

ANALYSING TEXTS & VENN DIAGRAM

Age: 13

Year 1/ 1st term

ROMANESQUE and GOTHIC ART

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Aulas Europeas 2018-19



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 PW CONTEST	WHO AND WHY	EVALUATING MIND MAPS
5 FINAL ASSESSMENT 1	ORAL PRESENTATION THROUGH A VIDEO PROJECT: SELLING A CATHEDRAL			RUBRIC

ACCORDING TO YOUR NEEDS ASSESSMENT AND YOUR INTERESTS TAKEN FROM YOUR MEDIEVAL ART **KWL** CHART

PLACE

WHERE?

MAP

TIME

WHEN?

TIMELINE

VOCABULARY

WHAT?

TEXT &
VENN
DIAGRAM

CHARACTERISTICS

HOW?

FUNCTION AND
SIGNIFICANCE

WORM UP: QUICK REVISION OF PRIOR KNOWLEDGE

PART 1:
PREREADING

30''

SOLID

DARK
INTERIORS

STONE

THIN WALLS

FULL OF
LIGHT

SPIRITUAL

LACK OF
WINDOWS

DURABLE

STAINED
GLASSES

QUICK BRAINSTORM OF SIMILARITIES AND DIFFERENCES



ANALYSING A TEXT WITH A PARTNER HANDOUT 1

PART 2: READING
ACT. 1

2'

Each partner **chooses one style** to work with (either Gothic or Romanesque).

Read carefully the text noticing that **each paragraph in both texts refers to a specific aspect of the style** (they are embedded in boxes to facilitate the analysis and comparison).

For each paragraph note the **topic sentence** that might identify it. Use the graphic organizer provided (handout 2).

In the same Graphic Organizer and for each paragraph **write the key vocabulary words** (today already highlighted in bold).

HANDOUT 2: GRAPHIC ORGANIZER ON GOTHIC AND ROMANESQUE VOCABULARY

PARAGRAPH	TOPIC SENTENCE	KEY VOCABULARY WORDS
PARAGRAPH II 1		
PARAGRAPH 2		
PARAGRAPH 3		
PARAGRAPH 4		
PARAGRAPH II 5		
PARAGRAPH 6		

AND FUNCTION
CTONICAL
FFECTS OF
ARTISTICS

CLASSIFYING CHARACTERISTICS IN A VENN DIAGRAM

HANDOUT 3

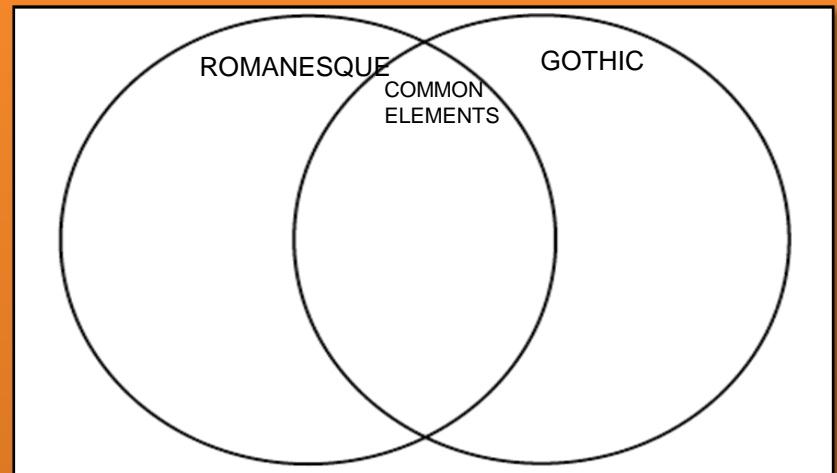
PART 3:
READING ACT. 2

2'

Work individually utilizing the information from your texts and graphic organizers.

Compare and contrast the information of each style by recording it on the worksheet of the Venn Diagram: specific and common elements of each style.

Discuss the information organized in your Venn Diagrams.



