Unit 16: Modernism to Post Modernism: Mid to Late 20th Century Art and Architecture

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 4**
Length: **7-8 Classes**
Status: **Published**

Brief Summary of 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.

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 did the United States become a center of artistic growth and development?
- • How did WWII and the post war era impact artistic thinking and the development of art and architecture in the mid 20th century?
- • What are the Post Modernist artistic styles and movements and what defines them?
- • Why did artists begin to move away from the concept of “Art for art’s sake” in the 1960’s?

Essential Understandings

- • 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.
- • 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.

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

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.

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 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: 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

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