Unit 08: Modernism to Post Modernism: Mid to Late 20th Century Art and Architecture

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **7-8 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 20th Century art and architecture. They will understand the history and contributions to the development of art and architecture that came out of this era. In particular, students will explore the development of art through: Abstract Expressionism, Minimalism, Performance Art & Happenings, Kinetic Sculpture, Op Art, Conceptual Art, and Pop Art styles/media/movements.

Revision Date: July 2024 - Samantha Berk.

Essential Questions/Enduring Understandings

How did WWII and the post war era impact artistic thinking and the development of art a

Why did artists begin to move away from the concept of “Art for art’s sake” in the 1960’s?nd architecture in the mid 20th century?

What are the Post Modernist artistic styles and movements and what defines them?

How did the United States become a center of artistic growth and development?

The advent of WWII, the Holocaust, the bombing of Japan, and the resulting political, social, and economic conditions sustained the philosophy of existentialism, which asserted the absurdity of human existence and the impossibility of achieving certitude, reflected the cynicism of the period. The spirit of pessimism and despair emerged frequently in the European art.

Modernism shifted course in conjunction with the changing historical conditions and became increasingly

identified with a strict formalism, - art for art's sake- widening the gap between progressive artists and the public.

Within the framework of the War in Vietnam, racial upheaval, feminism, and other social, political, and economic conditions, artists in the 1960's began to create art that reflected concepts of mass culture and global civilization. This move from existentialism to structuralism – the universality of the human mind in all places and times – gave rise to the many artistic styles and movements referred to as Post Modernist.

The United States as a microcosm of global society has played a key role in establishing the culture of Post Modernism.

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?

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 20th Century art and architecture. (Abstract Expressionism, Minimalism, Performance Art & Happenings, Kinetic Sculpture, Op Art, Conceptual Art, Pop Art, structuralism, 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 mid to late 20th 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 mid to late 20th Century art and architecture. How did the principles and the techniques of the Minimalists differ from those of the Abstract Expressionists? Use specific works to illustrate your discussion. 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: Modernism to Post Modernism: Mid to Late 20th Century Art and Architecture
- Self and teacher assessment using teacher generated rubric.

Learning Plan

- Homework debriefing and presentation “A sense of place and history: the Vietnam memorial and the Civil Rights Memorial of Maya Ying Lin, and I.M. Pel's Louvre addition.” o Handouts related to topic of discussion. o Discussion
- Homework debriefing and presentation “Abstract Expressionism in Europe and in New York.” 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 “Non-figurative and figurative sculpture: David Smith, Louise Nevelson, Alexander Calder, Alberto Giacometti, and Duane Hanson.” 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 “Pop Art, Performance Art, Happenings, and Conceptualism ” 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 “The concept of space in post-WW2 architecture: glass, height, materials.” 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: How did the principles and the techniques of the Minimalists differ from those of the Abstract Expressionists? Use specific works to illustrate your discussion.

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