Unit 06: Late 19th Century Art and Architecture

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **8-10 sessions**
Status: **Published**

Brief Summary of Unit

Art History Part 2 will provide students with an introduction to college coursework in art history. In this course, students will examine major forms of artistic expression from the Renaissance to the present. Their explorations will enable them to develop an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. It will also provide them with the opportunity to explore an area that is only cursorily explored through other curricula in more depth. They will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see.

In this unit, students will explore late 19th 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 examine the spread of the industrial revolution, railway transportation, and philosophical concepts addressing the flow of time, and the expansion and contraction of space and explore the impact of these events and ideas on the development of modernism in art.

Revision Date: July 2024 - Samantha Berk.

Essential Questions/Enduring Understandings

What prompted the move in art toward Modernism?

How did scientific discoveries give rise to Impressionist art?

Why are such varied styles of art combined into a category referred to as Post-Impressionism?

What innovations promoted the dramatic move toward vertical structures in architecture in the late 19th century?

New philosophies, rapid advancements in science, technology, and photography, as well as continual economic, political, and social changes gave rise to the development of modernism in art. Modernist artists sought to capture the images and sensibilities of their age while also subjecting the premises of art itself to critical examination. Two major modernist styles were Realism and Impressionism.

Impressionist artists created art that explored the reality of light, color, and visual reality based upon scientific discoveries concerning optics, and the function of the human eye.

Although Post-Impressionist styles vary greatly, the common thread is the artist's interest in exploring

emotional, psychological, and issues of aesthetics that could not be accommodated by the impressionist style.

Iron and steel permitted the construction of larger, stronger, and more fire-resistant structures.

People evaluate art based on various criteria.

How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Students Will Know

- Basic vocabulary of late 19th Century art and architecture. (Modernism, Realism, Impressionism, Post-Impressionism, cartoon, caricature, palette, palette knife, lithography, daguerreotype, camera obscura, Pre-Raphaelites, Japanism, avant-garde, tensile strength, 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 late 19th Century art and architecture.
- The geographical sites being explored.
- The identification information of selected works of art from the culture/time period.

Evidence/Performance Tasks

- 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 late 19th Century art and architecture. Written Assignment: Compare the works of Mary Cassatt and Gertrude Kasebier. How does their work define the artists? What factors allowed these artists to create their thematic body of work? How does each represent their period and what innovations did each artist create? 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 Late 19th Century: Realism to Post-Impressionism
- Self and teacher assessment using teacher generated rubric.

Learning Plan

- Homework debriefing and presentation “Impressionists Monet, Degas, Renoir, Cassatt: detached observation, Delacroix's color theory, color and light as subject, non-western influences.” 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 “Manet responds to and updates the past at mid-century. 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 “Nineteenth-century architecture and the Eiffel Tower, prototype to the modern skyscraper.” o Handouts related to topic of discussion. o Discussion
- Homework debriefing and presentation “Post Impressionism: Cezanne and Seurat: cerebral experiments with optics and color.” 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 camera's affect on Courbet and Daumier; genre and the plight of the urban poor.” 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 sculpture of Rodin converses with Michelangelo across time.” 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 “Van Gogh and Gauguin use color as a vehicle to express emotion.” o Handouts related to topic of discussion. o Discussion o Homework reading and study guide activity related to next class period topic.
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- Preview the essential questions and connect to learning throughout the unit.
- Unit Quiz
- Written Assignment: Compare the works of Mary Cassatt and Gertrude Kasebier. How does their work define the artists? What factors allowed these artists to create their thematic body of work? How does each represent their period and what innovations did each artist create? Use examples to support your essay.

Materials

Google Slide Deck, Google classroom, textbooks, handouts, Edpuzzles, quizlet, kahoot, videos, art reproductions, Flash Cards, Notebooks, Vocabulary Sheets, Khan Academy, Smarthistory

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1whirPHhSur-WY5EGTzfLHayWczAu0O9Svu-

0ggxyXFY/edit#gid=1426178898