

EdGATE Component 3: Mobility and Exchange

Priority Area Peer-learning Cluster: e) The European Dimension

Teaching Module ¹⁾

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Title of Teaching Module:	Baroque Art
Language Check: name of English native speaker:	Arturo SILVA

¹⁾ The format of the Teaching Module is based on the Socrates & Youth Comenius Action-3 Project "Primary Goes Europe" No. AT-26364-A

ANCTED: (Areas of National Curriculum Teachable with a European Dimension)²⁾

²⁾ ANCTED: Areas from the National Curriculum that can be taught with a European Dimension i.e. teaching modules that fit into the following categories:

- Living in a world of thoughts and feelings, ideas and dreams
- Living in harmony with people around us
- Living a healthy life
- Looking at the world around us
- Looking at our past
- Living in a world of communications.

Please identify one ANCTED from the above mentioned areas for your Teaching Module:

Looking at our past

Target Group/Age Group:

8th grade

Subject Area(s):

art, languages, history

Objective(s):

The Baroque is called the first international art movement; it spread all across Europe and even Latin America. All of Europe abounds in fine examples of Baroque architecture, painting, gardens and music. This module is designed to introduce students to what Baroque Art is, and for them to recognize examples of the Baroque in their own hometowns.

Time Allocated:

about 15 units

Sources:

- Bartz, Gabriele/König, Eberhard: Louvre. Köln: Könemann 1999
- Abraham a Sancta Clara: Wunderlicher Traum von einem großen Narrennest. Stuttgart: Reclam o.J.
- Bernini, Gian Lorenzo: The Sculptor of the Roman Baroque. New York u.a.: Phaidon 1955
- Bode, Dietrich : Fünfzig Gedichte des Barock. Stuttgart: Reclam o.J.
- Borzello, Frances: Seeing Ourselves: Women's Self-Portraits. New York: Harry N. Abrams 1998
- Calderón de la Barca, Pedro: La Vida Es Sueno. Miami: Planeta Pub Corp 1998
- Calvi, Giulia: Baroco al femminile. Bari: Laterza 1992
- Chadwick, Whitney: Women, Art and Society. London : Thames and Hudson 1994
- Die visuelle Geschichte der Kunst. Hildesheim: Gerstenberg 1995
- Gärtner, Peter J.: Musée d'Orsay. Köln: Könemann 2000
- Gombrich, Ernst H.: Die Geschichte der Kunst. Stuttgart, Zürich: Belser 1978
- Gracián Y Morales, Baltasar : El Criticón. Barcelona : Circulo de Lectores 2000
- Grimmshausen, Hans Jacob Christoph von: Der abenteuerliche Simplicissimus Teutsch. Stuttgart: Reclam 1996
- Harrison, Robert: Reflections on Baroque. London: Reaktion 2000
- Heller, Nancy G.: Women artists. New York : Abbeville Press 1987
- Hempel, Eberhard: Baroque Art and Architecture in Central Europe. London: Penguin 1965
- Hobbes, Thomas: Leviathan. New York: Penguin Classics 1982

- Janson, Horst W./Janson, Dora Jane: Kunstgeschichte für junge Leser. Köln: Dumont 2000
- Johannsen, Rolf H.: 50 Klassiker. Die wichtigsten Gemälde der Kunstgeschichte. Hildesheim: Gerstenberg 2001
- Kretschmer, Hildegard: Das Abenteuer Kunst. München u.a.: Prestel 2003
- La Bruyère, Jean de la: Les Caractères. Paris : Lgf 1997
- La Rochefoucauld, François de la : Mémoires suivi de L'apologie de Marcillac. Paris : Gallimard 2006
- Lexikon der Kunststile 1,2. Reinbek: Rowohlt 1987
- Locke, John: An Essay Concerning Human Understanding. Ed. Roger Woolhouse. New York: Penguin Books 1997
- Lorenz, Hellmut: Johann Bernhard Fischer von Erlach. Berlin: Verlag für Architektur 1992
- Madame de La Fayette: Romans et Nouvelles. Paris : Garnier 1948
- Madame de Sévigné : Lettres. Paris : Gallimard 1953
- Milton, John: Complete Prose Works. 8 vols. New Haven: Yale University Press 1959
- Molière: Œuvres complètes 1,2. Paris : Gallimard 1971
- Neumark, Georg: Poetische Tafeln oder Gründliche Anweisung zur Teutschen Verskunst. Königsstein: Athenäum Verlag 1971
- Nicoïdski, Clarisse: Die großem Malerinnen. Weibliche Kunst von den Anfängen bis zur Gegenwart. Frankfurt am Main: Suhrkamp 1999
- Norberg-Schulz, Christian: Baroque Architecture. New York: Electa/Rizzoli 1979
- van Os, Henk: Eintritt frei! Köln: Dumont 2002
- Partsch, Susanna: Haus der Kunst. München, Wien: Hanser 1997
- Paz, Octavio: Sor Juana. Frankfurt am Main: Suhrkamp 1994
- Pusch, Luise F.: Berühmte Frauen 1,2. Frankfurt am Main: Suhrkamp 2002
- Schenck, Axel: Künstlerlexikon 1,2. Reinbek: Rowohlt 1973
- Sello, Gottfried: Malerinnen aus vier Jahrhunderten. Hamburg: Ellert & Richter 1994
- Wittkower, Rudolf: Art and Architecture in Italy 1600-1750. London: Penguin 1958
- Zähme, Volker: Schnellkurs Barock. Köln: Dumont 2000
- Zemon Davis, Natalie: Drei Frauenleben. Berlin: Wagenbach 1995

