Unit 1: Turn of the Century

Content Area: **Art**
Course(s): **AP Art History**
Time Period: **September**
Length: **5 blocks**
Status: **Published**

Transfer

Early Picasso, Fauvism, Expressionism, and Matisse

Introduction chapter then jump to Chapters 24, 25, 26

Enduring Understandings

Determine which is more significant; art that is easy to look at and hard to make or art that is hard to look at and easy to make.

Form vs. Function

History and society has a consistent underlying influence on art through-out time.

Essential Questions

What is Art?

Who determine the worth and value of art?

What materials are acceptable?

How do we look at art?

What is the relationship in elements and principle of art?

How has art constantly changed since the turn of the century?

What is the major theme of this era? (Change, uniqueness)

conformity vs freedom of thought

Content

Fauvism, Expressionism, African Art and European Avant-Garde, The blue Rider, The bridge, Cubism, Futurism, Harlem Renaissance, 20th Century Architecture, Dada, Surrealism, The U.S.Regionalism, Art of Mexico

Picasso, Matisse, Kandisky,Marc, Kirschner, Bracque, Mondrian, Duchamp, Frank llyod Wright, Calder, Hopper, Okeefe, Man Ray, Riveria, Kahlo

Learning Objectives

Students will...

- identify what is art, how it is judged, and why is it so important?
- build a respect for the art history and the process.
- develop an understanding of the elements and principles of art and their importance in the art world.
- internalize the historical significance and stylistic conventions of the turn of the century art.

Standards

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.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.12.D	Visual Art
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
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.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.A.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
VPA.1.4.12.B	Critique Methodologies
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.