

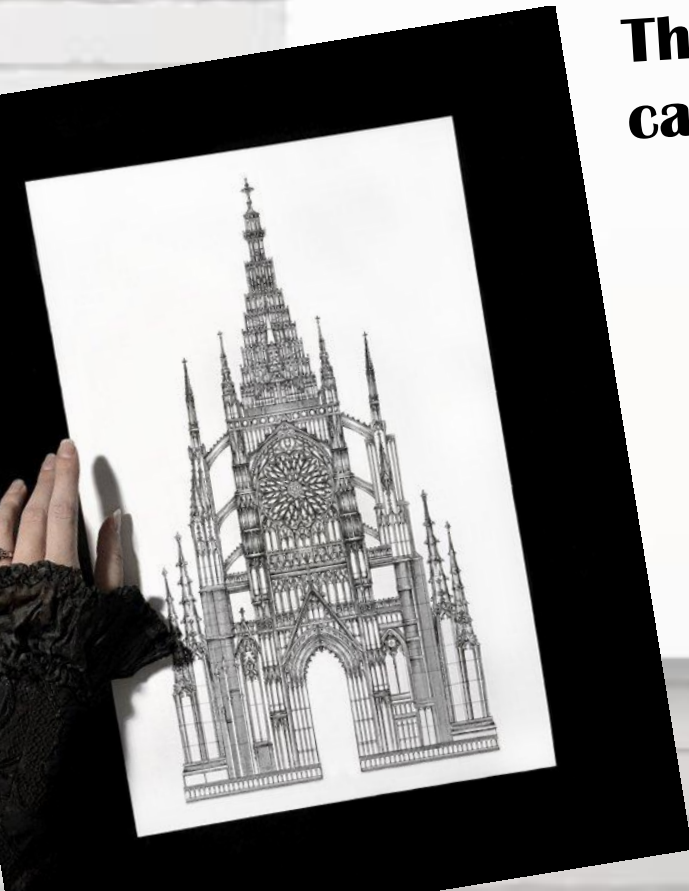
Romanesque and Gothic were the two first European artistic styles?

Gothic cathedrals were the highest buildings of the world until 20th century?

Thanks to the pilgrimage to these cathedrals European culture developed?

Most of our important cities have a building of these characteristics and you will be visiting them in the next years...?

**WANT
TO KNOW
MORE?**





AULAS EUROPEAS
FINAL PROJECT

ROMANESQUE and
GOTHIC ART
IN MEDIEVAL SOCIETY

Gema Sejas del Piñal
ESCUELA DE IDIOMAS 2018-19

IMPACT OF ROMANESQUE AND GOTHIC ART IN MEDIEVAL SOCIETY

SS 13-14

(GRADE 2 OF ESO)

END OF FIRST TERM

OBJECTIVES

CONTENT

Students will understand the significance of the Romanesque and Gothic Art in Medieval European Society and the impact of the shift on the culture.

LANGUAGE

Students will use and develop specific vocabulary and language structures through written and oral presentations related to the content objective

IMPACT OF ROMANESQUE AND GOTHIC ART IN MEDIEVAL SOCIETY

SCAFFOLDING THE UNIT

8 sessions

STAGE	KNOWLEDGE	ACTIVITY AND PROCEDURES	DEVELOPING HOTS	ASSESSMENT
LESSON 1 1	GENERAL UNDERSTANDING	KWL PP LECTURE	WHAT	KWL AND ORAL CHECKING
LESSON 2 2	PLACE AND TIME	MAP ANALYSIS TIMELINE	WHERE AND WHEN	EVALUATING MAPS AND TIMELINES
LESSON 3 2	SPECIFIC FEATURES	READING ACT VENN DIAG	HOW	WRITING ESSAY
LESSON 4 2	FUNCTION AND SIGNIFICANCE	MIND MAP	WHO AND WHY	EVALUATING MIND MAPS

5

FINAL ASSESSMENT

1

ORAL PRESENTATION THROUGH A:

- 1) VIDEO PROJECT: "SELLING A CATHEDRAL"
- 2) CARDBOARD LEAFLET or INFOGRAPHIC

RUBRIC

LESSON 1

KWL ACTIVITY

1 session

OBJECTIVES

CONTENT

Ss will activate their prior knowledge about medieval art by discussing a minimum of 3 architectural characteristics by using pictures as a support.

