# Unit 12: Impressionism and Post Impressionism

Content Area: **Language Arts Literacy**
Course(s): **Art Experience, AP Art History**
Time Period: **May**
Length: **15 blocks**
Status: **Published**

## Enduring Understandings

Impressionism depict the complete opposite content matter as its predecessors and focus on genre subjects, scenes of leisure activities, entertainment, and landscapes.

Impressionism and Post-Impressionism were drawn to bright colors and visible, distinctive brushstrokes but Post-Impressionism favored outlines or defined edges by sharp color separation.

## Essential Questions

Why such a drastic change in subject matter?

How was not only the subject matter different but the style of painting changed as well?

What is the stylistic conventions of these two time periods and how did they compare?

How does this art from this time vary from the High Renaissance painting?

How did the painterly style translate into sculpture?

Who are the patrons?

How did the artists sell their work?

## Content

impressionism, japonisme, painterly, post-impressionism, symbolist, Art Nouveau, realism

Garnier, Manet, Renior, Degas, Cassatt, Morisot, Monet, Pissaro, Rodin, Homer, Sargent, Whistler, Toulouse-Lautrec, Cezanne, Seurat, Van Gogh, Gauguin, Moreau, Munch, Klimt, Rousseau

## Skills

Students will...

- identify the stylistic conventions of these two chapters.
- research the historical significance of the time period.
- Compare the drastic change in style from the previous three chapters.
- understand how this genre is staging what's to come of art in the turn of the Century.

## Resources

## Standards

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| VPA.1.1.12 | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. |
| VPA.1.1.12.D | Visual Art |
| VPA.1.1.12.D.1 | Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. |
| VPA.1.2.12 | All students will understand the role, development, and influence of the arts throughout history and across cultures. |
| VPA.1.2.12.A | History of the Arts and Culture |
| VPA.1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
| VPA.1.2.12.A.2 | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. |
| 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. |

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| VPA.1.4.12.A | Aesthetic Responses |
| 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.A.2 | Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. |
| VPA.1.4.12.B | Critique Methodologies |
| 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. |