


CLASS 11
HISTORY OF ART MAIN
LESSON 2021

What is Art?

2021 Class 11 History of Art Main Lesson discussion and question document

	COMMENT OR QUESTION	STUDENT RESPONSES	TEACHER RESPONSE
1	E.g. Do I have to do both tasks set for Monday 9 August?		<p>No, you only need to do one. You can choose from the following two options:</p> <ol style="list-style-type: none"> 1. Write an entry in your Main Lesson book about Post-Impression that includes some background information about the movement and a detailed description of Cezzane or Gauguin and their works. 2. Copy one of Cezzane or Gauguin's artworks in a medium of your choice (watercolour, pencil, pastel, or other). <ul style="list-style-type: none"> • * But if you want to do both activities that is also fine.
2	<p>E.g. I've found this painting of haystacks by Van Gogh that shows people using ladders to build up the height of the haystacks. I wonder if this how the haystacks in Millet's paintings were made?</p> 		
3			
4			
5			

HISTORY OF ART - ML Topics

WEEK 1		
Realism (1848–1900)	Celebrating working class and peasants; <i>en plein air</i> rustic painting ~ Corot, Courbet, Daumier, Millet	Copy summary & sketch
Art Elements & Principles	The building blocks of all Art	Individual experimentation (Mixed media)
Impressionism 1870 -1890	Capturing fleeting effects of natural light ~ Monet, Manet, Renoir, Pissarro, Cassatt, Morisot, Degas	ML Note & Artwork (En plein air)

HISTORY OF ART - ML Topics

WEEK 2		
Post-Impressionism & Expressionism 1885 - 1935	A soft revolt against Impressionism Emotion distorting Form (Expressionism) ~ Van Gogh, Gauguin, Cézanne, Seurat (Post-Impressionism) ~ Matisse, Kandinsky, Marc, Munch (Expressionism)	ML Note & Artwork (Oil pastels)
Cubism, Constructivism, & Surrealism	Pre– and Post–World War 1 art experiments: new forms to express modern life Exploring the unconscious (Surrealism) ~ Picasso, Braque, Leger, Boccioni, Severini, Malevich ~ <i>Duchamp, Dalí, Ernst, Magritte, de Chirico, Kahlo</i>	Copy summary & sketch
Abstract Expressionism (1940s–1950s) and Pop Art (1960s) Postmodernism c.1970s - 1990s	Post–World War II: pure abstraction and expression without form; popular art absorbs consumerism ~ Gorky, Pollock, de Kooning, Rothko, Warhol, Lichtenstein Art without a center and reworking and mixing past styles ~ Gerhard Richter, Cindy Sherman, Anselm Kiefer, Frank Gehry, Zaha Hadid	Copy summary & sketch

HISTORY OF ART - ML Topics

WEEK 2		
MONDAY	Post-Impressionism & Expressionism	ML Note OR Artwork
TUESDAY	Cubism & Surrealism	ML Note OR Artwork
WEDNESDAY	Abstract Expressionism & Pop Art	ML Note OR Artwork
THURSDAY	Postmodernism to contemporary	ML Note OR Artwork
FRIDAY	Catch up & choosing artist for individual research	Choosing artist to research

HISTORY OF ART - ML Topics

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HISTORY OF ART - ML Topics

WEEK 3		
Individual Research assignment	Various styles, approaches, and concepts ~ Various artists	Written assignment & Artwork
Test	Review & reflection of History of Art Main Lesson	Multiple choice, short answers, and extended reflection

Working from home tasks for Mon, Tues, Wed, & Thurs

- **1. Watch presentation that are put up on the school website each day**
- **2. Chose one of the following tasks:**
 - A. Write a summary of the art movement/s that includes background information about the period and one of the artists and their artwork. Expected word count: approximately 200 words.
 - B. Reproduce of one of the artworks discussed in the day's presentation. You may use whatever medium you want (or have available), for example, water colour paints, coloured pencils, pastels, collage, or found materials - I'm love to see some creative reproductions! You finished product should be A4 to A5 in size. This can be done directly in your Main lesson book or you can make your art on other paper and paste it in. Don't forget to label it with the name of the Artist and the Title of the art work you have copied.
 - You can choose to write a written Main Lesson book entry each day OR you could chose to create an artwork each day OR you can do a mixture of both, i.e., writing for 2 days and art making for 2 days / writing 3 days and art making 1 day / writing 1 day and art making 3 days.