LANGUAGE

Ss will use at least 3 structures of the Language class discussion sentence starters provided. Ss will use at least 3 terms of the vocabulary provided.

K: What we know

W: What we want to learn

L: What we have learnt

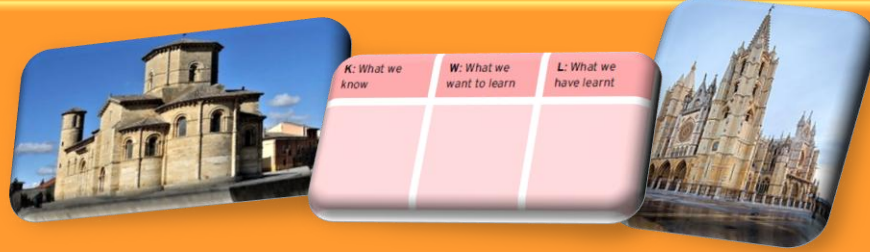
Blank space for student input under 'K: What we know'

Blank space for student input under 'W: What we want to learn'

Blank space for student input under 'L: What we have learnt'



KWL ACTIVITY STAGES



STAGE OF ACTIVITY

STEPS OF ACTIVITY

1

**DO NOW:
ACTIVATING PRIOR
KNOWLEDGE**

Students **brainstorm ideas** in their **KWL** chart about the two examples of Romanesque and Gothic Architecture projected on the power point.

2

**GRAMMAR
& VOCABULARY**

Descriptive expressions and vocabulary. Personal opinion speech. Present tense. Technical vocabulary: Buttress, flying buttresses, arch, dome, column, tympanum, barrel vault, pinnacle, aisle, façade, ambulatory, apse. Language class discussion sentence starters: Expressing an opinion: I think/ I believe that; In my opinion; Asking for clarification: What do you mean?, Will you explain that again?

3

WRITING

Student in pairs complete the first and second column of the KWL chart, using the recent refreshed previous knowledge (sparked by the pictures).

4

**POST-WRITING:
ORAL**

Students discuss their point of views and expectations about the future lesson.



The assistant will introduce the vocabulary terms and will help the groups of discussion with the new expressions

LESSON 2

TIME AND PLACE ACTIVITY

2 sessions

OBJECTIVES

CONTENT

By the end of the lesson *swbat* design and create a timeline where they will be able to identify and locate with accuracy the 6 best examples of Gothic and Romanesque architecture.

LANGUAGE

By the end of the session *swbat* use and explain chronological parameters by discussing the location of buildings.

ROMANESQUE AND GOTHIC TIMELINE

11TH 12TH 13TH 14TH

2

5

4

6

OUTCOME

ROMANESQUE EUROPE

CONGRAT



TIME AND SPACE ACTIVITY STAGES



STAGE OF ACTIVITY

STEPS OF ACTIVITY

1

WARM UP PREREADING

Ss refresh the previous activity (KWL activity) by discussing their interests on the topic with the teacher and the assistant.



2

GRAMMAR & VOCABULARY

Specific vocabulary: Chronology/AD/BC/BCE/timeline/Roman numerals/century. Adverbs: Accurately/chronologically. Prepositions: After/Before. Language structures of sequencing and ordering: First,... second...Previously... Following this event...



3

TIMELINE DESIGN & ORAL DISCUSSION

1) Ss individually will draw a timeline modeled by the teacher and helped by the assistant. 2) In pairs ss will discuss the characteristics of the buildings to locate them in place and time (organizing and summarizing information).



