Unit 17: The Development of Modernism: Early 20th Century Art and Architecture

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 4**
Length: **9-10 Classes**
Status: **Published**

Brief Summary of 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.

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.12adv.Cr	Creating
1.5.12adv.Cr1	Generating and conceptualizing ideas.
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12adv.Cr2	Organizing and developing ideas.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12adv.Cr3	Refining and completing products.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12adv.Pr	Presenting
1.5.12adv.Pr4	Selecting, analyzing, and interpreting work.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
1.5.12adv.Pr6	Conveying meaning through art.

1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12adv.Re	Responding
1.5.12adv.Re7	Perceiving and analyzing products.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12adv.Re8	Interpreting intent and meaning.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12adv.Re9	Applying criteria to evaluate products.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12adv.Cn	Connecting
1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Transfer

Essential Questions

- 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

- 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

- 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

Suggested Strategies for Modifications

- 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