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Each presentation will be accompanied by a list of artists for you to consider doing your research assignment on

Post - Impressionism c.1885 -1910

- Post = after
- Attempted to produce a more substantial form of art expression - they felt Impressionism was 'lacking'
- Artworks had to be thoughtful interpretation of the subject
- Explored the emotion of colour



Background to era

- France was still an important place for Art but not as central as it once was
- Technology developments continued, e.g., photography, telephone (1876), electricity (1882), cars (1886), aeroplanes (1901), and more



Background to era

- Developments in psychology; historically was the “study of the soul” (psyche = “soul”, logia = “study of”) became more focused on behaviour and the mind. Interest in *perception*.
- Renown psychological researchers: Wundt, Pavlov, Williams, and Freud.
- Rudolf Steiner 1861 -1925

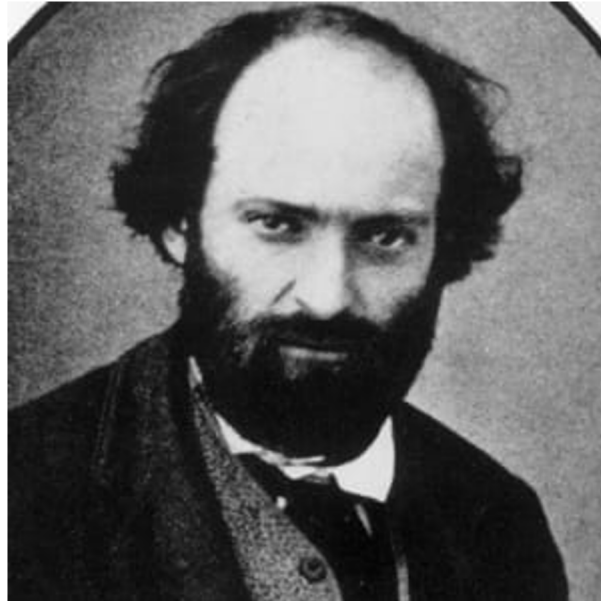


Paul Cezanne (1839-1906) (Say-Zahn)

- * French

- * Often seen as the beginning of modern art

He said himself that he "wanted to make of impressionism something solid and durable like the art of the museums."



Boy in the red vest, c.1890

89.5 x 72.4 cm

Cézanne painted four oil portraits of this Italian boy in the red vest, all in different poses, which allowed him to study the relationship between the figure and space



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Still Life's

- Spent many hours, sometimes, days setting up a still life.
- Was not concerned with reproducing exact shapes and colours



Still Life with Skull, 1989

65.4 x 54.3 cm

Points of interest:

- Cezanne worked slowly, sometimes taking years to complete a painting
- If not happy with the results, then he'd give it to his son cut up as a jigsaw puzzle!



Still life, jug and fruit on a table, 1894

41 x 72 cm

- Shallow space
- Solidity of form



Expressionism (c.1890 onwards)

Originated with Northern European cultures that had traditions of inhibiting emotions.