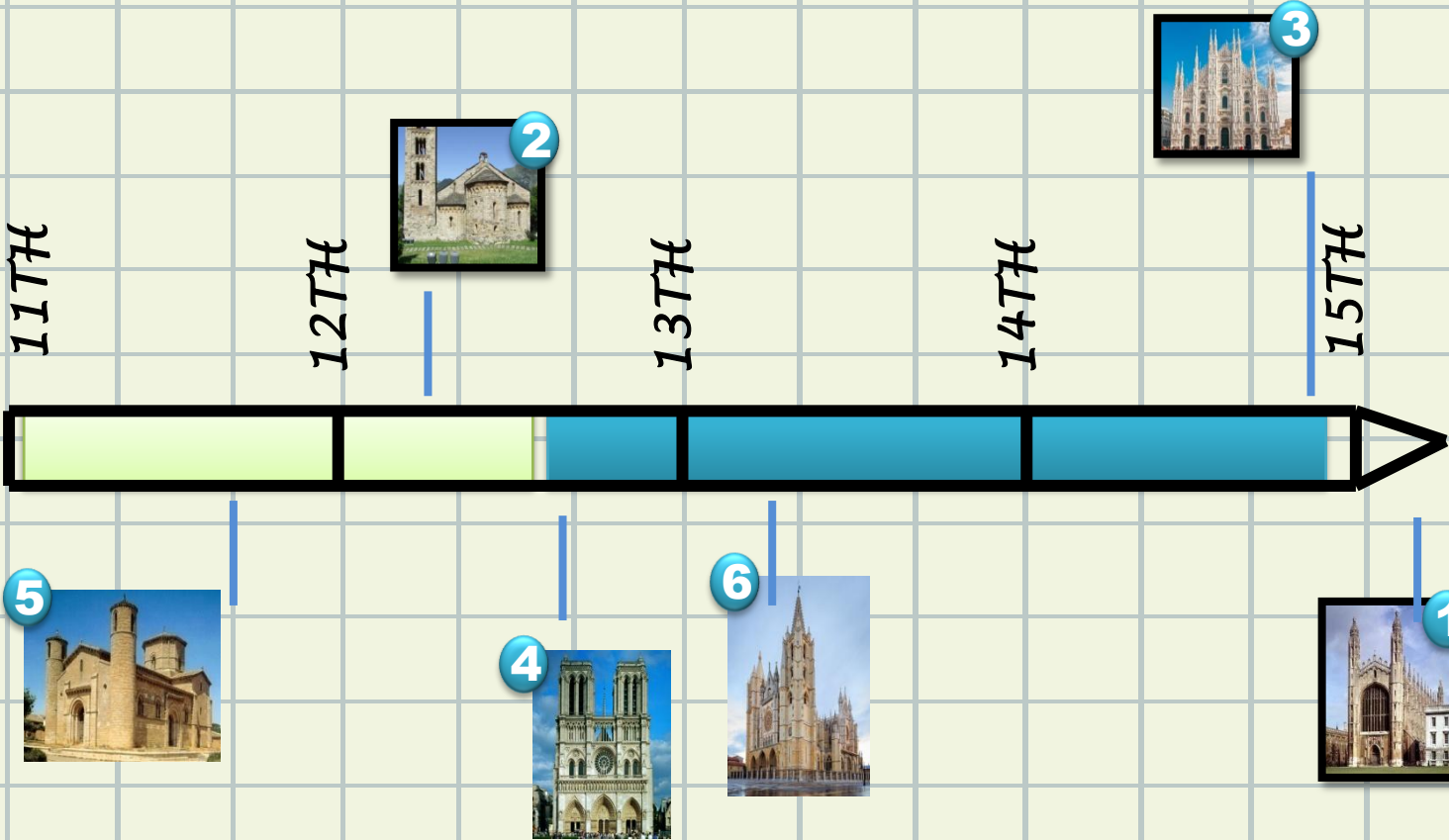
4

ASSESSMENT

Teacher collects their timelines and maps to check their fully understanding and accuracy (length of chronological periods, accurate events location, correct distribution of cultural periods).

