The Baroque Era: Art, Architecture and Music
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How to use a unit study from Intellego Unit Studies

1. The PDF file containing this unit study is graphic intensive and full color. In addition, the PDF contains all of the links needed for the Internet activities. Therefore, it is not necessary to print the entire PDF. Instead, view the PDF on your computer, printing the specific pages your children will need to complete the written activities. You may also wish to print the Table of Contents and use it as a checklist to monitor your child’s progress.

2. This unit study contains internal links for ease of navigation within the PDF. Each time you open the PDF, you can scroll to the Table of Contents and click on the appropriate link to take you to your next activity.

3. Of course, you can always jump in and get started immediately, but we recommend reviewing the Materials Inventory lists and gathering your supplies before you begin with the first activity in Chapter One.

Although additional books and library materials are not required to complete a unit study from Intellego Unit Studies, we recommend a quick stop at the local library before beginning your unit study. Intellego Unit Studies does not recommend specific book titles (due to availability variables in local libraries across the country), but many parents find that printing the Table of Contents and taking that to the library helps them gather any additional resources on the topics that their children might desire.

4. We recommend that children create a portfolio notebook for this unit study. This provides a handy place to keep the child’s expressive work. Photos of children’s art work and hands-on activities should also be included in the portfolio, along with their Vocabulary Journal that they will begin building in Chapter One.

The portfolio notebook can be as simple as a plain file folder with your child’s illustrations on the cover or as elaborate as an entire scrapbook, complete with all of the bells and whistles. Either way (or everything in between) is fine....it all depends on the child!

5. Each unit study is organized by chapter. Each chapter begins with a materials list, a vocabulary introduction, and an activities list.

Each chapter unfolds with a wide variety of engaging multi-sensory activities. Most activities contain an introduction followed by a web link. Have your children read the information (or read it to them) and then
double click on the link (make sure your Internet browser is open). After you have finished with the web link, return to this Intellego Unit Studies PDF file to continue on.

Each chapter also includes Extension Activities, set apart in yellow text boxes for easy identification. The extension activities are not required, but they are essential to the unit study concept because they create the bridge between different curriculum areas or skills. For example, the extension activity may offer a related science experiment or art project that connects to the theme of the unit study.

Each chapter concludes with a reflection and exploration activity. This activity presents your children with the opportunity to evaluate and synthesize what they have learned in each chapter before moving on to the next. There is no set time limit for this activity. Follow their lead and allow them to spend additional time exploring related topics of interest.

6. Our unit studies are meant to serve the K-12 population of students, although subject matter does dictate age appropriateness. If you are using this unit study with children of varying ages, rest assured that this unit study is easily adaptable. Possible adaptations:

- Any required reading within the unit study or through a web link may be completed by the student or with the parent’s help.
- Discussion questions can be discussed orally or adapted into writing exercises.
- Writing assignments can be dictated to the parent and then used for copy work by the student to encourage writing fluency.
- Vocabulary lists may be used to build decoding, sight word recognition, or spelling skills.
- Topics may be further explored or researched according to interest and ability.
- All activities can be adapted into expository writing exercises.

You are the best judge of your children’s abilities, skills, and educational needs. Therefore, there is no right way or wrong way to adapt the activities within this unit study. This allows you to make adaptations while still providing the structure, research, preparation and web links to make it easy on you, the parent!

7. Each unit study incorporates as many areas of curriculum as possible and as relevant. However, many parents who use Intellego Unit Studies incorporate separate mathematics and language arts programs in their children’s study.
Our unit studies provide concrete examples and applications of the skills your children are learning in their separate math and language arts studies. For example, if your children are currently learning about parts of speech, encourage them to apply that knowledge to reading and writing activities within the unit study. You may wish to print a page from one of the web links they found particularly engaging. Ask them to identify parts of speech after they have read for content. In addition, any writing activities that they complete can also be used to show them how they are using the various parts of speech in their own writing. This type of application can be incorporated with any language arts curriculum or concept, from nouns and verbs to multi-page expository writing.

All of our unit studies provide opportunities for children to practice and apply reading skills. For reluctant readers, you may want to encourage their reading by reading along with them as you progress through the various activities and web links. Add challenging words to their vocabulary journal. Check their comprehension by allowing them to read the directions for activities, experiments, and crafts. Regardless of your child’s reading level, this unit study provides the opportunity to explore the written word and practice decoding and encoding skills.

In the area of mathematics, encourage your children to identify patterns, look for classifications, or apply their math skills to the activities within an the unit study. For example, any experiments or activities that require measuring can easily be used to demonstrate new mathematical concepts or reinforce acquired knowledge with practical applications. Ratios, fractions, decimals, and other concepts can be brought into any activity that requires children to sort information, compile lists, compare and contrast, measure, create, or build.

