

# Postgraduate Diploma Christian Art





## Postgraduate Diploma Christian Art

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/humanities/postgraduate-diploma/postgraduate-diploma-christian-art](http://www.techtute.com/us/humanities/postgraduate-diploma/postgraduate-diploma-christian-art)

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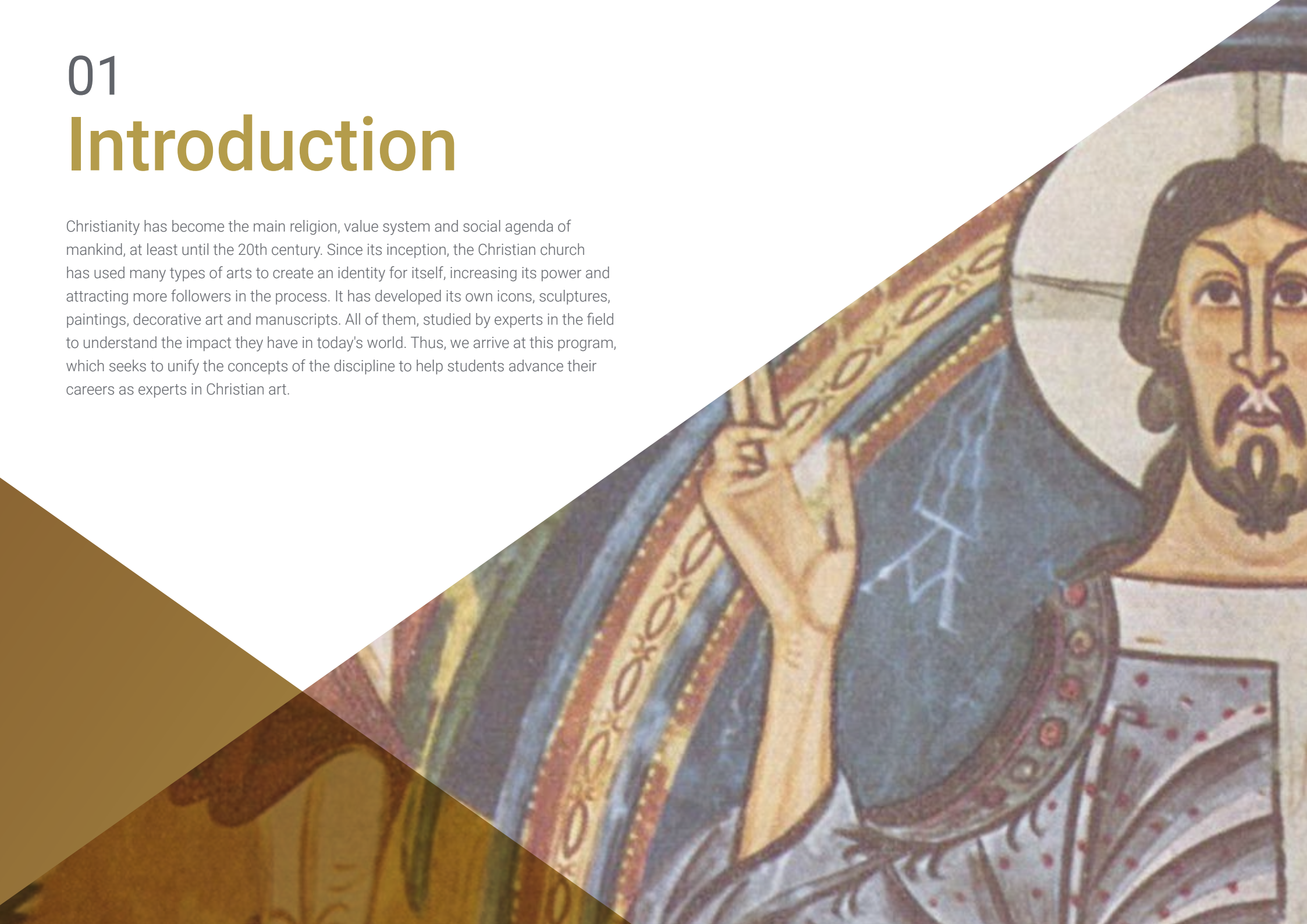
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# 01

# Introduction

Christianity has become the main religion, value system and social agenda of mankind, at least until the 20th century. Since its inception, the Christian church has used many types of arts to create an identity for itself, increasing its power and attracting more followers in the process. It has developed its own icons, sculptures, paintings, decorative art and manuscripts. All of them, studied by experts in the field to understand the impact they have in today's world. Thus, we arrive at this program, which seeks to unify the concepts of the discipline to help students advance their careers as experts in Christian art.





