

Unit 05: Later Europe and Americas, 1750-1980 C.E.

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

New Section

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale
Unit Rationale The purpose of this unit...

Meaning

Essential Questions

Essential Questions

- 1) What are the significant art periods?
- 2) How did religion affect artwork?
- 3) What are the ways that men and women were portrayed in art?
- 4) How did people represent themselves individually and as a group?

5) How was art/architecture influenced by society's needs?

Enduring Understanding/Indicators of Understanding

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From the mid-1700s to 1980 C.E., Europe and the Americas experienced rapid change and innovation. Art existed in the context of dramatic events such as industrialization, urbanization, economic upheaval, migrations, and wars. Countries and governments were re-formed; women's and civil rights' movements catalyzed social change.

Artists assumed new roles in society. Styles of art proliferated and often gave rise to artistic movements. Art and architecture exhibited a diversity of styles, forming an array of "isms."

Works of art took on new roles and functions in society and were experienced by audiences in new ways. Art of this era often proved challenging for audiences and patrons to immediately understand.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

Essential Knowledge 4-1a. The Enlightenment set the stage for this era. Scientific inquiry and empirical evidence were promoted in order to reveal and understand the physical world. Belief in knowledge and progress led to revolutions and a new emphasis on human rights. Subsequently, Romanticism offered a critique of Enlightenment principles and industrialization.

Essential Knowledge 4-1b. Philosophies of Marx and Darwin impacted worldviews, followed by the work of Freud and Einstein. Later, postmodern theory influenced art making and the study of art. In addition, artists were affected by

exposure to diverse cultures, largely as a result of colonialism. The advent of mass production supplied artists with ready images, which they were quick to appropriate.

Essential Knowledge 4-2a.Diverse artists with a common dedication to innovation came to be discussed as the avant-garde. Subdivisions include Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, Symbolism, Expressionism, Cubism, Constructivism, Abstraction, Surrealism, Abstract Expressionism, Pop Art, performance art, and earth and environmental art. Many of these categories fall under the general heading of modernism.

Essential Knowledge 4-2b.Artists were initially bonded by sanctioned academies and pursued inclusion in juried salons for their work to be displayed. Later, when this system broke down, they joined together in self-defined groups, often on the margins of the mainstream art world, and they often published manifestos of their beliefs. Change and innovation dominated this era and became goals in their own right. Women artists slowly gained recognition as many artists competed for admiration of their individuality and genius.

Essential Knowledge 4-2c.Artists employed new media, including lithography, photography, film, and serigraphy. They used industrial technology and prefabrication, as well as many new materials, to create innovative and monumental works, culminating with massive earthworks. Performance was enacted in novel ways and recorded on film and video.

Essential Knowledge 4-2d.Architecture witnessed a series of revival styles, including classical, Gothic, Renaissance, and Baroque. In the mid-19th century, advances in technology, such as the steel frame, ferroconcrete construction, and cantilevering, hastened the development of building construction. Skyscrapers proliferated and led to an international style of architecture that was later challenged by postmodernism.

Essential Knowledge 4-3a. Art was displayed at public exhibitions such as the Salon in Paris and later at commercial art galleries. The museum became an important institution of civic and national status and pride. The sale of art to the public became the leading driver of art production. The collection of art increased, driving up prices, as art became a commodity that appreciated in value. After the devastation of Europe in World War II, artists in the United States dominated the art market.

Essential Knowledge 4-3b. Church patronage declined and corporate patronage emerged. The influence of the academies receded in favor of radical individualism; some artists worked without patronage. Audiences ranged from private patrons to the public, which was sometimes hostile toward art that broke with tradition.

Skills

Skills

Student will be skilled at ...

- Students differentiate the components of form, function, content, and/or context of a work of art.