SYNTHESIZING INFORMATION: ONE PARAGRAPH WRITING SUMMARIZING THE TEXT

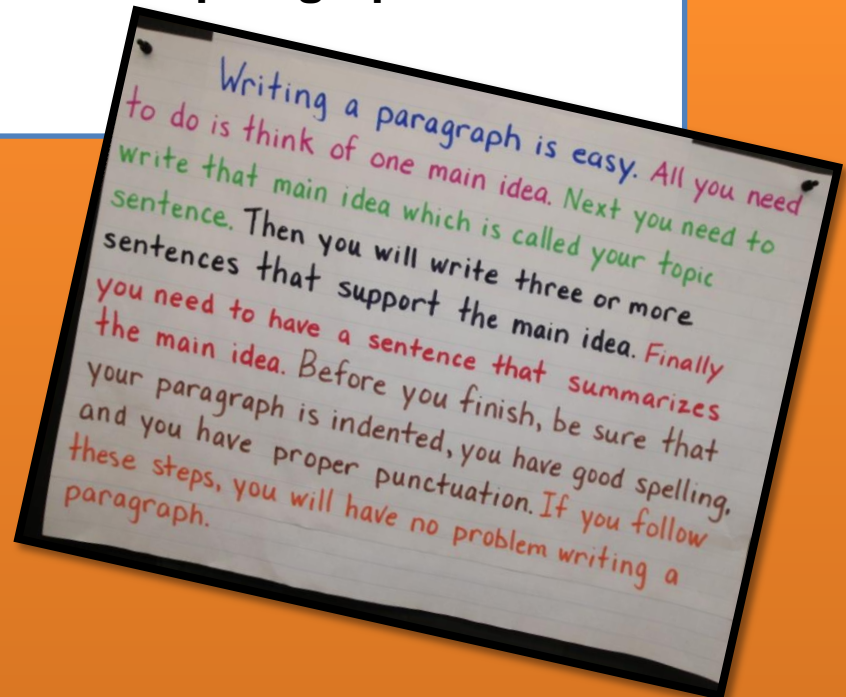
PART 4:
WRITING ACTIVITY

homework

GUIDELINES

Write a short writing following these steps:

- Choose either Gothic or Romanesque style to write about
- Write a topic sentence
- Choose supporting sentences for each paragraph
- Write a conclusion sentence



Writing a paragraph is easy. All you need to do is think of one main idea. Next you need to write that main idea which is called your topic sentence. Then you will write three or more sentences that support the main idea. Finally you need to have a sentence that summarizes the main idea. Before you finish, be sure that your paragraph is indented, you have good spelling, and you have proper punctuation. If you follow these steps, you will have no problem writing a paragraph.

FOLDABLE FOR REVISING VOCABULARY

CLASSWORK

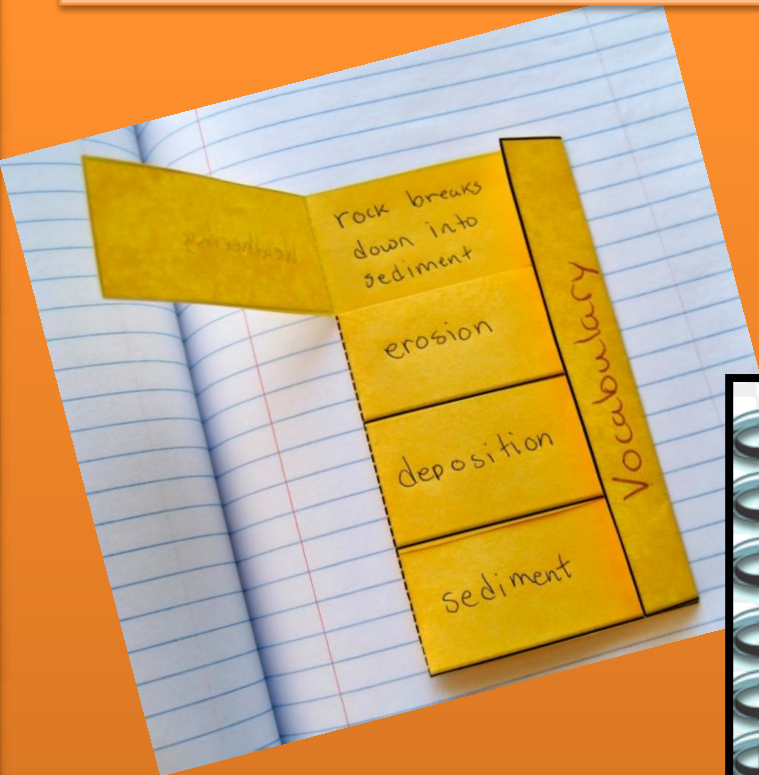
1 Fold the piece of paper along in vertical direction leaving one third free in one side.

