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

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 early 20th 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.

Revision Date: July 2024 - Samantha Berk.

Essential Questions/Enduring Understandings

How and why did so many Modernist artistic styles and movements develop in the early 20th century?

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?

How did advancements in photography and the invention of filmmaking change the world of art?

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 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.

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 development of filmmaking introduced a new medium of artistic exploration that would reach the masses.

Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate?

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

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 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

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 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

- 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

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