There is no right or wrong way to incorporate your language arts and math curriculums into this unit study. The key is to look for areas where there is a natural connection between what your child is working on in language arts and math and what your child is doing within a unit study. Experiment, try some new things, and enjoy the integrative process!

8. An answer key is located in the Appendix, which can be found at the end of the file or by clicking on the Chapter Answers link in the bookmarks.
*Important Notes to parents:

- Intellego Unit Studies tests and verifies all Internet links in our unit studies continually and we make changes accordingly. To provide you with corrected links, Intellego Unit Studies uses a link redirection database. When you click on an external link in the unit study, your internet browser will access the Intellego Unit Studies link database for the actual current link. If you discover an expired link, please report it here.

- This unit study contains links to Internet sites. Although we make every effort to link only to child-safe websites, Internet content can change rapidly. Please supervise your children at all times when they are online. If you encounter material unsuitable for children, please notify us here.

- Many of the activities in this unit study require parent supervision and assistance. Please supervise your children when they are using tools or sharp instruments. Experiments and hands-on activities should be completed ONLY under the supervision of a responsible adult.

- Many of the activities in this unit study utilize videos available on www.youtube.com. Intellego Unit Studies cannot control the content available on Youtube. We strongly recommend that parents open the Youtube videos for their children and then enlarge the video window to full screen. That way, your children will not be distracted by competing images while watching their video, and they will not be exposed to possible inappropriate material loaded by other users of Youtube.
Quick Troubleshooting Guide:

**Problem:** Videos/interactive web sites play slowly or with interruptions

**Solution:** This is due to your connection speed and/or the speed of your computer. Verify your Internet connections and verify that your system meets the minimum requirements for an Intellego Unit Study by clicking [here](#).

**Problem:** Nothing happens when you click on a link to go to a web site

**Solution:** This problem is associated with the settings for PDFs on your computer. To resolve this issue, you will need to know what version of Adobe Reader/Acrobat is on your computer. Follow the steps below:

How to find the version of Adobe Acrobat or Reader

1. Open Adobe on your computer
2. Click on the “Help” tab
3. Click on “About Adobe Reader/Acrobat

The window that appears will detail which Adobe product and version is on your computer.

Click on the window to close it.

If you are using Adobe Reader/Acrobat 9:
PDF documents may open with a message bar across the top indicating that you are viewing the document in PDF/A mode. This is an ISO standard for PDFs.

Links will not work in PDF/A mode.

To access the links, perform the following steps:

1. Load the CD and open the unit study.
2. For Windows:
   a. Click on “Edit” on the top toolbar
   b. Click on “Preferences” from the drop down menu
   
   For Mac OS:
   Click on “Acrobat” > Preferences
3. Click on the “Documents” option under “Categories”

4. Choose “Never” under “View Documents in PDF/A mode”

5. Click on the OK button to exit this window

If you are using Adobe Reader/ Acrobat 8 or an older version:

1. Load the CD and open the unit study

2. Click on “Edit” on the top menu bar

3. Click on “Preferences” from the drop down menu

4. Click on “Trust Manager”

5. Select “allow all” for Internet access from PDF

**Problem:** The first time you open a link in one of the unit studies, you receive a Security Warning

**Solution:**

1. Check the box for “Remember my action for this site”

2. Click on the “Allow” button
Objectives

Welcome to *The Baroque Era: Art, Architecture and Music!* In this unit study, your children will explore the Western European baroque period with an emphasis on artists, architects, and composers. Along with looking at the varied influences on the arts and daily life, your children will study the works of Carracci, Caravaggio, Rubens, Velázquez, Rembrandt, Bernini, Wren, Vivaldi, Bach and Handel.

After completing this unit study, your children should be able to:

1. Identify and define the baroque era.
2. Interpret the characteristics of baroque art, architecture and music.
3. Summarize the historical influences upon the baroque era.
4. Identify and describe scientific contributions during the baroque era.
5. Measure the role of the Church* in the formation of the baroque era.
6. Compare and contrast the work of baroque artists, architects, and composers.
7. Evaluate several influential baroque artists, architects and composers as well as their work.