2 Fold again (in the opposite direction) into halves successively 4 times.

3 Cut along creased lines, until the half of the paper. So, you obtain 8 flying flaps in one side

4 Open the flaps and fill them out as follows: 1) write the term at the front 2) write the definition in the interior

5 Glue the foldable to your notebook



Materials

- Word list from your notes
- One colour piece of paper
- Glue stick
- Markers
- scissors

CONTRAST AND COMPARE

ROUGH TEXT

ROMANESQUE

From 11th 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. The architects or masters used Roman elements such as **barrel vaults** and **domes** and the weight of these vaults rested directly on the walls that were reinforced by **buttresses**.

The buildings had **round arches** and were supported by big columns and **pillars**. 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**.

The churches were usually cruciform, to recall the cross in which Jesus died: a **Latin cross**. The long arm of the cross was made up of one or more **naves** finishing in an **apse**. The shorter arm is called **transept**.

Sculpture and painting were used to convey spirituality and 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. That is why the use of symbols was very important. Everything had a message, from the shape of the buildings to the materials and motifs used.

GOTHIC

At the end of the 12th century, the Romanesque style gave way to the Gothic Style, which **originated also in France** and quickly spread throughout **Europe**. This art was also **religious but also showed the power and wealth of the cities**.

The most representative building was the **cathedral that became the centre of the city**. Religious services were held there. In addition, guilds and municipal councils met in cathedrals before town halls were built. Cities competed with each other to build the biggest or tallest cathedral.

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 any more, 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.

HANDOUT 1

Text reformatted

ROMANESQUE

1 From 11th 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.

2 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.

3 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**.

4 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.

5 During the middle ages the Church effected 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**.

6 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.