- Students explain how artistic decisions about art making shape a work of art.
- Students describe how context influences artistic decisions about creating a work of art.
- Students analyze form, function, content, and/or context to infer or explain the possible intentions for creating a specific work of art.
- Students analyze form, function, content, and/or context to infer or explain the possible intentions for creating a specific work of art.
- Students explain how and why specific traditions and/or changes are demonstrated in a single work or group of related works.
- Students analyze the influence of a single work of art or group of related works on other artistic production.
- Students identify a work of art.
- Students analyze how formal qualities and/or content of a work of art elicit(s) a response.
- Students analyze how contextual variables lead to different interpretations of a work of art.
- Students justify attribution of an unknown work of art.
- Students analyze relationships between works of art based on their similarities and differences.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

- 1) Art Through the Ages- textbook

- 2) Posters, slides, internet gallerys

- 3) Videos

- 4) Books

- 5) Museum Trips

Formative Assessment Strategies

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teacher/ student discussions

Q&A periods

Online discussions

Learning Activities/Unit of Study

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1) 2 weekly cumulative pop quizzes - ex. compare and contrast, name art piece, short answer, multiple choice, identify date and style (all based on ap test styles)

2) Chapter outline

3) Create picture file book

4) Vocabulary

5) Class oral quizzing on terms and artwork

6) Timeline project

7) Online blog- Vanishing Point- view videos

Works covered

99. Portrait of Sor Juana Inés de la Cruz. Miguel Cabrera. c. 1750 C.E. Oil on canvas.

100. *A Philosopher Giving a Lecture at the Orrery*. Joseph Wright of Derby. c. 1763–1765 C.E. Oil on canvas.

101. *The Swing*. Jean-Honoré Fragonard. 1767 C.E. Oil on canvas.

102. Monticello. Virginia, U.S. Thomas Jefferson (architect). 1768–1809 C.E. Brick, glass, stone, and wood.

103. *The Oath of the Horatii*. Jacques-Louis David. 1784 C.E. Oil on canvas.

104. *George Washington*. Jean-Antoine Houdon. 1788–1792 C.E. Marble.

105. *Self-Portrait*. Elisabeth Louise Vigée Le Brun. 1790 C.E. Oil on canvas.
106. *Y no hai remedio (And There's Nothing to Be Done)*, from *Los Desastres de la Guerra (The Disasters of War)*, plate 15. Francisco de Goya. 1810–1823 C.E. (published 1863). Drypoint etching.
107. *La Grande Odalisque*. Jean-Auguste-Dominique Ingres. 1814 C.E. Oil on canvas.
108. *Liberty Leading the People*. Eugène Delacroix. 1830 C.E. Oil on canvas.
109. *The Oxbow (View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm)*. Thomas Cole. 1836 C.E. Oil on canvas.
110. *Still Life in Studio*. Louis-Jacques-Mandé Daguerre. 1837 C.E. Photograph.
111. *Slave Ship (Slavers Throwing Overboard the Dead and Dying, Typhoon Coming On)*. Joseph Mallord William Turner. 1840 C.E. Oil on canvas.
112. Palace of Westminster (Houses of Parliament). London, England. Charles Barry and Augustus W. N. Pugin (architects). 1840–1870 C.E. Limestone masonry and glass.
113. *The Stone Breakers*. Gustave Courbet. 1849 C.E. (destroyed in 1945). Oil on canvas.
114. *Nadar Raising Photography to the Height of Art*. Honoré Daumier. 1862 C.E. Lithograph.
115. *Olympia*. Édouard Manet. 1863 C.E. Oil on canvas.
116. *The Saint-Lazare Station*. Claude Monet. 1877 C.E. Oil on canvas.
117. *The Horse in Motion*. Eadweard Muybridge. 1878 C.E. Photograph.
118. *The Valley of Mexico from the Hillside of Santa Isabel (El Valle de México desde el Cerro de Santa Isabel)*. Jose

María Velasco. 1882 C.E. Oil on canvas.

119. *The Burghers of Calais*. Auguste Rodin. 1884–1895 C.E. Bronze.

120. *The Starry Night*. Vincent van Gogh. 1889 C.E. Oil on canvas.

121. *The Coiffure*. Mary Cassatt. 1890–1891 C.E. Drypoint and aquatint on laid paper.

