

# Unit 07: The Development of Modernism: Early 20th Century Art and Architecture

Content Area: **Fine Arts**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **9-10 sessions**  
Status: **Published**

## Brief Summary of Unit

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Students will explore early 20<sup>th</sup> Century art and architecture. They will understand the history and contributions to the development of art and architecture that came out of these eras. In particular, students will explore the art development and relationships between: Fauve, Expressionism, Surrealism, de Stijl, Cubism, DaDa, The Harlem Renaissance, Constructivism, Social Realism, International Style, and The Bauhaus styles/movements.

## Transfer

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## Essential Questions

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- • How and why did so many Modernist artistic styles and movements develop in the early 20th century?
- • How did advancements in photography and the invention of filmmaking change the world of art?
- • How did the works of Freud and Jung impact the development of art and the concept of what an artist is?
- • The political, social, and economic conditions that led to WWI and the war itself relate to the art of the times?

## Essential Understandings

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- • Early 20th century modernist artists consciously allied themselves with trends and promises of contemporary life, embraced the swift pace of the present. They strove to make art that would respond to pace of the times and enlarged upon its implications through new modes of expression including destruction of past concepts of art. The result of their efforts was the rapidly changing face of art through a myriad of artistic styles and movements within the scope of Modernism.
- • The development of filmmaking introduced a new medium of artistic exploration that would reach the masses.
- • The political, social, and economic conditions that led to WWI and the war itself inspired and supported art that made social and political commentary.
- • The theories of Freud promoted growing interest in the individual expression of the artist, while those of Jung tied the individual artist to the collective human condition.

## Students Will Know

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- • Basic vocabulary of early 20th Century art and architecture. (Fauve, Expressionism, Primitivism, Surrealism, Cubism, DaDa, Constructivism, Social Realism, de Stijl, abstraction, collage, etc.)
- • Major art materials and mediums used by the culture and/or during the time period. (In particular the first use of oil paint.)
- • Major artists of the culture/time period.
- • The basic history of the time period being explored.
- • The characteristics unique to early 20th Century art and architecture.
- • The geographical sites being explored.
- • The identification information of selected works of art from the culture/time period.

## Students Will Be Skilled At

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### Evidence/Performance Tasks

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- • Answer the essential questions.
- • Completion of homework and in class assignments derived from classroom activities (such as but not limited to: Readings, study guide activities and worksheets on early 20th Century art and architecture. Written Assignment: Compare the work of Jacob Lawrence and Edward Hopper. How did each artist respond to his period? What artistic devices did each artist use to create emotion in his work? What was the sociopolitical context each artist addressed? Use examples to support your essay. 10 minute AP essay writing.)
- • Ongoing notes, sketches, handouts, and reflections compiled in notebooks.
- • Participation in classroom activities such as: class discussion, Q and A sessions, cooperative group projects, role-playing, critique sessions, etc.
- • Quiz: The Development of Modernism: Early 20th Century Art and Architecture
- • Self and teacher assessment using teacher generated rubric.

### Learning Plan

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- • Homework debriefing and presentation “Louis Hine, Dorothea Lange, Edward Weston, Ansel Adams: photography's range of subject and its impact.” o Handouts related to topic of discussion. o Discussion o Homework reading and study guide activity related to next class period topic.
- • Homework debriefing and presentation “Mexican, Spanish, and American mural painting: incidents of human injustice.” o Handouts related to topic of discussion. o Discussion
- • Homework debriefing and presentation “Picasso, Braque form new language to describe space: Analytic and Synthetic Cubism.” o Handouts related to topic of discussions. o Discussions and Activities o Homework reading and study guide activity related to next class period topic.
- • Homework debriefing and presentation “Review architecture before the WWII: Wright, Van der Rohe, and Gropius.” o Handouts related to topic of discussion. o Discussion o Homework reading and study guide activity related to next class period topic.

- • Homework debriefing and presentation “The expanded reality of the dream: Surrealism.” o Handouts related to topic of discussion. o Discussion o Homework reading and study guide activity related to next class period topic.
- • Homework debriefing and presentation “The Fauves and Post Impressionist influence on painting: Derain and Matisse.” o Handouts related to topic of discussions. o Discussions and Activities o Homework reading and study guide activity related to next class period topic.
- • Homework debriefing and presentation “The German equivalent to the Fauves, Die Briicke.” o Handouts related to topic of discussions. o Discussions and Activity o Homework reading and study guide activity related to next class period topic
- • Homework debriefing and presentation “Visions of an industrialized world.” o Handouts related to topic of discussion. o Discussion o Homework reading and study guide activity related to next class period topic.
- • Homework reading and study guide activity related to next class period topic.
- • Preview the essential questions and connect to learning throughout the unit.
- • Unit Quiz
- • Written Assignment: Compare the work of Jacob Lawrence and Edward Hopper. How did each artist respond to his period? What artistic devices did each artist use to create emotion in his work? What was the sociopolitical context each artist addressed? Use examples to support your essay.

## Materials

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## Suggested Strategies for Modifications

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- • additional time on task
- • alternative outcome options
- • assessment based on individual development in the area of study
- • audio tape of instruction
- • cooperative learning groups
- • handouts of notes, procedures, processes, diagrams, etc.
- • images and visual aids
- • one-to-one instruction and assistance
- • preferential seating
- • reading material modified to student level
- • revised techniques, use of tools and media in hands-on activity
- • study partners
- • testing materials appropriate to student level