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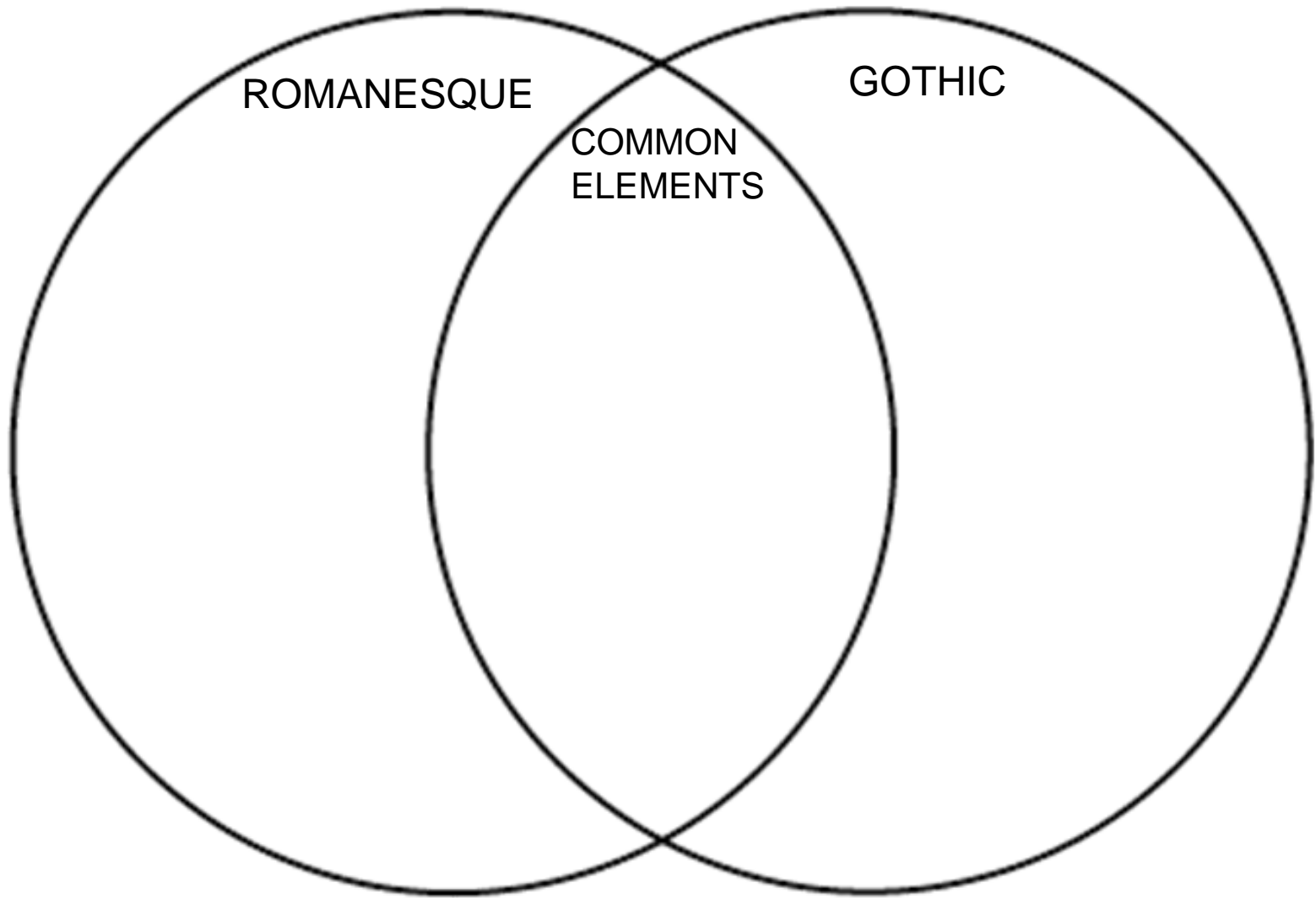
HANDOUT 2

GRAPHIC ORGANIZER

HANDOUT 3: GRAPHIC ORGANIZER ON GOTHIC AND ROMANESQUE VOCABLLARY

PARAGRAPH 6	WPC: SOURCE	
	ETY VOCAB	
PARAGRAPH 5	WPC: SOURCE	
	ETY VOCAB	
PARAGRAPH 4	WPC: SOURCE	
	ETY VOCAB	
PARAGRAPH 3	WPC: SOURCE	
	ETY VOCAB	
PARAGRAPH 2	WPC: SOURCE	
	ETY VOCAB	
PARAGRAPH 1	WPC: SOURCE	
	ETY VOCAB	

