Unit 9: Modernism: Artists adapt to the rise of mass society in a turbulent century

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **May**
Length: **4 weeks**
Status: **Published**

Enduring Understandings

WWI unleashed great challenges to the status quo of Western Civilization

Political movements, including Communism, Fascism, and the American “New Deal”, used artistic expression to appeal to disaffected masses.

Modernist artists reacted against traditions and conventions in art.

Film emerged as both a political tool and artistic medium.

Essential Questions

What catastrophic events of 1910 to 1940 contributed to the rise of modern mass society?

Which political beliefs were communicated in the works of modern artists?

How important was jazz as a form of American cultural expression and influence in the world?

Can art be defined?

Content

Potential Works of Study: Picasso, anti-art, surrealism, Freud, Stravinsky, Art deco, Brecht, Mexican muralists,

Sergei Eisenstein, modern dance, jazz, Wright

Vocabulary:

Modernism, cubism, primitivism, dada, non-objective, futurist, psyche, surrealism, psychic automatism, montage, psychoanalysis documentary arts, feminism, polyrhythm, atonality

Skills

Research (the influence of Freud's view of human thought)

Discuss (what kinds of political ideas are best communicated through the images and messages of television, radio, and mass advertising)

Analyze (the political message in visual artwork)

Contrast (rhythms and melodies of modernist composition with earlier work)

Evaluate (ways in which modernists discarded or transformed longstanding traditions in the visual arts)

Create (photography/film that makes a political statement)

Improvise (in selected genres, especially music)

Resources

Standards

CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.11-12.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-Literacy.SL.11-12.1.b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CCSS.ELA-Literacy.SL.11-12.1.d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
VPA.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.