CDs:

- Johann Sebastian Bach : The Six Cello Suites. Pablo Casals (Cello). Fono Enterprise 1996
- Jean-Baptiste Lully : Le Bourgeois Gentilhomme/André Campra : L'Europe Galante. Harmonia Mundi 1988
- Claudio Monteverdi : Vespro della beata Vergine. Les Sacqueboutiers de Toulouse conducted by Gabriel Garrido. K617 2003
- The Pachelbel Canon/Albinoni Adagio and other Baroque Melodies. Jean-François Paillard Chamber Orchetstra conducted by Jean-François Paillard. BMG 1990
- Jean Philippe Rameau: Les Indes Galantes/Dardanus. Collegium Aureum. DHM 1995
- Domenico Scarlatti : Piano Sonatas. Balász Szokolay, Piano. Naxos 1989
- Georg Friedrich Händel: Wassermusik/Feuermusik. Schola Cantorum Basiliensis, conducted by August Wenzinger. Deutsche Grammophon 1989
- Antonio Vivaldi: Le Quattro Stagioni. Israel Philharmonic Orchestra conducted by Zubin Mehta. Polydor 1983

Practical Implementation:

1) Teaching Material:

PCs
books (cf. sources)
worksheets
folders
beamer
coloured pens
pencils
paints
paper
overhead-projector
CDs (cf. sources)
CD-player

2) Teaching Steps

Step 1:

Teacher's intervention: introduction to the topic(s)

Step 2:

Teacher's intervention: presentation of the material

Step 3:

Teacher's intervention: explication of the working instructions

Step 4:

Self-directed learning and research by the students

Step 5:

Presentation of the results by the students

BAROQUE ART

The Baroque is called the first international art movement; it spread all across Europe and even Latin America. All of Europe abounds in fine examples of Baroque architecture, painting, gardens and music. This module is designed to introduce you to what Baroque Art is, and for you to recognize examples of the Baroque in your own hometown.

I. Definition

- a. Where did the term “Baroque” come from?
- b. What are the characteristics of Baroque Art?
- c. How did the Baroque originate? (In other words, Baroque was a *reaction against* a previous art movement. What was it, and why did Baroque come about?)
- d.. What art movement followed the Baroque?

II. Research

Baroque Art was especially expressed in four ways: Architecture, Painting, Garden design, and Music.

- a. Find major examples of Baroque architecture, and architects.
Make a presentation.
- b. Find major examples of Baroque painting and painters.
Make a presentation.
- c. Find major examples of Baroque gardens and garden designers.
Make a presentation.
- d. Find major examples of Baroque music and composers.
Make a presentation.

III. Theory

- a. Art always embodies social/political ideas. Baroque is not just a “beautiful style.” What are the “politics of Baroque”? Why was it confined to the rich, the people in power? (Answer: The Baroque is a “theatricalization/display and spatialization of power. Expand on this.)
- b. Baroque was the “first international style.” What is the second?

Suggestions for Research Projects

Architecture includes palaces and churches, their exteriors and interiors (for example, the great Prunksaal in Vienna). Many of these can be called “Total Art Works” (“Gesamtkunstwerke”), as a Baroque palace, for example, would include beautiful interior rooms, a concert hall, and a garden). A Baroque church would also be covered in paintings and provide a space for concerts.

III. Extra! Local Research and Presentation

The Baroque is strongly visceral: it is heard, seen, walked through. Students should be encouraged to look for examples of Baroque Art in their own community (buildings, churches, paintings and gardens), to photograph them, to research their history and artists, and finally to make a presentation.

One suggestion would be to have students 1) go to and enter a modern skyscraper: what does it feel like, how does it look? Then, 2) enter a Baroque building, how do the sensations (sight, hearing) differ from the modern building? They should write about the experience.