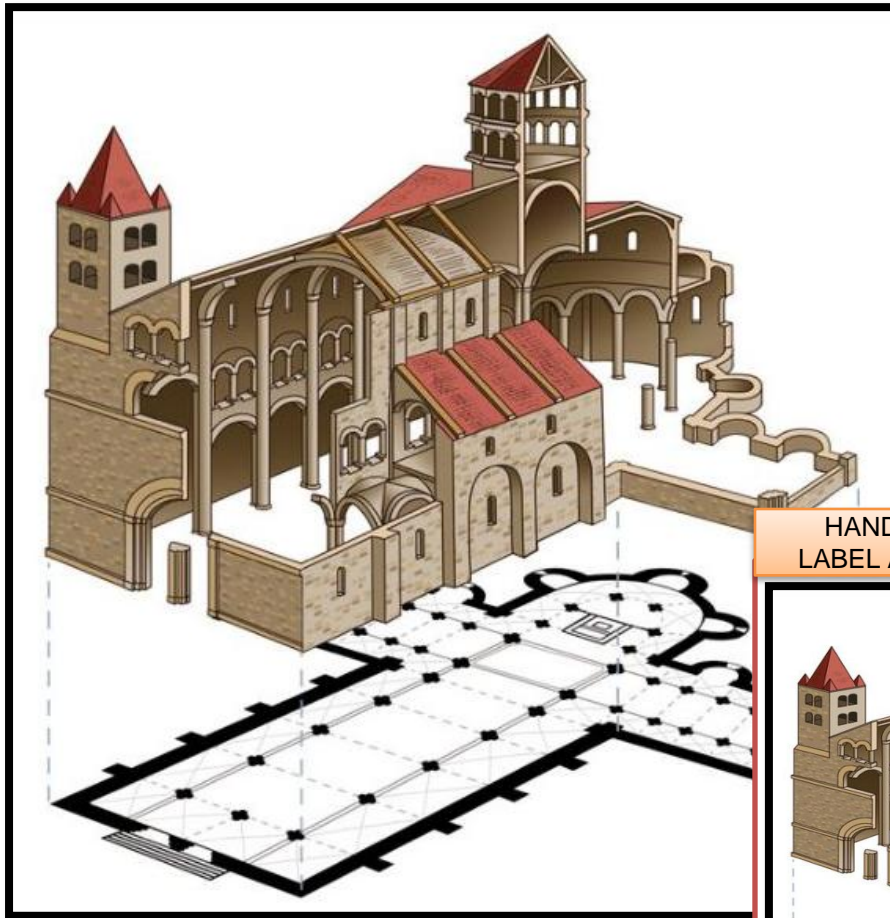
HANDOUT 3
VENN DIAGRAM



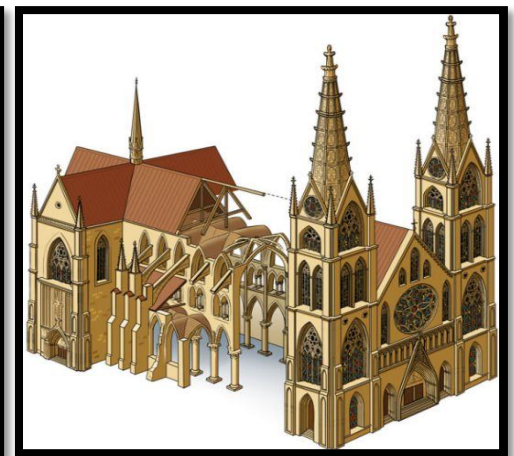
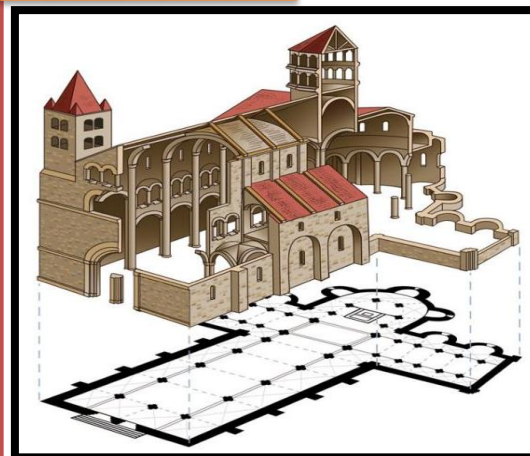
ASSESSMENT