- Personal: Art was a medium to express emotions, feelings, visions, and experiences rather than things that one sees.
- Brilliant and violent colours used
- Distorted, fighting subjects
- World tension and conflicts that were brewing can be perceived as reflected as fear and anxiety in art



Melbourne c.1900

Edvard Munch (1863-1944) (Edvard Moo-ngh)

- German
- Melancholic Father ranting religious bigotry; his mother was submissive
- His mother died when he was 5
- His sister died when he was 14
- Munch suffered from mental illness/distress
- Reoccurring themes of loneliness, isolation,, and alienations in his work
- Explored grief, fear, and love

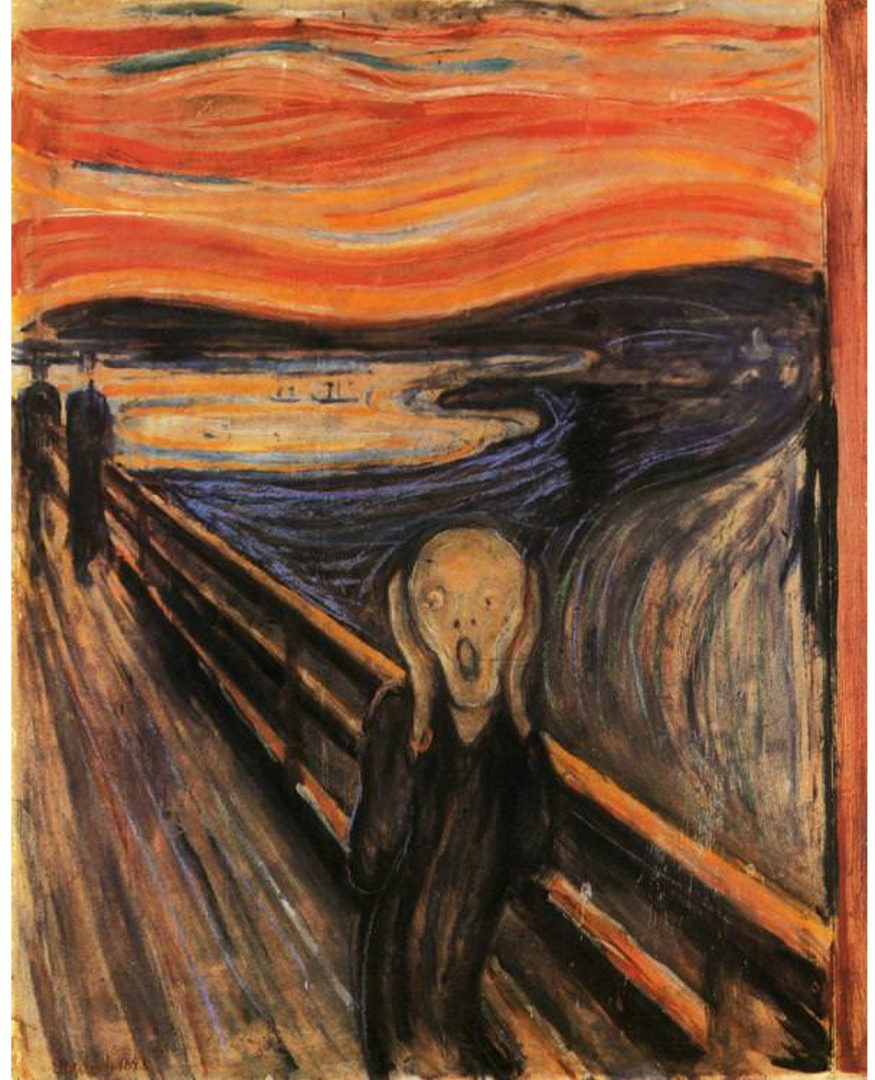


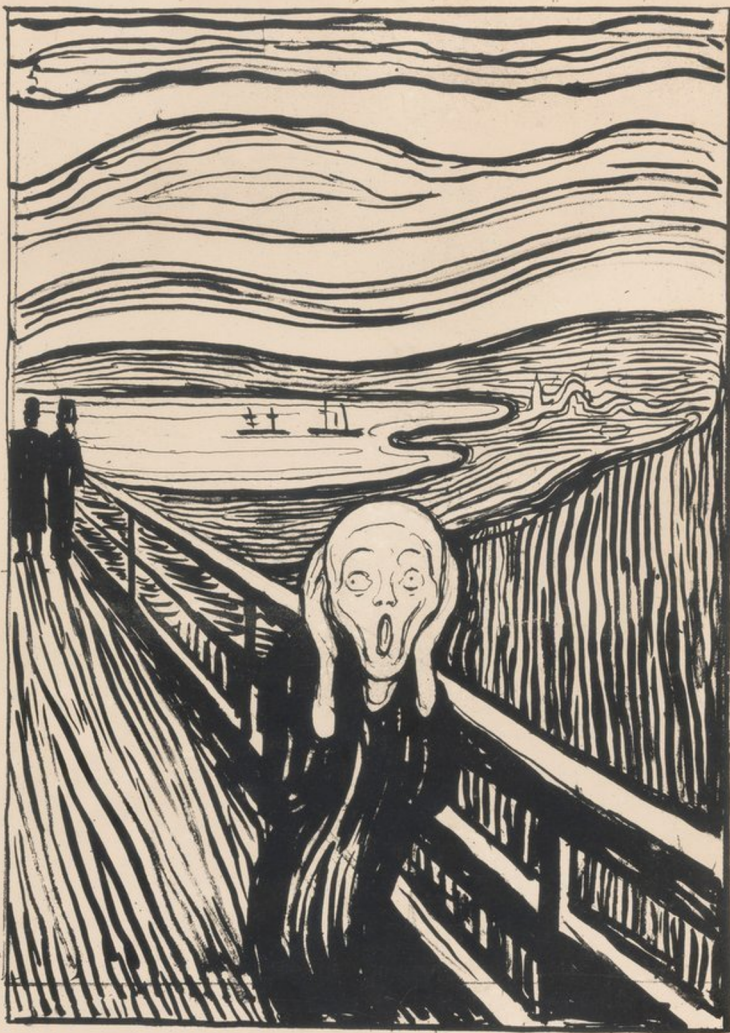
The Scream, 1893

How does looking at this picture make you feel?

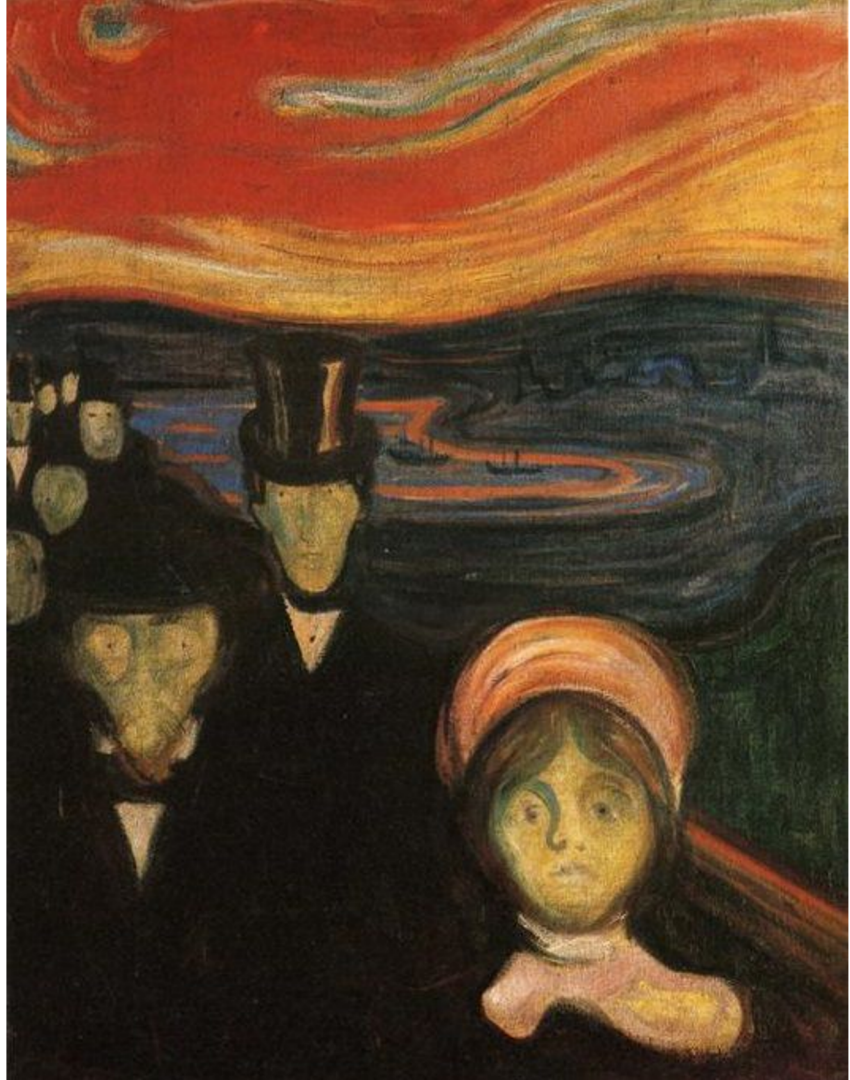
“I was tired and ill. I stood out the fjord - I felt a scream had gone through nature - I thought I heard a scream - I painted this picture - painted the clouds like real blood. The colours were screaming.”