The Baroque Quiz

<p>1. The word BAROQUE comes from</p> <ul style="list-style-type: none"> <input type="checkbox"/> French <input type="checkbox"/> German <input type="checkbox"/> Portuguese 	<p>2. It means</p> <ul style="list-style-type: none"> <input type="checkbox"/> beautiful jewel <input type="checkbox"/> irregular pearl <input type="checkbox"/> heavy ring
<p>3. The first center of Baroque was</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rome <input type="checkbox"/> Paris <input type="checkbox"/> Vienna 	<p>4. The Baroque style spread to Middle- and South-America because of</p> <ul style="list-style-type: none"> <input type="checkbox"/> tourism <input type="checkbox"/> colonisation <input type="checkbox"/> wars
<p>5. Baroque means the time between</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1500-1650 <input type="checkbox"/> 1600-1750 <input type="checkbox"/> 1700-1850 	<p>6. During the Baroque era there was an important war in Europe</p> <ul style="list-style-type: none"> <input type="checkbox"/> First World War <input type="checkbox"/> Thirty Years' War <input type="checkbox"/> 7 Days War
<p>7. Connect the following names to the correct practice:</p> <p>Georg Friedrich Händel</p> <p>Spinoza</p> <p>Franz Anton Maulpertsch</p> <p>Pedro Calderón de la Barca</p> <p>Giovanni Lorenzo Bernini</p> <p>AlessandroSpecchi/Francesco de Sanctis</p> <p>André Le Nôtre</p>	<p>sculpture</p> <p>literature</p> <p>philosophy</p> <p>garden design</p> <p>music</p> <p>painting</p> <p>architecture</p>

The Baroque Quiz - Solutions

<p>1. The word BAROQUE comes from</p> <p><input type="checkbox"/> French</p> <p><input type="checkbox"/> German</p> <p><input checked="" type="checkbox"/> Portuguese</p>	<p>2. It means</p> <p><input type="checkbox"/> beautiful jewel</p> <p><input checked="" type="checkbox"/> irregular pearl</p> <p><input type="checkbox"/> heavy ring</p>
<p>3. The first center of Baroque was</p> <p><input checked="" type="checkbox"/> Rome</p> <p><input type="checkbox"/> Paris</p> <p><input type="checkbox"/> Vienna</p>	<p>4. The Baroque style spread to Middle- and South-America because of</p> <p><input type="checkbox"/> tourism</p> <p><input checked="" type="checkbox"/> colonisation</p> <p><input type="checkbox"/> wars</p>
<p>5. Baroque means the time between</p> <p><input type="checkbox"/> 1500-1650</p> <p><input checked="" type="checkbox"/> 1600-1750</p> <p><input type="checkbox"/> 1700-1850</p>	<p>6. During the Baroque era there was an important war in Europe</p> <p><input type="checkbox"/> First World War</p> <p><input checked="" type="checkbox"/> Thirty Years' War</p> <p><input type="checkbox"/> 7 Day's War</p>
<p>7. Connect the following names to the correct practice:</p> <p>Georg Friedrich Händel</p> <p>Spinoza</p> <p>Franz Anton Maulpertsch</p> <p>Pedro Calderón de la Barca</p> <p>Giovanni Lorenzo Bernini</p> <p>Alessandro Specchi/Francesco de Sanctis</p> <p>André Le Nôtre</p>	<p>sculpture</p> <p>literature</p> <p>philosophy</p> <p>garden design</p> <p>music</p> <p>painting</p> <p>architecture</p>

The Baroque Art Box

At the beginning of the project, the teacher will present a box filled with examples of Baroque art (cf. Sources):

- CDs with Baroque music
- reproductions of paintings
- pictures of
 - sculptures
 - architecture
 - gardens
- Baroque literature
- Baroque philosophy

From **The Baroque Art Box** students select items that they want to find out more about. The minimum is one art work per student. Students are free to choose the work(s) they want to research. The results of the individual research are collected in folders and presented to the group. Each student should add to the box at least one new art work he/she found during his/her research and he/she thinks worth being known by the group.

Visual Artists and their Art Works

1. Make the connection between art work and artist.
2. Find a picture in a book (school-library, public library, university library, national library...) or on the web.
3. Find the year it was created and fill it in.
4. Find the country the artist belongs to and fill it in.
5. Write the exact reference of your source in the destined file.

