RENAISSANCE

STATION

ACTIVITIES
Station 1a: Art Comparison

Directions:
1. Cut out all 14 descriptions (they are all out of order).

1. Look at both “1’s” and determine which description is describing “Medieval art” and which is describing “Renaissance art”

2. Glue each description in the proper place.

3. Follow the same procedure for both “2’s”, followed by the “3’s”, and so forth.
<table>
<thead>
<tr>
<th>1. Religion is the primary focus.</th>
<th>1. Religion is important, but not the only focus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Faces are filled with emotion and expression.</td>
<td>2. No expression on faces</td>
</tr>
<tr>
<td>3. People are stiff and unrealistic</td>
<td>3. Human poses are lifelike and realistic</td>
</tr>
<tr>
<td>4. Tempura paints were used which dried too quickly to correct mistakes</td>
<td>4. Oil paints were used which let the artists’ work slowly, create new colors, and obtain more lifelike effects</td>
</tr>
<tr>
<td>5. Like the Greeks and Romans, artists studied anatomy to portray humans realistically</td>
<td>5. The church forbade displaying the naked human body</td>
</tr>
<tr>
<td>6. Artists use linear perspective to create proportion with the illusion of depth and distance on the flat surface. They also use new shading devices and geometry to show balance.</td>
<td>6. There is no balance, proportion, or perspective. Pictures are “flat” and two dimensional because the most important spiritual figures in the painting are larger than the less important ones.</td>
</tr>
<tr>
<td>7. Halos and gold backgrounds symbolized residents of heaven and the holy atmosphere of heaven.</td>
<td>7. Portrayed naturalistic landscapes of this world and saints lived in the same world as ordinary people.</td>
</tr>
</tbody>
</table>
### Station 1b: Perspective Drawing

| Step 1: Draw a horizon and a vanishing point on the horizon.  
  *Note: The blue lines represent the lines you should draw lightly because you will be erasing most lines at the end.* | Step 2: Draw a square with horizontal & vertical lines |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="Horizon-Vanishing-Point.png" alt="Horizon and Vanishing Point" /></td>
<td><img src="Horizon-Vanishing-Point.png" alt="Horizon and Vanishing Point" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: Draw light lines connecting the corners of the square to the vanishing point.</th>
<th>Step 4: Draw horizontal and vertical lines to form a square which connects the vanishing lines.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="Light-Lines.png" alt="Light Lines" /></td>
<td><img src="Horizontal-Vertical-Lines.png" alt="Horizontal and Vertical Lines" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 5: Darken in the vanishing lines that connect the two squares (represented in purple below)</th>
<th>Step 6: Erase all of the vanishing lines that are not part of the box. Congratulations! You just created something in one-point perspective 😊</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="Darken-Lines.png" alt="Darken Lines" /></td>
<td><img src="Erase-Lines.png" alt="Erase Lines" /></td>
</tr>
</tbody>
</table>
Crucifixion painting from the Middle Ages

Crucifixion painting from the Renaissance

The Trinity by Masaccio, 1427

The first known painting to apply Brunelleschi's system of linear perspective.
Progression of the Use of Perspective

1280’s

1380’s

1480’s
Station 2: Renaissance Man

Directions:

- Watch the YouTube music video, “Renaissance Man” by HistoryTeachers to help you answer the questions on your worksheet. The last question asks for your opinion. There is no right or wrong answer, but you need to defend your claim.

- Of note: You will see naked sculptures and artwork because the Renaissance was a time that focused on the individual and the realistic human form.
Spread of Renaissance

Station 3a: Geography

Early spread (through Italy)
Later spread

Florence
Station 3b: Population Changes

Use the information in the chart below to help answer the questions on your worksheet.

Station 4: Ninja Turtles

Leonardo  
Raphael  

Donatello  
Michelangelo
My principle is that, as concerning the glory from which we may hope for here below [on earth], it is right for us to seek it while we are here below. One may expect to enjoy that other more radiant glory in heaven, when we shall have there arrived, and when one will have no more care or wish for the glory of earth. Therefore, as I think, it is in the true order that mortal men should first care for mortal things. . . .

Excerpt taken from Petrarch’s Secret, translated by W.H. Draper, 1911
The greatest scholars and teachers of the Renaissance were very enthusiastic about the discovery and translation of old books, especially Greek and Latin books, because of the ideas there. The name humanist came from the Latin word humanitas, which means the belief in the value of every individual. Although the Greeks and Romans believed in the teachings of the Christian Church, they also believed that man had a great deal of independent control over his own life, so they merged the two teachings.

Medieval education was very practical and emphasized scholastic logic. Its focus was preparing professionals and specializing in one area. The humanists changed this by emphasizing competence in all areas and based learning on the classics: grammar, rhetoric, history, poetry, and moral philosophy.

Unlike the Middle Ages, in which people had mainly spiritual concerns, humanists were more concerned with their societal duties. They worried less about heaven as they began to believe there were rewards for living excellently in this life. This was represented in their educational focus on creating a well-rounded citizenry able to speak and write with eloquence and clarity. These skills were used to persuade others to carry out virtuous and sensible actions.

Humanist ideas, generated from the classics, were the inspiration for much of the art and architecture as well. People were interested in reviving the classics and beautifying their cities. Artwork became more realistic and life-like with a variety of themes rather than the God-like depictions of people in the religiously themed Middle Ages artwork.
Station 5b: Humanism

Directions: Use the reading to help you match each of the ideas listed below with the pictures on your worksheet.

1. Education emphasized competence in all areas, especially the classics
2. Mainly concerned with spirituality and getting into heaven
3. Concerned with societal duties & being well-rounded citizens
4. Believed in the value of each individual
5. Believed there were rewards for living well in this life
6. Art was more realistic and a variety of themes
7. Education focused on specializing in one area
8. Ideas were generated from the Greeks & Romans
9. Art was religiously themed and had mostly God-like depictions of people