Painting has been dubbed: The soul-cry of our age

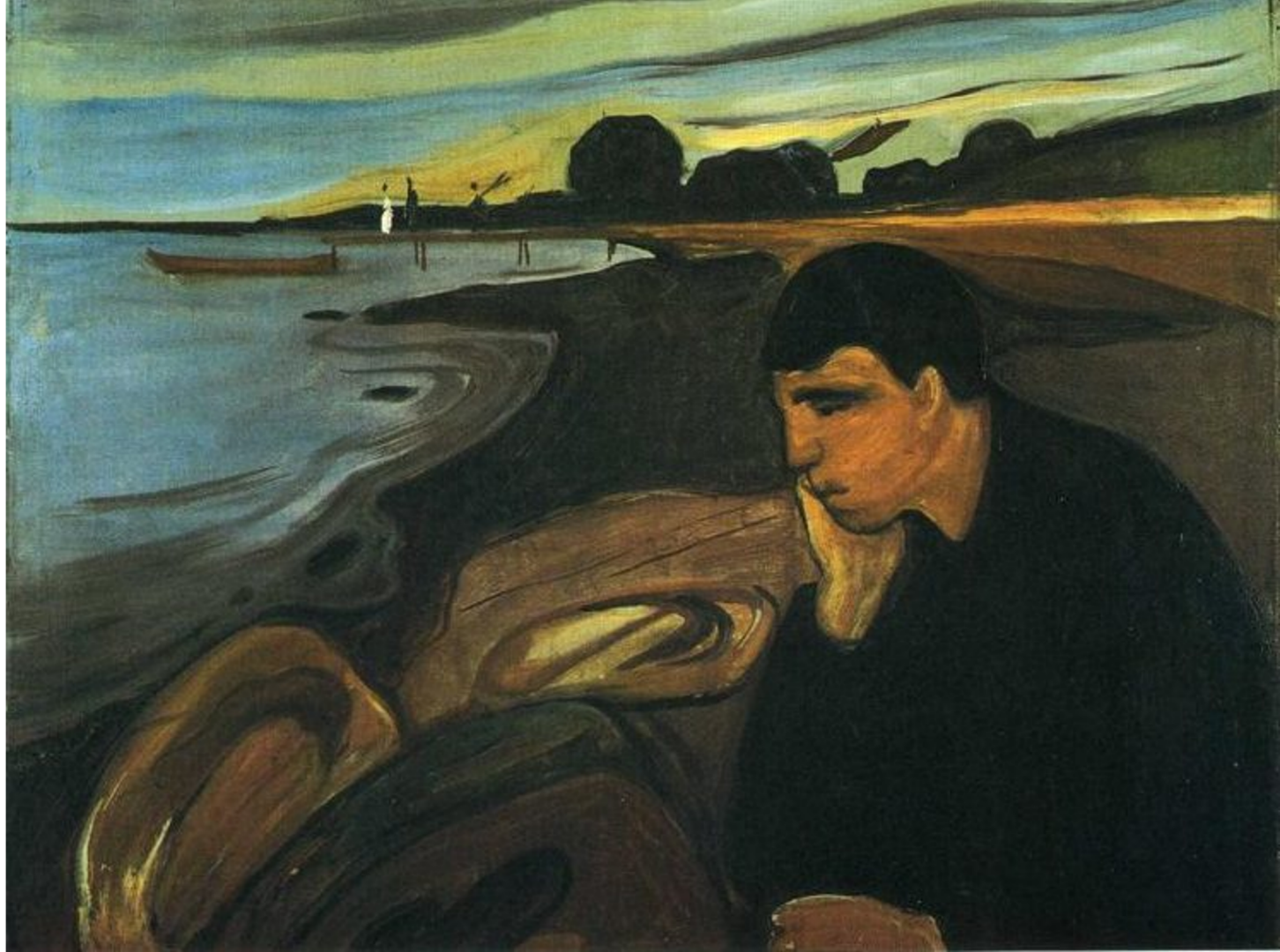




Anxiety, 1894



Melancholia,
1894



Separation, 1896



TASK FOR THE DAY

Write a summary of Post-Impressionism / Expressionism

- With detailed reference of Cezanne or Munch
- Reference at least one of their artworks in your discussion

OR

Create a reproduction of artwork by Cezanne or Much

- Any medium
- A5 – A4

A brief look at a few other Post-Impressionist and Expressionist artists

Paul GAUGUIN (1846-1903) (Goh-gan)

- French
- Friends with Van Gogh
- Moved to Tahiti (colonised by France)



George SEURAT (1859-91) (soe-ra)

- French
- Sometimes referred to as Neo-Impressionist
- Mathematical, scientific approach to creating images with dots.



Paul SIGNAC (1863-1935)

- Carried on the work of Seurat, similar colour theory



Vincent VAN GOGH (1853-90)

- Dutch
- Friendship with Gauguin
- With a turbulent early life, he began painting at 27; struggled with mental health issues
- He felt colour could express feeling rather than just representational
Produced many works selling only one (equivalent to \$80)



Henri DE ROULOUSE-LAUTREC (1864-1901) (too-loos-loh-trek)

- French
- He used quick long strokes of colour expressing gaiety
- He was influenced by Degas
- Worked in many mediums: paint, pastels, pencils, and printmaking
- Referred to as post-impressionist and art nouveau (new art)



Gustav KLIMT (1862-1918)

- Austrian
- Painted mural for villas and public buildings, especially theatres.
- Art Nouveau
- Swirling, flowing movements
- Reflected the changes taking place in Viennese society - women entering the male dominated fields of culture, economics, and science. Women becoming more independent.



Henri MATISSE (1869-1954) (ong REE Mah-tees)

- French
- Bauhaus artist
- For Matisse, a painting was a combination of lines, shapes, and colours before a depiction of an object.
- He wanted to make art that made people feel calm and happy



Wassily KANDINSKY (1866-1944)

- Russian
- Pioneer of abstract art
- Bauhaus
- Influenced by Steiner



Post Impressionist and Expressionism Summary

The post Impressionist artists became interested in the emotional use of colour and the creation of pattern. They reacted against the restricted style of the impressionists and their aim was to seek to create a more emotional style of work with substance. The idea of colour being used to create mood became a focus for many early 20th century artists.