122. *The Scream*. Edvard Munch. 1893 C.E. Tempera and pastels on cardboard.

123. *Where Do We Come From? What Are We? Where Are We Going?* Paul Gauguin. 1897–1898 C.E. Oil on canvas.

124. Carson, Pirie, Scott and Company Building. Chicago, Illinois, U.S. Louis Sullivan (architect). 1899–1903 C.E. Iron, steel, glass, and terra cotta.

125. *Mont Sainte-Victoire*. Paul Cézanne. 1902–1904 C.E. Oil on canvas.

126. *Les Femmes d'Alger (O. J. R.)*. Pablo Picasso. 1907 C.E. Oil on canvas.

127. *The Steerage*. Alfred Stieglitz. 1907 C.E. Photograph.

128. *The Kiss*. Gustav Klimt. 1907–1908 C.E. Oil on canvas.

129. *The Kiss*. Constantin Brancusi. 1907–1908 C.E. Limestone.

130. *The Portuguese*. Georges Braque. 1911 C.E. Oil on canvas.

131. *Goldfish*. Henri Matisse. 1912 C.E. Oil on canvas.

132. *Improvisation 28 (second version)*. Vassily Kandinsky. 1912 C.E. Oil on canvas.
133. *Self-Portrait as a Soldier*. Ernst Ludwig Kirchner. 1915 C.E. Oil on canvas.
134. *Memorial Sheet for Karl Liebknecht*. Käthe Kollwitz. 1919–1920 C.E. Woodcut.
135. Villa Savoye. Poissy-sur-Seine, France. Le Corbusier (architect). 1929 C.E. Steel and reinforced concrete.
136. *Composition with Red, Blue and Yellow*. Piet Mondrian. 1930 C.E. Oil on canvas.
137. Illustration from *The Results of the First Five-Year Plan*. Varvara Stepanova. 1932 C.E. Photomontage.
138. *Object (Le Déjeuner en fourrure)*. Meret Oppenheim. 1936 C.E. Fur-covered cup, saucer, and spoon.
139. Fallingwater. Pennsylvania, U.S. Frank Lloyd Wright (architect). 1936–1939 C.E. Reinforced concrete, sandstone, steel, and glass.
140. *The Two Fridas*. Frida Kahlo. 1939 C.E. Oil on canvas.
141. *The Migration of the Negro, Panel no. 49*. Jacob Lawrence. 1940–1941 C.E. Casein tempera on hardboard.
142. *The Jungle*. Wifredo Lam. 1943 C.E. Gouache on paper mounted on canvas.
143. *Dream of a Sunday Afternoon in the Alameda Park*. Diego Rivera. 1947–1948 C.E. Fresco.
144. *Fountain (second version)*. Marcel Duchamp. 1950 C.E. (original 1917). Readymade glazed sanitary china with black paint.
145. *Woman, I*. Willem de Kooning. 1950–1952 C.E. Oil on canvas.

146. Seagram Building. New York City, U.S. Ludwig Mies van der Rohe and Philip Johnson (architects). 1954–1958 C.E. Steel frame with glass curtain wall and bronze.

147. *Marilyn Diptych*. Andy Warhol. 1962 C.E. Oil, acrylic, and silkscreen enamel on canvas.

148. *Narcissus Garden*. Yayoi Kusama. Original installation and performance 1966. Mirror balls.

149. *The Bay*. Helen Frankenthaler. 1963 C.E. Acrylic on canvas.

150. *Lipstick (Ascending) on Caterpillar Tracks*. Claes Oldenburg. 1969–1974 C.E. Cor-Ten steel, steel, aluminum, and cast resin; painted with polyurethane enamel.

151. *Spiral Jetty*. Great Salt Lake, Utah, U.S. Robert Smithson. 1970 C.E. Earthwork: mud, precipitated salt crystals, rocks, and water coil.

152. House in New Castle County. Delaware, U.S. Robert Venturi, John Rauch, and Denise Scott Brown (architects). 1978–1983 C.E. Wood frame and stucco.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson

being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