*Although this is a secular unit study, many of the images your children will see in their study of baroque art are based on themes of Christianity. As your children will learn, the Church was a powerful force in the baroque period and it heavily influenced the arts. Therefore, the art and influence of the Church are included here as an historical lesson and not as religious doctrine.*
Materials Needed for this Unit Study

Materials for every chapter:
- Vocabulary journal
- Atlas or globe
- Writing and drawing materials
- Paper

Chapter One

Activity 1.3
Drawing and painting materials

Activity 1.4
Drawing and painting materials

Extension Activity
Sketching materials

Extension Activity
Ingredients for the baroque meal

Chapter Two

Activity 2.3
Drawing materials
Map or atlas of Europe

Activity 2.6
Painting materials

Extension Activity
Painting materials

Chapter Three

Activity 3.2
Drawing materials

Activity 3.3
Drawing materials
Map or atlas of Europe

Activity 3.6
Painting materials
Chapter Four

Activity 4.3
Drawing materials
Map or atlas of Europe

Activity 4.6
Painting materials or diorama materials of your choosing

Extension Activity
Drawing materials

Chapter Five

Activity 5.3
Drawing materials
Map or atlas of Europe

Activity 5.6
Painting materials

Chapter Six

Activity 6.2
Painting materials

Activity 6.3
Drawing materials
Map or atlas of Europe

Activity 6.6
Painting materials

Extension Activity
Your choice of collage materials

Chapter Seven

Activity 7.3
Drawing materials
Map or atlas of Europe

Activity 7.6
Painting materials
Clay
Chapter Eight

Activity 8.2
Drawing, sketching or painting materials

Activity 8.3
Drawing materials
Map or atlas of Europe

Activity 8.5
Your choice of model building materials

Chapter Nine

Activity 9.3
Drawing materials
Map or atlas of Europe

Activity 9.6
Drawing, sketching or painting materials

Chapter Ten

Activity 10.3
Drawing materials
Map or atlas of Europe

Activity 10.6
Drawing, sketching or painting materials

Chapter Eleven

Activity 11.3
Drawing materials
Map or atlas of Europe

Activity 11.4
Drawing, sketching or painting materials
Chapter One
Introduction to the Baroque Era

Materials for Chapter One
Vocabulary journal
Writing and drawing materials
Paper

Activity 1.3
Drawing and painting materials

Activity 1.4
Drawing and painting materials

Extension Activity
Sketching materials

Extension Activity
Ingredients for the baroque meal
Chapter One Vocabulary
Help your children build vocabulary while having fun!

The vocabulary of children is diverse and dynamic. Therefore, we have not included a vocabulary list as each child’s vocabulary is at a different stage of development. Instead, Intellego Unit Studies encourages children to build their own vocabulary lists.

We recommend starting a Vocabulary Journal in Chapter One that your children can add to in each lesson. Below are some ideas for helping your children build vocabulary while having fun!

1. Have your children identify all unfamiliar words as they encounter them in this chapter.
2. Use the link below, if you choose, for the online children’s dictionary. Or help your children develop dictionary skills by using a dictionary in your home.
3. Copy the unfamiliar words into their Vocabulary Journal (a notebook will do just fine!) and then illustrate the word.
4. Use the new word in a sentence. Encourage them to come up with rhymes, either real words or nonsense words, and include those as well.
5. Write the new words in the air with their fingers, making huge sweeping motions as they write.
6. “Write” the words on the floor with their toes!
7. Clap out the syllables in each new word.
8. Examine the new word. Identify if it “plays by the rules” phonetically, so that it can be sounded out for spelling, or if it is a “rule breaker” that must be memorized.
9. The objective here is to help them use as many senses as possible so that retention of the new words is increased.
Activity List for Chapter One

Activity 1.1 – Introduction to baroque
Activity 1.2 – View the baroque period
Activity 1.3 – Define baroque
Activity 1.4 – Explore baroque within an historical context
Activity 1.5 – Compare life in the baroque period
Extension Activity – Investigate baroque fashion
Extension Activity – Cook a baroque meal
Activity 1.6 – Prepare to study baroque art
Extension Activity – Explore visual elements and principles
Extension Activity – Explore more principles of art
Activity 1.7 – Prepare to study baroque architecture
Activity 1.8 – Prepare to study baroque music
Activity 1.9 – Complete your KWL Chart
Activity 1.10 – Reflect on and explore the topics in Chapter One

Baroque architecture in Budapest, Hungary
Activity 1.1 – Introduction to baroque
Welcome to the baroque era! We begin our study of the baroque era with a brief activity to find out what your children already know as well as what they want to know.

To begin, ask your children to describe the baroque era. When was it? Where was it? Why did it happen? How would you describe it?

Have your children complete the first two sections of the following KWL worksheet before they complete the activities in Activity 1.2. They will complete the final section of the KWL chart in Activity 1.9.

