

# ART HISTORY 2: MODERN AND NON-WESTERN ART

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATE STARTED \_\_\_\_\_ DATE COMPLETED \_\_\_\_\_

**PREREQUISITE:** Art History 1.

**HOW TO DO THIS COURSE:** Do the steps one at a time, in order. When you finish a step, put your initials and the date on the sign-off line on the right. A split line means get a pass (and an initial) from another student (or your supervisor if it says that). All written work is turned in to the supervisor. A number of technical terms are defined in the glossary for the course. Refer to it as a first action when you encounter unfamiliar technical terms. The Define statement means to look up the term in the glossary for the course.

**PURPOSE:** Learn about Western art of the last century, and types of non-Western art so that the student can create and view art from a better understanding of prior ideas and techniques in art.

**ESTIMATED TIME:** 30 hours.

## MATERIALS NEEDED TO DO THIS COURSE

### Heron materials:

Heron study booklet with this Data Sheet (DS): 5261 (glossary)

Exams: 5260, 7257 (review)

Required other texts/references: This course is designed to be used with the following references, but others may be substituted:

*Art Smart* (ISBN: 0130477540, or later edition), Susan Rodriguez, Prentice Hall (includes 40 slides).

*History of Art* (any edition), Janson and Janson, Abrams, Inc.

*History of Art for Young People* (any edition), H.W. Janson, Abrams, Inc.

*Sister Wendy's Story of Painting* (ISBN: 1564586154, or later edition), Wendy Beckett, DK Pub.

*Sister Wendy's Story of Painting—Set (1997)* [five 60 min. video tapes—use the last two: “Age of Revolution,” “Modern” for this course]. The first three are used in Art History 1. (This set is very highly recommended.) A visit to an art gallery which has a collection of art covering some of the periods studied in this course may be substituted. A different video series on art may also be substituted.

Encyclopedia at level of *World Book* or higher

Other materials: art materials for simple art projects per *Art Smart*, sticky notes (for use as tabs), slide projector or viewer.

## NOTE TO SUPERVISOR AND STUDENT

This course includes a number of simple art activities which the student is to execute. As each art piece is completed it is to be displayed prominently (such as in the courseroom where all may see it) for at least a week. All art projects should follow the principles of art as laid out in the Professional Basics for an Artist course. Save them to take to the examiner.

## A. SLIDE PREVIEW

1. DEFINE: DS #5261 Glossary for Art History, entry for “fine arts.” \_\_\_\_\_

2. PRACTICAL APPLICATION: Review the 40 slides in *Art Smart*<sup>1</sup>. As you view the slides, read the slide identification script that accompanies them.
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## B. PRE- THROUGH POST-IMPRESSIONISM

1. RESEARCH: Read an introduction to art and architecture of the modern world, such as found in *History of Art*, Part Four—The Modern World.
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2. RESEARCH: Pre- through Post-Impressionism. Read an introduction to art of this period, such as found in *Art Smart*.
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3. DEFINE: neoclassicism \_\_\_\_ romanticism \_\_\_\_
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4. RESEARCH: Neoclassicism and romanticism. Read an introduction to art of these periods, such as found in an encyclopedia.
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5. DEMONSTRATE (by observation): Look at the illustrations of neo-classic and romantic art and architecture in *History of Art*<sup>2</sup>, Part Four, Chapter One and another art history book<sup>3</sup>.
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6. DEFINE: realism \_\_\_\_ impressionism \_\_\_\_
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7. RESEARCH: Realism and impressionism. Read an introduction to art of each of these periods from another source.
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8. DEMONSTRATE (by observation): Look at the illustrations of realism and impressionism in *History of Art*, Part Four, Chapter Two, and another art history book.
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9. DRILL: The purpose of this drill is to be able to determine the artist through familiarity with several of his well-known works. The artists are:

Manet (slide #27)

Renoir (slide #29)

Monet (slide #28)

Rodin (no slide)

Re-read the slide identification script for these artists in *Art Smart*. Then review illustrations of “Realism and Impressionism” (previous step).

