

## **VISUAL ARTS DEPARTMENT**

## **HISTORY OF MODERN ART: COURSE #854**

### **Department Contact Information**

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### **The Department's Educational Philosophy**

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Art is essential in education. Students engage in art production, art history, art criticism and discussion of aesthetics to broaden their understanding of self and community, to place the arts in an historical and cultural context, and to experience the arts as a universal form of human expression and communication.

### **Guiding Principles**

The art curriculum does the following:

- Emphasizes development of students' skills and understanding of creating and responding.
- Teaches the language inherent in the four disciplines: art production, art history, art criticism, aesthetics.
- Enables students to apply both imagination and rational thinking to the making of art.
- Enables students to invent and explore multiple solutions to a problem.
- Enables students to understand the value of reflection and critical judgment in creative work.
- Promotes knowledge and understanding of the historical and cultural context of the arts – how world cultures have been influenced and shaped by the arts.
- Facilitates positive peer interaction, including receiving and using feedback.
- Encourages self-motivation to create and problem solve.
- Uses artistic literacy as a natural enhancement to learning in other content areas.
- Fosters positive attitudes toward art and opinions of other artists.
- Uses a variety of assessment methods to evaluate what students know and are able to do.
- Introduces career possibilities.

## HISTORY OF MODERN ART

**Course Frequency:** Semester course, five times per week

**Credits Offered:** 2.5

**Prerequisites:** None

### **Background to the Curriculum**

The History of Modern Art curriculum was written with a research and development grant during the summer of 2008. The course was created in response to the high interest in 20<sup>th</sup>- and 21<sup>st</sup>-century art amongst students of Art History.

### **Core Topics / Questions / Concepts/ Skills**

Students will explore, in depth, the various modernist art movements of the 20<sup>th</sup> and 21<sup>st</sup> centuries through art making, films, a field trip and discussions. In addition, students will be introduced to broader topics associated with 20<sup>th</sup>- and 21<sup>st</sup>-century art, including forgery, money, politics, social protest, and the public perception of modern artists. Students will also be encouraged to seek connections between the visual arts and modern music, film, literature and dance.

This course stresses art making as a valid form of art history. The concept of working in the style of artists as a way to investigate art history is based on the book Our Beautiful, Dry, Distant Texts, which is a critique of traditional art history.

### **Course-end Learning Objectives**

<b><u>Learning objectives</u></b>	<b><u>Corresponding state standards, where applicable</u></b>
1] To analyze, examine and appreciate the work and lives of modern and contemporary artists (with a focus on his or her contributions to stylistic developments) through slide discussions. [Major artists examined: Monet, Cezanne, Van Gogh, Kirchner, Dali, Duchamp, De Kooning, Pollock, Rauschenberg, Warhol, Ray Johnson, Schnabel, Ann Hamilton]	5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor. 6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history. 6.4 Describe how artistic production can shape and be influenced by the aesthetic preferences of a society. 6.5 Interpret the meaning of art based on biography.

<p>2] To understand special topics in relation to modernist art, including controversy, costs, critiques, public perception and changing methods of art making. ['Tilted Arc' controversy, Vietnam War Memorial controversy, NEA controversies, vandalism]</p> <p>3] To work in the style of various modernist movements/artists as a way to understand and appreciate the techniques and concepts involved in 20<sup>th</sup>/21<sup>st</sup>-century art making. [Impressionism, Post-Impressionism, Expressionism, Cubism, Surrealism, Abstract Expressionism, Minimalism, Conceptual Art]</p>	<p>8.8 Identify stylistic features and explain how they relate to culture.</p> <p>8.9 Identify examples of innovation in the arts.</p> <p>5.9 Use published sources, traditional or electronic, to research an artist.</p> <p>6.4 Describe how artistic production can shape and be influenced by the aesthetic preferences of a society.</p> <p>7.2 Describe the roles of artists in specific cultures and periods and compare similarities and differences.</p> <p>7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media.</p> <p>7.8 Analyze how the arts and artists were portrayed in the past.</p> <p>7.9 Identify artists involved with social and political movements.</p> <p>8.8 Identify stylistic features and explain how they relate to culture.</p> <p>8.9 Identify examples of innovation in the arts.</p> <p>9.9 Identify and describe how some contemporary artists concentrate on the use of technologies and inventions of the past to achieve specific artistic effects.</p> <p>7.1 Investigate how artists create their work.</p> <p>8.3 Perform or create works inspired by historical or cultural styles.</p>
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<p>4] To continually examine modernist art through individual written responses. [Artist comparisons, analysis of works viewed in person during field trip, responses to artist videos and interviews. Artists focused on: Van Gogh, Picasso, Rauschenberg, Warhol, Richard Serra]</p>	<p>5.8 Demonstrate the ability to compare two works of art.</p> <p>6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history.</p> <p>6.4 Describe how artistic production can shape and be influenced by the aesthetic preferences of a society.</p> <p>6.8 Compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs.</p> <p>8.8 Identify stylistic features and explain how they relate to culture.</p>
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**Assessment**

Students will be expected to complete a work of art and a written piece in response to our analysis of each art movement. Each challenge is designed to assess student understanding of the concepts and theories involved in the various movements studied. In addition, the assignments will encourage personal response (based on an appreciation/understanding of the artist/style) to specific works of art.

**Technology and Health Learning Objectives Addressed in this Course**

(This section for faculty and administrative reference; students and parents may disregard.)

<b><u>Course activity: Skills &amp;/or topics taught</u></b>	<b><u>Technology standard(s) addressed through this activity</u></b>
a]	
b]	
c]	

**Materials and Resources**

Text

- Discovering Art History, Gerald F. Brommer, Davis Publications, Worcester, MA, 1998.

Additional Resources

- Slides
- Various web sites
- DVDs
- Videos