“

*The Christian faith has been the driving force behind the greatest body of works of art in the history of mankind”*

Christian art can be found in different forms. There are paintings, architectures, sculptures, canvases, etc., all over the world that have served as the Church's letter of introduction. For a long time, it was believed that this form of expression derived from Paleochristianity, a degeneration of Roman art. But later it was shown that its beginnings were centered on the influence of classical realism, softened by Asian liveliness, producing works of clarity, beauty of form and sobriety of lines.

With these ideas, the first templos were created, which were designed in the form of a Latin cross to represent the crucified Christ. Then, in the paintings, two modalities can be found, the first one is the mural, destined to the interior decoration of the templos. And the second is the easel, in which images of the bible were depicted.

Thus, over the years, each expression has evolved and brought more people closer to the Church, either as faithful or as historians and artists seeking inspiration for their works. Therefore, studying this type of subject is essential for those professionals who wish to unravel the mysteries behind the art in every painting, brick and piece of glass.

For all this, this Postgraduate Diploma will present a journey that begins with medieval art, through the Gothic art that dominated in France since the 12th century, culminating in the most representative expressions of the 20th century in Latin America. All this, contained in a program with a series of practical examples and an online modality, facilitating the learning of students from anywhere in the world.

This **Postgraduate Diploma in Christian Art** contains the most comprehensive and up-to-date academic program on the market. Its most notable features are:

- ♦ Practical cases presented by experts in Art History
- ♦ The graphic, schematic, and eminently practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Enroll now and you'll learn about the beauty behind Christian sculptures and their main representatives"*

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*There is no better time than now to start working on a new approach to your career as an art expert”*

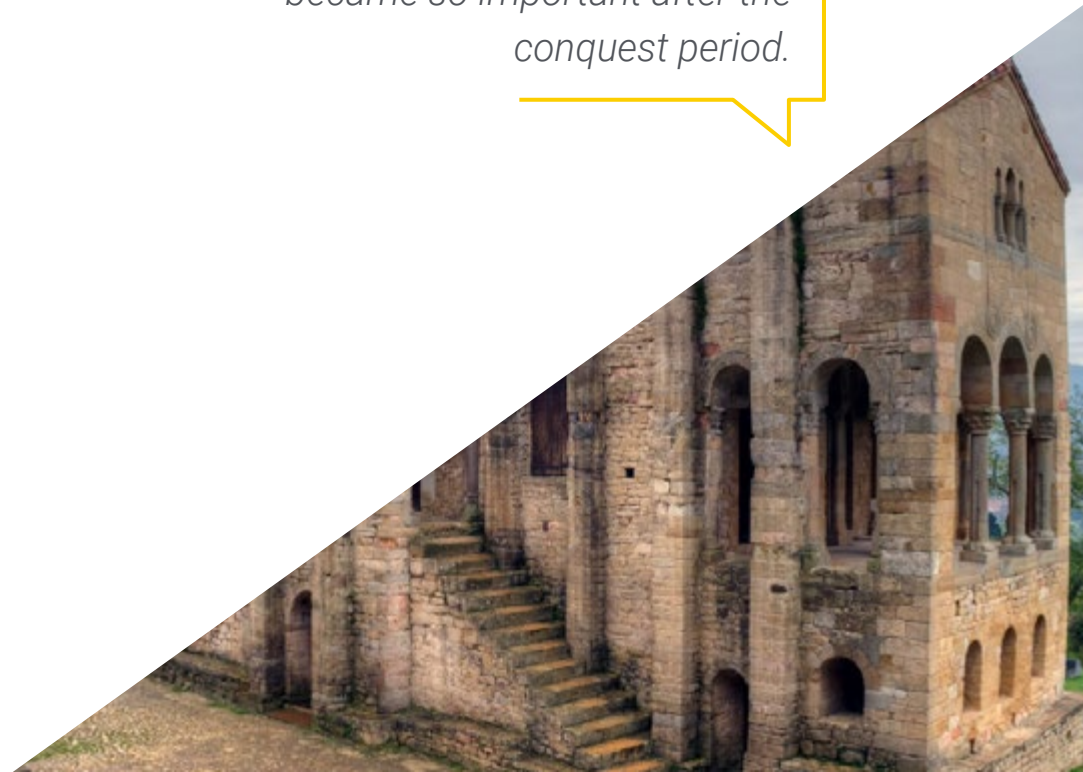
The program's teaching staff includes professionals from sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive training programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the academic year. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

