






Renaissance Art and Literature:

An Internet Sampler on Renaissance Art and Literature



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Introduction

The purpose of this activity is to give you a sampling of some of the aspects of the Renaissance Worldview through art and literature. The websites have been carefully chosen to interest you and the questions to challenge your thinking in preparation for the final analysis. You will consider the values demonstrated in the works listed and their impact on worldview. You will also consider how they changed from the Middle Ages and whether or not they have changed since. Good luck and have fun learning about Renaissance Art and Literature!

The following links represent a variety of viewpoints. You may answer the questions alone or by working in a group in groups of two or three.



Sites to Explore

Giotto

[The Miracle of the Thirsty Man: Giotto](#) Questions:

1. Describe the expressions of the people portrayed in this painting? What emotions is the painter trying to capture on the faces of the individuals in this picture? What do you think their thoughts are?
 2. In terms of this picture being realistic, are there flaws in the artist's rendition of the scenery and landscape? Explain some of the problems you have identified with proportion and depth? Use examples.
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Leonardo da Vinci

[The Mona Lisa by Leonardo Da Vinci](#) Questions:

1. Mona Lisa's smile has intrigued viewers for centuries? What do you think she may be smiling about? Describe what you think she is feeling?
 2. The Mona Lisa is a classic example of art imitating nature. In what ways has Leonardo imitated nature in this portrait?
 3. Is this portrait more realistic than Giotto's? If so, in what ways? If not, how are the two the same?
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[The Last Supper by Leonardo da Vinci](#) Questions:

1. Looking at the depiction of the faces of Jesus and his disciples can you get a sense as to what they are thinking or feeling? Give two examples.
 2. In terms of depth and proportion, has Leonardo made this painting appear as realistic as a snap shot picture he could have taken if he had lived during the time of Christ and cameras existed? Explain.
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Michelangelo

Michelangelo's Sistine Chapel - Ceiling Frescoes **Questions:**

1. As you glance at the images of the ceiling of the Sistine Chapel, what are three words that you might use to describe what you see? Why did you choose these words?
 2. What three words would you use to describe Michelangelo, as an artist, knowing that he spent 4 years painting this 41 x 13 m ceiling?
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Michelangelo's Sistine Chapel - Creation of Adam **Questions:**

1. How has the artist made the images of Adam and God in this painting appear realistic?
 2. How does the artist use proportion to illustrate the relationship between God and Adam?
 3. What elements of this painting represent the feel of Renaissance art and artists?
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Christopher Marlowe

Christopher Marlowe: 'The Passionate Shepherd To His Love' **Questions:**

1. What is this poem about?
 2. What are three pleasures that the Shepherd has offered the Nymph? Of these gifts which would the Shepherd have to buy? Which gifts would be expensive? Which gifts would last forever?
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Sir Walter Raleigh

Sir Walter Raleigh: 'The Nymph's Reply to The Shepherd' **Questions:**

1. Is the Nymph in this poem willing to accept the offers of the Shepherd? If so, under what condition?
 2. If you were the Nymph being offered these gifts from the Shepherd would you also have a list of conditions or would you consent to share his love? Explain.
 3. How is the theme of these two poems different from the themes you identified in the Old English examples.
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Edmund Spenser

Edmund Spenser: 'from Amoretti' Questions:

1. Look at Sonnet 30. Explain the message of this poem.
 2. Is Spenser a romantic, like Marlowe's Shepherd, or a realist, like Raleigh's Nymph?
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William Shakespeare

William Shakespeare: Sonnet 18 Questions:

1. What would you say this sonnet is about? How do you know?
 2. Is the tone and idea of this poem more like Marlowe's poem or Raleigh's poem? Explain.
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Francesco Petrarch

Petrarch Sonnet 140 Soleasi Nel Mio Cor Questions:

1. What is the message of this poem?
2. How is this poem similar to Shakespeare's sonnets?
3. How is this poem different from Shakespeare's examples?

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Conclusion

Often the clearest expression of an era's ideals and values can be seen in its art, architecture, and literature. Use the examples provided in the web links above to explain how artists and writers from the Renaissance era demonstrated a change in values from the Middle Ages to the Renaissance. Consider whether individual artists and writers during the Renaissance have the power to change the perspective of others and perhaps a larger collective worldview? Expand your thoughts to consider whether the values and ideals that we as a Western culture share, continue to be expressed in our art, architecture and literature today? How have these ideals and values changed since the time of the Renai

ssance?

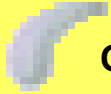
Record your individual reflective response to these questions in a word document. (Suggested length of response is 500 to 800 words.) See rubric below

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Rubric

Level	Excellent	Proficient	Adequate	Limited
Criteria				
Explains influence on Worldview (8.2.4.2, 8.2.4.5)	Provides a comprehensive explanation of how arts and literature shape worldview.	Provides a substantial explanation of how arts and literature shape worldview.	Provides a rudimentary explanation of how arts and literature shape worldview.	Provides an undeveloped explanation of how arts and literature shape worldview.
Analyzes historical context (8.S.2.1)	Analysis of the historical context is insightful and accurate .	Analysis of the historical context is logical and reasonable .	Analysis of the historical context is simplistic and partially accurate .	Analysis of the historical context is unsupported and/or inaccurate .
Develops and supports a conclusion (8.S.7.2, 8.S.7.3)	Synthesizes information to develop a perceptive position supported by significant evidence.	Synthesizes information to develop a convincing position supported by relevant evidence.	Synthesizes information to develop a plausible position supported by general evidence.	Synthesizes information to develop a vague position supported by weak evidence.
Communicates information (8.S.8.1)	Communicates information in a compelling manner to engage the audience.	Communicates information in a purposeful manner to interest the audience.	Communicates information in a straight-forward manner that generally holds the attention of the audience.	Communicates information in an ineffective manner that does little to sustain attention of the audience.



Outcomes

Values and Attitudes

- 8.2.1 appreciate how Renaissance Europe formed the basis for the worldview of the western world (C, TCC)
- 8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews (C, I)
- 8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context (C, TCC)

Knowledge and Understanding

- 8.2.4 critically examine the factors that shaped the worldview evolving in western Europe during the Renaissance by exploring and reflecting upon the following questions and issues:
 - 8.2.4.2 How did the Renaissance spark the growth and exchange of ideas and knowledge across Europe (i.e., astronomy, mathematics, science, politics, religion, arts)? (TCC,ER, PADM, GC)
 - 8.2.4.5 In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance? (GC, I)

Skills and Processes

- 8.S.2.1 distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations
 - 8.S.2.3 analyze the historical context of key events of a given time period
 - 8.S.7.1 integrate and synthesize concepts to provide an informed point of view on a research question or an issue
 - 8.S.7.2 develop a position supported by information gathered through research
 - 8.S.7.3 draw conclusions based upon research and evidence
 - 8.S.8.1 communicate in a persuasive and engaging manner through speeches multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
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