Artist	Art work		Your source
Rembrandt	The Fur		
	Year:	Country:	
Velazquez	Beggar Boys Eating Grapes And Melon		
	Year:	Country:	
Vermeer	Medusa		
	Year:	Country:	
Murillo	Marriage à la Mode		
	Year:	Country:	
Peter Paul Rubens	Landscape with a Dance (Marriage of Isaac and Rebecca)		
	Year:	Country:	
Fischer von Erlach	The Night Watch		
	Year:	Country:	
William Hogarth	Schönbrunn Palace, Vienna		
	Year:	Country:	
Caravaggio	Girl With A Pearl Earring		
	Year:	Country:	
Claude Lorrain	Las Meniñas		
	Year:	Country:	

Visual Artists and their Art Works – Solutions

Artist	Art work	Your source
Rembrandt	The Fur	
	Year: 1635-49 Country: Netherlands	
Velázquez	Beggar Boys Eating Grapes And Melon	
	Year: 1777 Country: Spain	
Vermeer	Medusa	
	Year: 1590 Country: Italy	
Murillo	Marriage à la mode	
	Year: 1734-45 Country: England	
Peter Paul Rubens	Landscape with a Dance (Marriage of Isaac and Rebecca)	
	Year: 1648 Country: France	
Fischer von Erlach	The Night Watch	
	Year: 1642 Country: Netherlands	
William Hogarth	Schönbrunn Palace, Vienna	
	Year: 1699 Country: Austria	
Caravaggio	Girl With A Pearl Earring	
	Year: 1666 Country: Netherlands	
Claude Lorrain	Las Meniñas	
	Year: 1656 Country: Spain	

Female Baroque

Most of the famous artists of the Baroque are male. But this does not mean that there were no women artists!

Find out who the following women were!

1. My father's name was Balthasar Gomes Figueira. He was an artist. He came from Portugal, but in 1630, when I was born, we were living in Seville. I returned to Portugal when I was an adult and became a painter. I made lots of portraits, still lifes, religious and allegorical paintings. My most famous painting, *The Marriage of Saint Catherine*, is now at the National Art Museum of Lisbon.

Who am I? _____

2. I was discovered as an artist when I was twelve. I had painted a self-portrait and they said that my technique was very well developed. Later, I painted mostly miniatures and I sold them all over Europe.

My name is _____

3. I loved terracotta and wood! I trained in my father's workshop in the production of sculptures. Our whole family worked there! I had two brothers and a sister, but I was the best. So I became Spain's first woman sculptor. Even when I married at the age of fifteen, I didn't stop my work. My husband was also a sculptor, but it was I who became Sculptor of the Chamber at the court of King Charles II.

I am _____

4. I lived in Haarlem. I painted portraits but also still lifes. My teacher was Frans Hals, and later I had some students of my own. After my marriage to another artist, I didn't paint enough for people to remember me well. What a pity...

My name is _____

5. My father was a miniaturist and he trained me so that I became one of the best known artists of this genre in England. My pictures are very small. I painted various members of the court of Charles II.

Who am I? _____

6. I was born in Paris. My father and my step-father were both painters and art dealers. Some critics say that I was the finest French still life painter of the 17th century! One of my paintings was sold in an auction (nearly 200 years after my death, of course) for 120.000 dollars!

I am _____

7. I was born in Rome in 1593. My father was part of the art movement led by Caravaggio. I became the first woman to be elected to the Academy of Design. As Caravaggio did, I also painted *Judith Decapitating Holofernes*.

My name is _____

8. My mother was Dutch, my father was Swiss, I was born in Germany. I did botanical drawings – and I did them very well! After my father's death my mother married an artist who specialised in painting flowers. I published a three-volume catalogue under the title "The New Flower Book" and another three-volume set of insect paintings. They were the foundation of Linnaeus's classification of biological species. In 1699 I went with my two daughters to the Dutch colony of Surinam, where I stayed for two years although it was dangerous for a woman to be alone with two small girls in a tropical colony. My scientific expedition was sponsored by the city of Amsterdam. I collected a large number of plant, animal and insect specimens. I was also one of the first Europeans to observe and make notes on the local people and their customs. The result of this trip was my masterpiece: "Metamorphosis Insectorum Surinamium". It consists of plates engraved from my watercolor paintings of the plants and insects of Surinam.

Who am I? _____

9. I was born in Bologna in 1638. I started my career as a painter of religious and historical themes. My father was a painter too. I also was very talented in music and poetry. By the time I was 17, I had already made 190 art works! I died young, at the age of 27 – under mysterious circumstances -- perhaps I was poisoned.

My name is _____

10. I was a flower painter from Amsterdam. My father was a professor of anatomy and botany, but he also painted. My husband was a portrait painter, and though we had ten children, I never ended my career as an artist.

I am _____

Female Baroque - Solutions

- 1. Josefa de Ayala** (1630-1684)
- 2. Anna Waser** (1675-ca.1713)
- 3. Luisa Ignacia Roldan** (1656-1704)
- 4. Judith Leyster** (1609-1666)
- 5. Susan Penelope Rosse** (1656-1704)
- 6. Louise Moillon** (1609-1660)
- 7. Artemisia Gentileschi** (1593-1652)
- 8. Maria Sibylla Merian** (1647-1717)
- 9. Elisabetta Sirani** (1638-1665)
- 10. Rachel Ruysch** (1664-1750)