*You will enjoy a completely online program, allowing you to connect from anywhere in the world.*

*Learn how Christian iconography became so important after the conquest period.*



# 02

# Objectives

Taking into account the current demands and requirements of large museums, excavations and, in general, of any area that is required, this program aims to boost the careers of students toward Christian art, which still holds many secrets in each known work. Therefore, this Postgraduate Diploma will provide innovative and specialized content on the subject.







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*Christian art is found in different forms and locations. You will be able to get to know them thanks to this program”*



## General Objectives

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- ♦ Possess a level of knowledge necessary to master the aspects of Ancient History at each stage in the past
- ♦ Develop critical thinking regarding Historical Events and Current Reality
- ♦ Know the artistic and architectural differences in each historical period
- ♦ Know who the main artists of the Modern Age in Latin America are
- ♦ Identify different artistic movements in Spain and Latin America, as well as their most important representatives



*Not only will you have a 100% online program to specialize in this subject, but you will be supported by a distinguished group of specialists to achieve it”*





## Specific Objectives

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### Module 1. Art in the Media Ages I

- ◆ Learn the origins of religious buildings
- ◆ Distinguish between Romanesque and Gothic architecture
- ◆ Analyze Romanesque art and know how to differentiate it between the different types of Romanesque art
- ◆ Understand the buildings and events that forged the medieval period

### Module 2. Art in the Media Ages II

- ◆ Learn the different arts within Gothic art
- ◆ Distinguish between Romanesque and Gothic architecture
- ◆ Learn and analyze the different Gothic artistic manifestations
- ◆ Assimilate the different milestones of historical development marking the medieval period
- ◆ Understand the spatial and temporal division of Medieval History

### Module 3. Art in the Americas I

- ◆ Understand the differences in American architecture compared to Spanish architecture
- ◆ Understand the Christian evangelization and the various settlements that were assembled
- ◆ Identify modifications to Christian iconography



# 03

## Structure and Content

This Postgraduate Diploma in Christian Art brings together a series of historical concepts that are fundamental for any professional who wishes to engage in the management and conservation of the historical and cultural heritage of the Church. And to participate in the documentation and consulting in major museums, without leaving the field of research aside. For this reason, the course has a complete syllabus, divided into three fundamental modules in the discipline. The Postgraduate Diploma is imparted by a group of experts qualified to lead each class.





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*This Postgraduate Diploma will help you understand the splendor of art during the Renaissance”*

## Module 1. Art in the Media Ages I

- 1.1. Pre-Romanesque and Proto-Romanesque Style I
  - 1.1.1. Introduction and Preparation to Medieval Art
  - 1.1.2. The Art of the Barbarian Peoples
  - 1.1.3. Architecture
- 1.2. Pre-Romanesque and Proto-Romanesque Style II
  - 1.2.1. The Art Dominated by the Visigoths
    - 1.2.1.1. The Visigothic Monarchy
  - 1.2.2. Pre-Romanesque Art in Asturias
  - 1.2.3. Mozarabism
  - 1.2.4. Irish Monasticism
- 1.3. Pre-Romanesque and Proto-Romanesque Style III
  - 1.3.1. Viking Art
  - 1.3.2. Pre-Romanesque Architecture in the North, Outside the Empire
  - 1.3.3. Proto-Romanesque Architecture in Southern Europe
- 1.4. The Carolingian Revival
  - 1.4.1. Carolingian Art
  - 1.4.2. The Saint Gall Monastery
  - 1.4.3. Lombard Architecture
  - 1.4.4. Sumptuary Arts
- 1.5. Early Romanesque Styles
  - 1.5.1. The So-Called "First Romanesque"
  - 1.5.2. Romanesque Architecture in Germany under the Saxon and Franconian Dynasties
  - 1.5.3. France (900-1050)
- 1.6. The Mature Romanesque: Interregional and International Architecture
  - 1.6.1. Churches on Pilgrimage Routes
  - 1.6.2. The Importance of Cluny in the Romanesque Period
  - 1.6.3. The Cistercians: Architecture

