Unit 14: Late 19th Century Art and Architecture

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **8-10 Classes**
Status: **Published**

Brief Summary of 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.

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.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 did scientific discoveries give rise to Impressionist art?
- What innovations promoted the dramatic move toward vertical structures in architecture in the late 19th century?
- What prompted the move in art toward Modernism?
- Why are such varied styles of art combined into a category referred to as Post-Impressionism?

Essential Understandings

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

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.

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 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.
- Homework reading and study guide activity related to next class period topic.
- Preview the essential questions and connect to learning throughout the unit.
- 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

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