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<sup>1</sup> If you don't have the *Art Smart* book, omit the slides and other references to *Art Smart*. In that case, use an encyclopedia or other reference for the readings, and another reference for the art activities.

<sup>2</sup> If *History of Art* is not available, use another art history book so that you use two sources as references at any time you need to look at illustrations of a period. The 5<sup>th</sup> edition of *History of Art* is referenced here, but any edition can be used.

<sup>3</sup> It is suggested that you use *Sister Wendy's Story of Art* and/or *History of Art for Young People* as your second reference. The art video set by Sister Wendy also can be used as a reference any time you are referred to another art history reference. (See Materials Needed to Do This Course on page 1 for data about which videos to use.)

Practice identifying these artists from their works until you can randomly flip through the chapter and identify any of the four artists from their works.

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10. PRACTICAL APPLICATION: Do one of the activities from the section Pre- through Post-Impressionism from *Art Smart*, or create your own related activity<sup>4</sup>.

\_\_\_\_\_

11. DEFINE: post-Impressionism \_\_\_\_\_ art nouveau \_\_\_\_\_

\_\_\_\_\_

12. DEMONSTRATE (by observation): Look at the illustrations of art for post-impressionism and art nouveau in *History of Art*, Part Four, Chapter Three, and another art history book.

\_\_\_\_\_

13. DRILL: The purpose of this drill is to be able to determine the artist through familiarity with several of his well-known works. The artists are:

Seurat (slide #30)

Cezanne (slide #33)

Toulouse-Lautrec (slide #31)

Rousseau (slide #34)

Van Gogh (slide #32)

Gauguin (slide #36)

Re-read the slide identification script for these artists in *Art Smart*. Then review illustrations of “Post-Impressionism” (previous step). Practice identifying these artists from their works until you can randomly flip through the chapter and identify any of the four artists from their works.

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14. PRACTICAL APPLICATION: Do another of the activities from the section Pre- through Post-Impressionism in *Art Smart*, or create your own related activity.

\_\_\_\_\_

15. PRACTICAL APPLICATION: Review data studied in section B and do additional research as needed. Write an essay in which you:

a) include a summary of the types of art studied in this section: neo-classicism, romanticism, realism, impressionism, post-impressionism, art nouveau, and any other categories you might wish to include. Illustrate your essay with sketches to show the differences.

b) discuss ideas from this section that might be relevant to your point of view about creating or viewing art.

\_\_\_\_\_

## C. MODERN ART

1. DEFINE: modern art \_\_\_\_\_ modernism \_\_\_\_\_

\_\_\_\_\_

<sup>4</sup> Save this piece and those that follow for showing to the examiner at the end of the course.

2. RESEARCH: Modern art. Read a short introduction to Modern Art, such as found in *Art Smart*.

\_\_\_\_\_

3. DEFINE AND DEMONSTRATE: (with whatever objects you wish to use):

expressionism \_\_\_\_\_  
abstractionism \_\_\_\_\_  
abstract art \_\_\_\_\_  
fantasy \_\_\_\_\_

cubism \_\_\_\_\_  
abstract expressionism \_\_\_\_\_  
surrealism \_\_\_\_\_

\_\_\_\_\_

4. DEMONSTRATE: Look at the illustrations of painting of the twentieth century in *History of Art*, Part Four, Chapter Four, and another art history book.

\_\_\_\_\_

5. DEMONSTRATE: Look at the illustrations of sculpture of the twentieth century in *History of Art*, Part Four, Chapter Five, and another art history book.