OUTCOME

ROMANESQUE AND GOTHIC TIMELINE



CONGRATULATIONS!!!

READING AND VENN DIAGRAM ACTIVITY

2 sessions

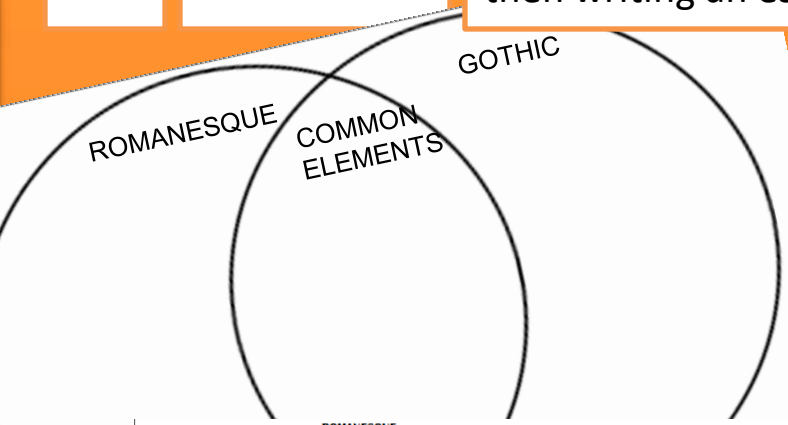
OBJECTIVES

CONTENT

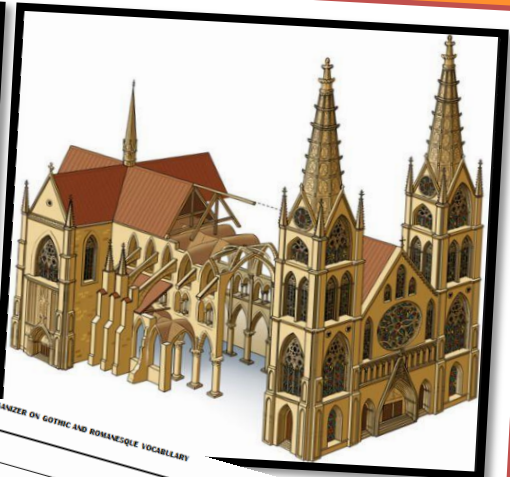
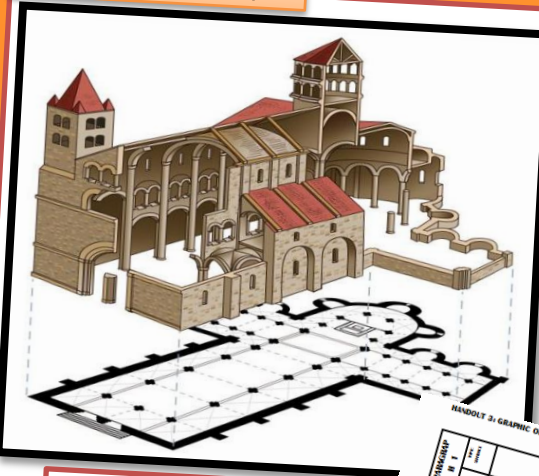
SWBAT analyze at least 10 characteristics of each specific style from the middle ages (Romanesque and Gothic) by categorizing them in a Venn diagram

LANGUAGE

SWBAT use “compare and contrast” language structures by discussing and then writing an essay based on their reading.