- 1.7. Romanesque Art in France
  - 1.7.1. Romanesque Architecture in France
    - 1.7.1.1. Introduction
    - 1.7.1.2. Regional Schools
    - 1.7.1.3. The Vézelay Church
  - 1.7.2. Sculpture: Cloisters and Portals
  - 1.7.3. Decorative Art
- 1.8. Romanesque Art in Spain
  - 1.8.1. The Importance of the Camino de Santiago or the Way of St. James
  - 1.8.2. Sculptures on Pilgrimage Routes
  - 1.8.3. Catalan Romanesque Art
    - 1.8.3.1. Introduction
    - 1.8.3.2. The Monastery of San Pere de Rodes
  - 1.8.4. Pictorial Art and Imagery
    - 1.8.4.1. Introduction
    - 1.8.4.2. The Pantocrator of San Clemente de Tahull
- 1.9. Romanesque Art in Italy
  - 1.9.1. Variety in Italian Romanesque Art
  - 1.9.2. North and Central Italy
  - 1.9.3. Sculptural Classicism and Pictorial Byzantinism
- 1.10. Romanesque Art in Other Parts of Europe
  - 1.10.1. The Ottonian Heritage in Germany
  - 1.10.2. England and Scandinavia
  - 1.10.3. Sumptuary Arts

## Module 2. Art in the Media Ages II

- 2.1. The Gothic in France I
  - 2.1.1. Features of Gothic Architecture
  - 2.1.2. French Cathedrals
  - 2.1.3. Notre-Dame in Paris

- 2.2. The Gothic in France II
  - 2.2.1. Civil Architecture
  - 2.2.2. Sculpture
  - 2.2.3. Painting and Miniatures
- 2.3. Gothic Art in Spain
  - 2.3.1. Spanish Cathedrals
    - 2.3.1.1. Introduction
    - 2.3.1.2. The Cathedral in Leon
  - 2.3.2. Architecture in the Crown of Aragon
  - 2.3.3. Sculpture, Painting and Miniatures
- 2.4. Gothic Art in North and Central Europe
  - 2.4.1. The Opus Francigenum or the French Style in Germany
  - 2.4.2. Germanic Sculpture
  - 2.4.3. East and North Europe
  - 2.4.4. The Netherlands
- 2.5. Gothic Art in England
  - 2.5.1. The Normand Tradition
  - 2.5.2. Decorated and Perpendicular Styles
  - 2.5.3. The Cathedral in Durham
- 2.6. The Gothic in Italy I
  - 2.6.1. Architecture
  - 2.6.2. The Influence of the Mendicant Orders
  - 2.6.3. Meridional Italy
- 2.7. The Gothic in Italy II
  - 2.7.1. Classicism in the Middle Ages
  - 2.7.2. Nicola Pisano, Giovanni Pisano and Arnolfo di Cambio
  - 2.7.3. The Origins of Gothic Painting in Italy
- 2.8. Giotto's Painting
  - 2.8.1. Giotto's Art
  - 2.8.2. Giotto and the Scrovegni Chapel: Lamentation over the Dead Christ
  - 2.8.3. Giotto's Disciples

- 2.9. Other Key Painters
  - 2.9.1. Duccio
  - 2.9.2. Simone Martini
  - 2.9.3. The Lorenzetti Brothers
    - 2.9.3.1. Introduction
    - 2.9.3.2. Work: The Allegory of Good and Bad Government
- 2.10. Art in Flanders in the 15th Century
  - 2.10.1. Introduction
  - 2.10.2. Hubert and Jan van Eyck
    - 2.10.2.1. Work: The Betrothal of the Arnolfini Family
  - 2.10.3. The Oil Painting Revolution
  - 2.10.4. The Continuity of Flemish Painting

### Module 3. Art in the Americas I

- 3.1. Hispano-American Art
  - 3.1.1. Terminological Problems
  - 3.1.2. Differences between European and American: The Indigenous Contribution as Differentiation
  - 3.1.3. Cultured Art and Popular Art
  - 3.1.4. Style and Chronology Problems
  - 3.1.5. Specific and Particular Features
  - 3.1.6. Environmental Conditions and Adapting to Surroundings
  - 3.1.7. Mining
- 3.2. A Clash of Cultures: Art and Conquest
  - 3.2.1. Icon and Conquest
  - 3.2.2. Adaptation and Modification of Christian Iconography
  - 3.2.3. The European Vision of the Conquest and the Conquest in Fine Arts in the Americas
    - 3.2.3.1. The Conquest of Mexico: Colonial Paintings and Codices
    - 3.2.3.2. The Conquest of Peru: Iconography and Myth
  - 3.2.4. Guamán Poma de Ayala
  - 3.2.5. The Extirpation of Idolatries and the Reflection in Art
  - 3.2.6. Sculpture and the Idolatrous Survival of the Idols