PART 7: LABEL ACTIVITY

HANDOUT 4 LABEL ACTIVITY



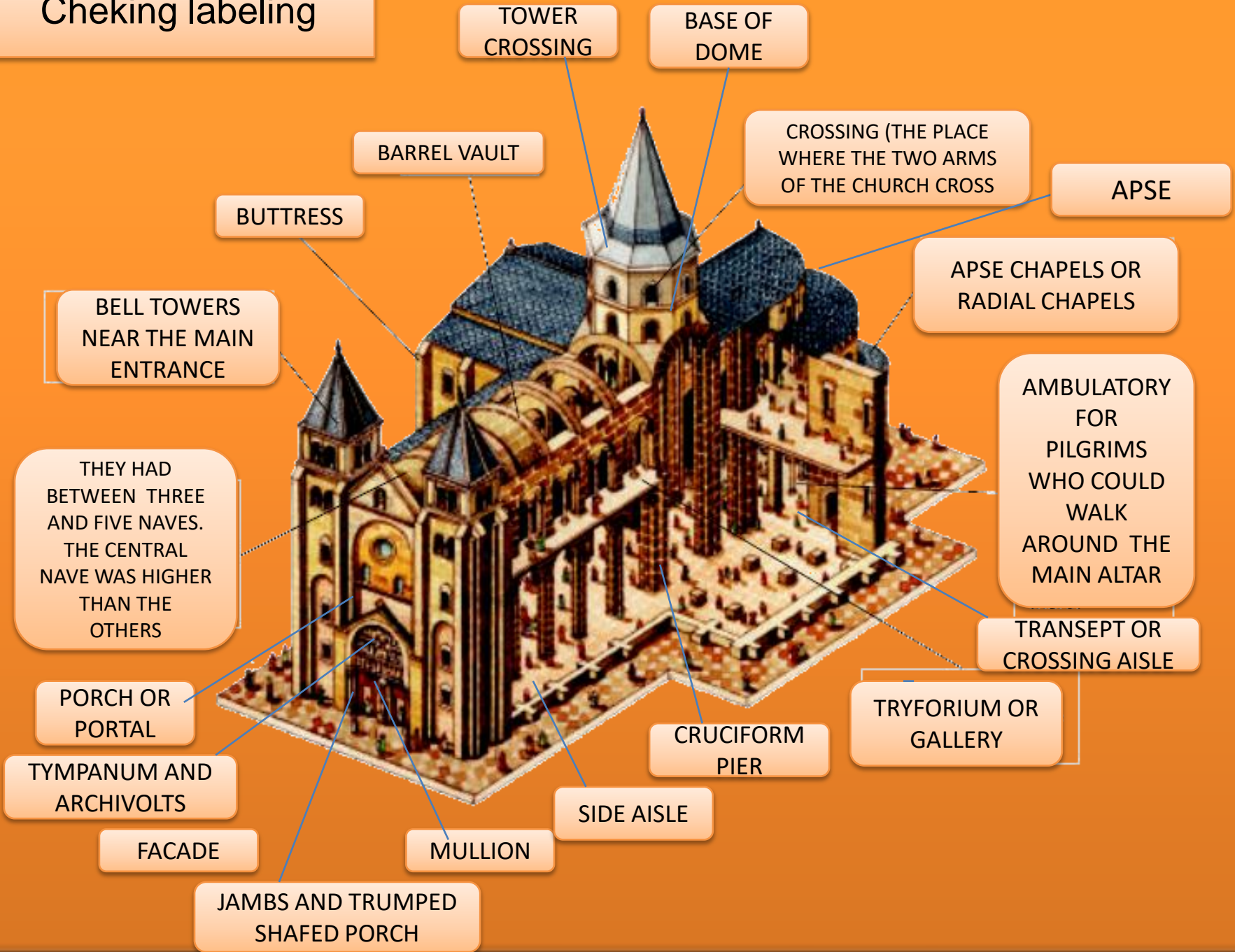
HANDOUT 4 LABEL ACTIVITY



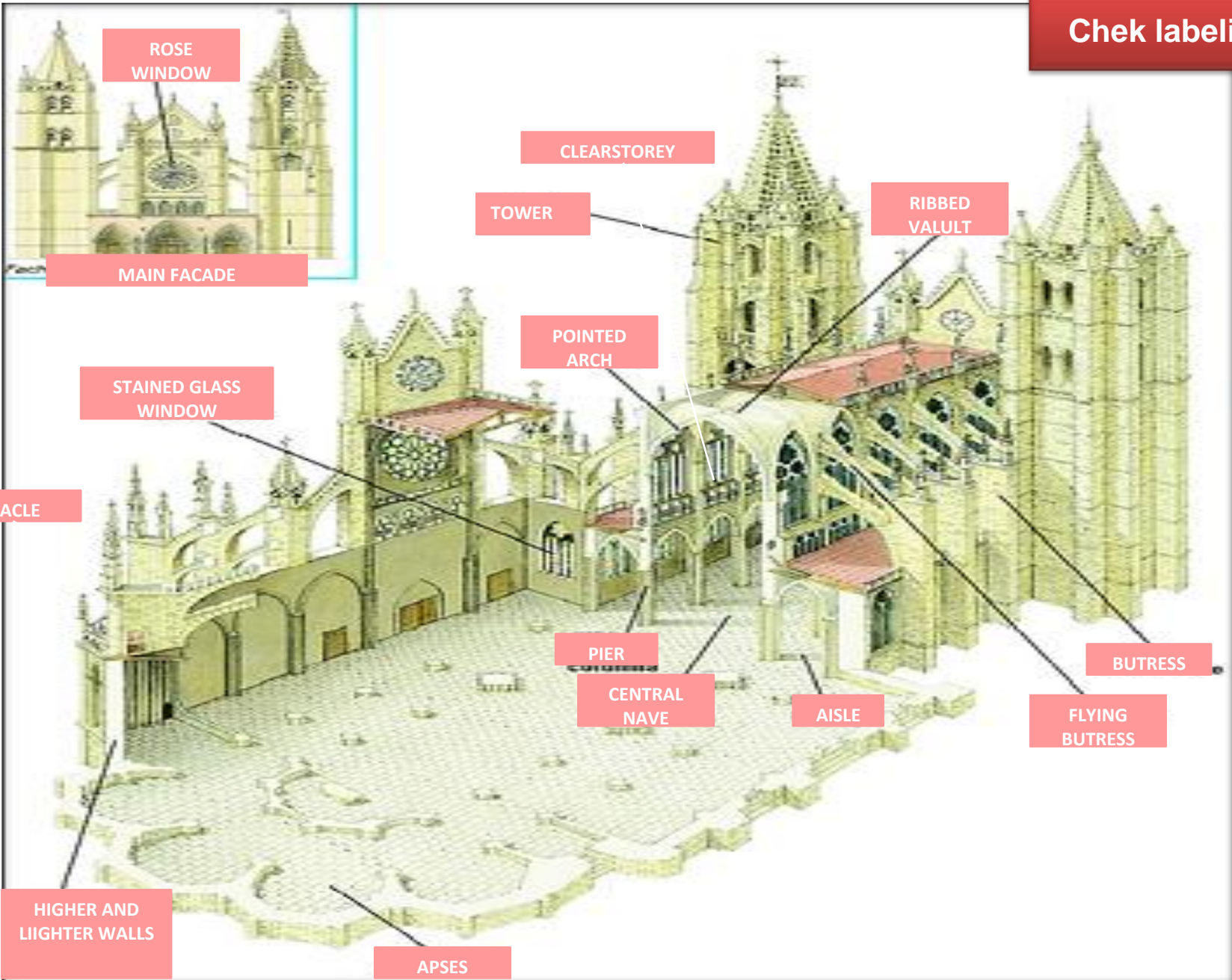
Label the specific characteristics

Label the specific characteristics of each style. Use arrows when necessary.

Checking labeling



Check labeling



WRITING A SHORT ESSAY:

“Romanesque and Gothic architecture as a reflection of the Medieval Society”

PART 7:
WRITING ACTIVITY

ASSESSMENT
Homework

GUIDING WRITING QUESTIONS:

1. Why the Romanesque buildings had thick walls?
2. What was the role of the Church in Middle ages ?
3. How did the Church influence society?
4. Why wasn't the Romanesque style naturalistic?
5. Was the Gothic style a reflection of the economic development of the middle ages?
6. What elements did the cities use to compete with each other?
7. What changes in spirituality can be deduced from the changes in architectural style?

ANY QUESTIONS ?