HANDOUT 4 LABEL ACTIVITY



Label the specific character

NEEDLE 3: GRAPHIC ORGANIZER ON GOTHIC AND ROMANESQUE VOCABULARY

ROMANESQUE	GOTHIC	COMMON ELEMENTS

ROMANESQUE

- From 11th to the end of 12th century the new style of art spread throughout Western Europe. It is known as Romanesque because it is reminiscent of Roman art. Romanesque art aimed to spread religion and bring people closer to God.
- In architecture, the most representative buildings were churches, cathedrals and monasteries isolated. The artists were mostly anonymous craftsmen. Once they finished work in one place they usually moved to another one.
- The main Romanesque buildings were made of stone. At first, they had flat, wooden roofs, but fires were frequent and stone was safer. To use the new material efficiently, the architects or masters used Roman elements such as round arches and barrel vaults resting on pillars, and domes and the enormous weight of these vaults rested directly on the walls that had to be reinforced by buttresses.
- As a result of the new technical advances, the walls were very thick and the windows were very small and few. They let little light inside, consequently the buildings looked very dark, solid and compact, what helped to focus on the spirituality.
- During the middle ages the Church affected all aspects of life. The churches were usually cruciform, to recall the cross in which Jesus died: a Latin cross. The nave of the long arm of the cross was crossed by a shorter one called transept.
- The sculpture and painting were used to decorate churches and they had an educational objective: to teach the bible to illiterate people. It was not important to be loyal to nature (no naturalistic) but to express the ideas aimed at transmitting.

GOTHIC

- At the end of the 12th century, the Romansque to the Gothic Style, which originated in France and quickly spread throughout Europe. This style not only showed the power and wealth of the church but also showed the power and wealth of the king.
- The most representative building was the cathedral. It became the centre of the city. Religion was practiced there. In addition, guilds and municipal buildings were built there. Each other to build the biggest or tallest cathedrals.
- Gothic cathedrals were built in stone using new architectural techniques that became very different from those of the Romanesque. The buildings had pointed arches and rib vaults and the weight of the rib vaults did not rest on the walls anymore, but on pillars inside the cathedral and on the flying buttresses outside.
- Thus, thick walls were no longer necessary and large windows could be built. The windows were made of stained glass, and there were rose windows in bright colors. Gothic cathedrals were high, and filled with light, to represent heaven.
- The ground plan of Gothic cathedrals was also different. The Latin Cross shape continued to be used, but the east ends were polygonal, not semicircular, and the central nave was much higher and wider than the side aisles.
- Like Romanesque sculpture and painting, Gothic one had a religious and educational purpose. However the new style introduced new elements: it became independent, more realistic and natural, and figures showed movement.

ACTIVITY STAGES

STAGE OF ACTIVITY

1

WARM UP PREREADING

Brainstorm of characteristics from two contrasting images (Romanesque and Gothic examples) linking with previous knowledge

2

GRAMMAR & VOCABULARY

Conjunctions : And / But **Transition words focus on similarities:** Similarly, Correspondingly, At the same time. **Transition words focus on differences :** However, In contrast, On the contrary. **Prepositions:** Like/Unlike, Compared to, As well as. **Structures:** These are similar because they both.../ These are rather different because...

3

READING

Ss in pairs will **read and discuss a short adapted text** on the characteristics and function of the Romanesque and Gothic Art. Then individually they will select and organize information in a graphic organizer. Finally, in pairs again, they will compare and contrast the information of their texts and graphic organizing to categorize it in a **Venn Diagram**. Homework: short essay

4

POSTREADING ASSESSMENT

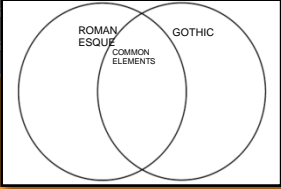
Ss will revise the vocabulary of the lesson by creating a **foldable** with the definitions of the main terms in their own words. Ss will distinguish the different elements of the Medieval Art by **labeling the diagrams** of the two styles. Revision of the essay.



STEPS OF ACTIVITY



ROMANESQUE
From 11th to the end of 12th century, the new style of art emerged from the Roman Empire. It is based on Romanesque architecture. It is a combination of Roman and Gothic styles. Romanesque art aimed to be more religious and to bring people closer to God.
In architecture, the main Romanesque buildings were churches, cathedrals and abbatiales houses. The cathedrals were built in Romanesque style. They had thick walls and heavy arches. The windows were very small and dark. They had high roofs, steeply pitched, and were often decorated with sculptures. The walls were often decorated with frescoes and mosaics. The walls were often decorated with sculptures. The walls were often decorated with sculptures.
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LESSON 4

