Renaissance Museum Exhibit – Performance Assessment

Between the 14th and 17th Centuries, people grew out of the Middle Ages and into the Italian and Northern Renaissance. This era ushered in new ideas in lifestyle, government, religion, science and art. Many of these new ideas can be viewed through various pieces of artwork by now world-famous artists of this time period. These individuals changed the world by creating a new style, techniques and even new mediums of art.

Task 1:

1. Research and identify an example of Italian AND Northern Renaissance artwork not discussed in class. (paintings, sketches, or statues). In class, we discussed the following pieces:
	* Mona Lisa
	* The Last Supper
	* The Statue of David
	* Ceiling of the Sistine Chapel
	* Arnolfini Portrait
	* The Peasant Wedding
	* The Milkmaid
2. Choose a piece from both the Italian and Northern Renaissance; identify the characteristics that make it stand out as a “Renaissance” piece. You can utilize the National Gallery of Art website (https://www.nga.gov/) or the Library of Congress. (www.LOC.gov ) Be sure to identify specific examples found in the artwork and how they relate to the of following:
* Title of artwork
* Date of production
* Artist name
* Brief Biography of Artist
* Religious influences on the artwork
* Geographic influences on the artwork
* Governmental influences on the artwork
* Medium used in creation of artwork

Task 2:

1. Apply knowledge gained through research to write a four paragraph paper and think about the following questions as you research and :
* “What is the Italian Renaissance / Northern Renaissance?”
* Describe your Italian Renaissance Artwork / Biography of Artist
* Describe your Northern Renaissance Artwork / Biography of Artist
* “What are the comparisons between the two Renaissance pieces?”

All research papers should follow the following:

12 point font, Times New Roman, Double-Spaced with appropriate citations per MLA format.

1. Apply knowledge gained through writing your research into an oral presentation. This is when you will become the educator (docent) and will be sharing your selected artwork with the class. You will be expected to use the information from the research paper to create index cards or a PowerPoint. Please keep the following in mind:
* Presentations must be no longer than five minutes.
* You must identify the artwork.
* Identify the artist.
* Identify the medium of the artwork.
* Identify the subject of the artwork.
* Share the characteristics of the Italian artwork piece.
* Share the characteristics of the Northern artwork piece.
* Share why you picked / your thoughts on these pieces.
* Dress professionally.
* Enunciate your words.
* Maintain eye contact.
* Have a visual display of artwork via PowerPoint OR printed out material.

Lesson at a Glance

1. **Intended learning outcomes**

WHI.15d: The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by comparing and contrasting the Italian and the Northern Renaissance, and citing the contributions of writers. Do

* WHI.1a: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history;

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;

**II. Task Description**

YOU are a docent at a Museum of Art. You will be explaining the difference of Italian Renaissance vs. Northern Renaissance art to a student group of 9th graders. Choose a painting from each of the 2 regions. Research, write a paper on each painting and be prepared to present to the class.

**III. Evaluation Criteria**

1. Chosen example of artwork - Italian vs. Northern
2. Explanation of characteristics that make it a Renaissance piece Brief Biography of the artist
3. Brief overview of piece (Title / Medium / Geographic influences / Religious influences / Governmental influences)
4. Composition and Written Expression
5. Grammar and Mechanics

**IV. Prior knowledge and instruction**

1. This PBA is anchored in a unit of instruction on Italian and Northern Renaissance artwork in Western Europe. (SOL WHI 15. d)
2. The research paper format should not be new to students.
3. This PBA is intended to be either the second or third research paper that students should write in the course and should parallel writing instructions in Grade 9 English.
4. Preceding instruction should establish the foundational content knowledge (Italian and Northern Renaissance artwork) needed to research and analyze Italian/ Northern Renaissance artwork.

**V. Directions for teachers**

1. Explain what a docent is / role of a docent in a museum setting.
2. Students can draw on previous experiences (Visit to Jamestown / Holocaust Museum, etc.)
3. Depending on the level of the students and the content and depth of prior instruction, this PBA may take two or more hours to complete, which may occur over multiple days.
4. Depending on the availability of resources and other possible intended learning outcomes, computers may be used for writing.
5. Students’ understanding of the prompt should be scaffolded by the teacher so that the purpose and structure are clear to them.
6. Real-life connection - Students must dress professionally. (teacher directed)
7. Students must incorporate a PowerPoint or index cards (Oral

**VI. Possible Differentiation**

1. Accommodations for students with identified learning, language, or other needs should be made, ensuring that the following essential understandings and skills are demonstrate: accuracy of historical facts, analyze Italian vs. Northern Renaissance artwork, include opinions regarding the depicted artwork.
2. Option for students to record museum elevator speech at a different time to be played in class during presentation.