Diego Velázquez, 1599-1660
<table>
<thead>
<tr>
<th>What I already know about the baroque era</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What I want to know about the baroque era</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What I learned about the baroque era</th>
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</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>
Activity 1.2 – View the baroque period

Welcome to the baroque period of Western Europe! The baroque period began around 1600 and lasted for approximately 150 years. Before we jump into a language-based definition of what baroque means, let’s begin our exploration of the baroque period with a visual representation of this era. The following 90 second slide show contains baroque style music, art and architecture, and provides some nice visuals for the beginning student of baroque. We recommend viewing the slide show twice.

http://www.youtube.com/watch?v=YiMFPmzpszE&feature=related

Use the following questions as discussion points or writing prompts:

1. What did you see in the slide show?

2. How would you describe the art you viewed in the slide show?

3. In your opinion, what adjectives do you think best describe the baroque period as represented in the above slide show? Record these answers so that you can compare them to the adjectives you will use after you have learned about the baroque period in detail.

Baroque sculptures at Versailles, France
Activity 1.3 – Define baroque

Now that your children have viewed the brief slide show on elements of baroque art, architecture and music, let’s begin our study of the baroque era with a definition.

The baroque era, in general, refers to a specific period of Western European cultural and artistic styles. The baroque style did eventually travel to many corners of the globe, such as baroque art in Latin and South America and baroque architecture in Ethiopia and the Americas. Yet the term baroque generally defines the Western European art styles of the 1600s and early 1700s. Most art and culture historians agree that the baroque period extends from roughly 1600 to 1750.

Follow the link below to read the Merriam-Webster dictionary definition of baroque:
http://www.merriam-webster.com/dictionary/baroque

Based on the definition at the above web site, how has your understanding of the baroque period changed from Activity 1.2?

Next, read more details about the baroque period from The History Channel, beginning with the “Definition” section.
http://www.history.com/encyclopedia.do?articleId=202283

On the following page, write the definition of baroque and also draw an image that provides a visual representation of baroque that is meaningful to you. For example, you may want to draw the “irregularly shaped pearl” or some fantastic ornamentation or irregular shapes.
Definition of baroque:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Image of baroque:
Activity 1.4 – Explore baroque within an historical context

To understand any period of history, including an artistic and cultural movement such as baroque, students need to know what was happening in the world at that time. Cultural movements do not happen in isolation; rather, they are a reflection on world events, changes in society, and indeed, changes in the world.

In this activity, we provide a general introduction to the changes taking place in the world during this time period, which will be covered in greater detail in upcoming chapters. We begin our quest by first reading a brief introduction at the following web site of four historical themes occurring during this time period.
http://www.essentialsofmusic.com/eras/brqhist.html

Next, follow the link below and read the following pages about the baroque period: Overview; Religion and Spirituality; Science and Technology; Art, Literature, and Music; and Key Personalities. We will focus on the “Daily Life” section in Activity 1.5.
http://erasofelegance.com/history/baroque.html

Use the following questions as discussion points or writing prompts:
1. How was the world changing in the baroque period?
2. How was power generally concentrated, and what effect did that have on the desires of artists and people in society?
3. Why is the 17th Century generally referred to as an age of opulence? What does opulence mean and what does it say about this time period?

Next, view this history timeline to see what was happening in the world during the baroque period. After viewing the timeline, have your children create their own timeline of the events from 1600 to 1750. We will explore some of these historical events in more detail in the upcoming chapters.
http://ehistory.osu.edu/world/TimeLineDisplay.cfm?Era_id=11

* Note: We recommend that children create a master timeline that they can use and add to in every unit study from Intellego Unit Studies.
Activity 1.5 – Compare life in the baroque period

In Activity 1.4, your children explored an overview of the historical, religious and scientific events that took place during the baroque period. But what was daily life like in Europe during this time? There are many variables that define what life was like, including geographic location and wealth. However, the following web page introduces your children to daily life in England during this time period with a focus on fashion, cooking, and entertainment.

http://erasofelegance.com/history/baroquelife.html

Next, complete the comparison chart on the following page.

When you have completed the comparison chart on the following page, explore these discussion questions with your children:

In what ways do you think the scientific, cultural and religious changes during the baroque period influenced daily life?

What major distinctions are there between baroque and contemporary fashion, meals and entertainment?

What contemporary influences guide your own dress, diet, and entertainment? How are those influences different from those that existed in the 1600s?

In the upcoming activities, we recommend some baroque background music so your children have ample opportunity to become familiar with the work of Vivaldi, Bach, and Handel before Chapters Nine, Ten and Eleven. The following links contain free audio files:

Vivaldi:
http://www.all-art.org/music/vivaldi.html

Bach:
http://www.all-art.org/music/bach.html

Handel:
http://www.all-art.org/music/handel.html