MIND MAP CTIVITY

1 session

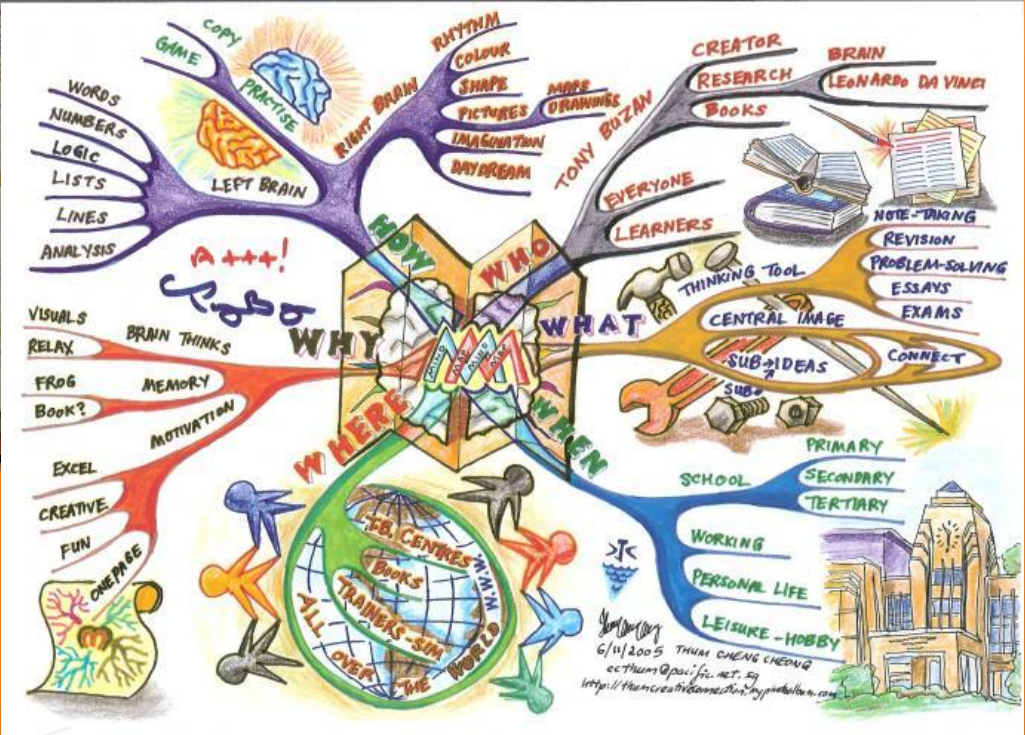
OBJECTIVES

CONTENT

Ss will revise the content of the unit by elaborating a mind map containing the main ideas.

LANGUAGE

Ss will use at least three structures related to the language of classifying and summarizing while they elaborate their mind maps.



ACTIVITY STAGES



STAGE OF ACTIVITY

STEPS OF ACTIVITY

1

WARM UP PREREADING

Students brainstorm ideas about Romanesque and Gothic Architecture and with the help of the assistant and teacher they will summarize and classify them into categories.



2

VOCABULARY

Medieval art vocabulary revision: all the terms and structures introduced in previous lessons.



3

WRITING

Ss in pairs will collaborate to produce a mind map (they are used to them, no further explanation necessary) with all the information of the unit previously organized into categories (branches). Special care with spelling mistakes.



4

POSTWRITING & ASSESSMENT

Ss discuss their outcomes and check with the assistant their creations.
Teacher revises and grades the mind maps.

GUIDELINES TO PRODUCE A COMMERCIAL TO SELL A CATHEDRAL TO MEDIEVAL TOWN HALLS

1 session



Your task is to sell a Gothic Cathedral to your town hall. As you know, new building technologies require a lot of investment and not everyone is ready to invest so much if the payoff is not a guarantee.

You will create groups of 4 with your classmates and then select a design and specific features to create a 30 - 90 second advertisement for your project. You can take a look at TV ads for inspiration.

