber band towards the top hole. Insert into the hole and loop around the dowel rod, securing the paper at the top.

4. Pull the remaining rubber band towards the bottom hole, repeating step 3 to the bottom of the binded pages.
5. Allow students to decorate their new invention journals.