- 3.3. Urbanization and Territorial Domination
  - 3.3.1. The Strong City
  - 3.3.2. Cities Superimposed on Indigenous Settlements: Mexico-Tenochtitlan
  - 3.3.3. Cities Superimposed on Indigenous Settlements: Cuzco
  - 3.3.4. Urbanism and Evangelism
- 3.4. Art and Evangelism
  - 3.4.1. The Religious Image as an Instrument of Catechization
  - 3.4.2. Evangelism and Artistic Expression
  - 3.4.3. The Peruvian Viceroyalty
- 3.5. Vasco de Quiroga's Utopia
  - 3.5.1. Introduction: The Village-Hospitals and Vasco de Quiroga in Michoacán
  - 3.5.2. The Radiocentric Cathedral of Patzcuaro
  - 3.5.3. The Jesuit Reductions of Paraguay
- 3.6. The Religious Orders and the Great 16th Century Mexican Convents
  - 3.6.1. Introduction
  - 3.6.2. Evangelizing Orders
  - 3.6.3. The Convent-Fortress
  - 3.6.4. Mural Painting
  - 3.6.5. The Franciscan Missions in New Mexico, Texas and California
- 3.7. Artistic Crossbreeding
  - 3.7.1. Crossbreeding as Artistic Phenomenon
  - 3.7.2. Caste Charts
  - 3.7.3. Iconography and Indigenous Myths
  - 3.7.4. The Dynamic of the Symbols
  - 3.7.5. Coincidences
  - 3.7.6. Substitution
  - 3.7.7. Survival
  - 3.7.8. Crossbreeding in Fine Arts
  - 3.7.9. Sculpture







- 3.8. The Antilles and Caribbean Lowlands
  - 3.8.1. Domestic Architecture
  - 3.8.2. The Urban House
  - 3.8.3. Religious Architecture
  - 3.8.4. Military Architecture
  - 3.8.5. Fortified Maritime and Commercial Cities
  - 3.8.6. Santo Domingo
  - 3.8.7. Painting and Sculpture
  - 3.8.8. Applied Arts
- 3.9. The Mexican Highlands and the Highlands of Central America
  - 3.9.1. Mexican Art
  - 3.9.2. Mexico City
  - 3.9.3. Puebla and Its School
  - 3.9.4. Art in the Guatemalan Kingdom
  - 3.9.5. Fine arts and Silverware
- 3.10. The Coast and The Highlands
  - 3.10.1. Colombian and Ecuadorian Highlands
  - 3.10.2. Quiteño Art
  - 3.10.3. Sculpture
  - 3.10.4. Lima and the Peruvian Coast
  - 3.10.5. The Mestizo Baroque
  - 3.10.6. The Mestizo Style and Architectural Decoration in the Andean Baroque Period
  - 3.10.7. Cuzco
  - 3.10.8. The Cuzco School, Indian Painters and Mestizo Painting
  - 3.10.9. El Collao, Arequipa and Colca Valley

04

# Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

### Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

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*At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"*



*You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.*



*The student will learn to solve complex situations in real business environments through collaborative activities and real cases.*

### **A learning method that is different and innovative**

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career*”

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

## Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

*In 2019, we obtained the best learning results of all online universities in the world.*

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



This program offers the best educational material, prepared with professionals in mind:



### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



### Practising Skills and Abilities

They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.







#### Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



#### Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



05

# Certificate

The Postgraduate Diploma Christian Art guarantees, in addition to the most rigorous and up-to-date training, access to a qualification issued by TECH Global University.



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*Successfully complete this training program and receive your diploma without travel or laborious paperwork”*

This program will allow you to obtain your **Postgraduate Diploma in Christian Art** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Christian Art**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present quality  
development language  
virtual classroom

**tech** global  
university

## Postgraduate Diploma Christian Art

- » Modality: **online**
- » Duration: **6 months**
- » Certificate: **TECH Global University**
- » Credits: **18 ECTS**
- » Schedule: **at your own pace**
- » Exams: **online**

# Postgraduate Diploma Christian Art