Once you have completed your ad, upload it to YouTube and we will post it on the Weebly. You **MUST** have the video uploaded to YouTube by Monday, December 27th and it will be uploaded to the Weebly on the same day.



RUBRIC FOR COMMERCIAL PRESENTATION

RUBRIC FOR STUDENT PRESENTATIONS: GOTHIC CATHEDRAL ADVERTISEMENT AS ORAL PRESENTATION

	1	2	3	4	Total for groups							
					1	2	3	4	5	6	7	
Organization	Audience cannot understand the presentation because there is no sequence of information.	Audience has difficulty following the presentation because the student jumps from topic to topic without transitions.	Students present the information in a logical sequence that the audience can follow.	Students present the information in a logical, interesting sequence that the audience can easily follow.								
Subject Knowledge	Students do not have a grasp of the information; students cannot answer questions about the subject.	Students are uncomfortable with the information and are only able to answer basic questions.	Students are able to answer all questions, but fail to elaborate on the answers.	Students demonstrate full knowledge (more than required) by answering all class questions with explanations and elaboration.								
Graphics and Visual Support	Students use unrelated and/or inappropriate graphics or no graphics at all.	Students occasionally use graphics that merely support the text and presentation.	Students' graphics relate to text and presentation. They are interesting and well organized.	Students' graphics explain and reinforce some text and presentation. Students use different formats visually checking.								
Mechanics	Students' presentation has four or more spelling and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.								
Eye Contact	Students read all of their notes for the presentation with no eye contact.	Students occasionally use eye contact, but still read most of the notes for their presentation.	Students maintain eye contact most of the time but frequently return to their notes.	Students maintain eye contact with the audience, seldom returning to their notes.								
Elocution	Students mumble, incoherently pronounce terms, and speak too quickly for everyone to hear.	Students' voices are low. Students incoherently pronounce terms. The audience has a difficult time hearing the presentation.	Students' voices are clear. Most words are pronounced correctly and most audience members can hear the presentation.	Students use clear voices and correct, precise pronunciation of terms so that all audience members can hear the presentation.								
Time	Too long and/or insufficient.	Sufficient to develop the topic.	Sufficient and equally distributed among the students presenting.	Adequate and equally distributed among the students presenting with a well developed conclusion and introduction.								
Sources	Not cited.	Cited but insufficient and without clear references.	Sufficient, well cited and with clearer references.	Sufficient, well cited and with clearer references. Useful for the rest for their interest.								
				Total Points:								

Comments:

5 ESSENTIAL CATHEDRALS

PARTS OF THE CATHEDRAL

ARQUITECTURA GÒTICA

- Flying buttress, gargoyle and key stone
- Pier, ribbed vault and clerestory
- Pointed arch, triforium and pinnacle

TIME AND LOCATION

A journey through the Middle Ages...

OXFORD

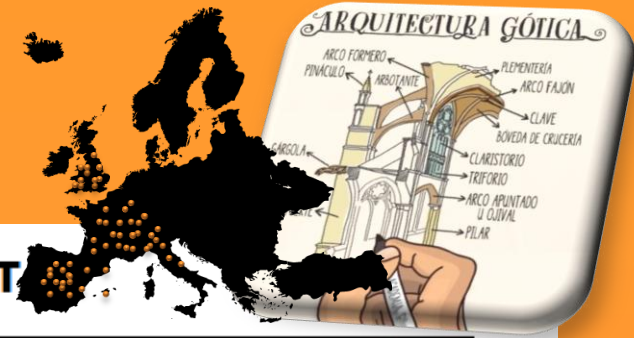
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INFOGRAPHICS

EXIT TICKET: MEDIEVAL ART

ROMANESQUE AND GOTHIC EXIT TICKET



WHAT HAVE YOU ENJOYED LEARNING THE MOST/LEAST?	
WHAT HAS IMPROVED YOUR LEARNING THE MOST/LEAST?	
SUGGESTIONS TO IMPROVE THE LESSON	

ANY QUESTIONS ?