\_\_\_\_\_

6. DRILL: The purpose of this drill is to be able to determine the artist through familiarity with several of his well-known works. The artists are:

Matisse (slide #35)  
Rouault (no slide)

Picasso (slide #37)  
Mondrian (slide #38)

Re-read the slide identification script for these artists in *Art Smart*. Then review illustrations of modern art studied to this point. Practice identifying these artists from their works until you can randomly flip through the chapter and identify any of the five artists from their works.

\_\_\_\_\_

7. PRACTICAL APPLICATION: Do one of the activities from the section Modern Art in *Art Smart*, or create your own related activity.

\_\_\_\_\_

8. RESEARCH: Read an introduction to twentieth-century architecture, such as is found in an encyclopedia.

\_\_\_\_\_

9. DEMONSTRATE: Look at illustrations of twentieth-century architecture in *History of Art*, Part Four, Chapter Six, and another art history book.

\_\_\_\_\_

10. PRACTICAL APPLICATION: Do another of the activities from the section Modern Art in *Art Smart*, or create your own related activity.

\_\_\_\_\_

11. DEFINE: post-modernism

\_\_\_\_\_

12. DEMONSTRATE: Look at illustrations of post-modern art and architecture in *History of Art*, Part Four, Chapter Eight, and another art history book.

\_\_\_\_\_

13. PRACTICAL APPLICATION: Review data studied in section C and do additional research as needed. Write an essay in which you:

- a) include a summary of the types of art studied in this section.
  - b) discuss ideas from this section that might be relevant to your point of view about creating or viewing art.
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#### D. NON-WESTERN ART AND PRIMITIVE ART<sup>5</sup>

- 1. RESEARCH: Art of the Middle and Far East. Read a short introduction such as found in *Art Smart*. 

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- 2. RESEARCH: Read an introduction to Islamic art and architecture, such as is found in an encyclopedia. (Suggestion: look under “Islamic art.”) 

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- 3. DEMONSTRATE: Look at illustrations of Islamic art and architecture in an encyclopedia. 

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- 4. RESEARCH: Art of India. Read a short introduction such as is found in an encyclopedia. (Suggestion: look in index for article on “India.”) 

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- 5. DEMONSTRATE: Look at illustrations of Indian art and architecture in an encyclopedia. 

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- 6. RESEARCH: Art of China and Japan. Read a short introduction such as is found in an encyclopedia. (Suggestion: look in index for articles on “China” and “Japan.”) 

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- 7. DEMONSTRATE: Look at illustrations of Chinese and Japanese art in an encyclopedia. 

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- 8. PRACTICAL APPLICATION: Do one of the activities from the section Art of the Middle and Far East in *Art Smart*, or create your own related activity. 

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- 9. DEFINE AND DEMONSTRATE (with objects):  
primitive art \_\_\_\_\_ traditional art \_\_\_\_\_  
pre-Columbian \_\_\_\_\_ folk art \_\_\_\_\_ 

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- 10. RESEARCH: Black African art. Read a short introduction to art of Africa, such as found in *Art Smart*. 

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- 11. DEMONSTRATE: Look at illustrations of black African art in an encyclopedia. (Suggestion: look in index for article on “Africa.”) 

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<sup>5</sup> None of the types of art covered in this section are illustrated in the recommended art books, so a second reference is not required for assignments in this section.

12. PRACTICAL APPLICATION: Do one of the activities from the section Art of Africa in *Art Smart*, or create your own related activity. \_\_\_\_\_
13. RESEARCH: Read a short introduction to pre-Columbian art, such as is found in an encyclopedia. (Suggestion: look under “pre-Columbian art.”) \_\_\_\_\_
14. DEMONSTRATE: Look at illustrations of pre-Columbian art in an encyclopedia. \_\_\_\_\_
15. RESEARCH: Traditional and folk art. Read a short introduction on traditional art as found in *Art Smart*, section Art of the Americas. \_\_\_\_\_
16. DEMONSTRATE: Look at illustrations of traditional art in an encyclopedia. (Suggestion: look in index under “American Indian.” Also look at illustrations under “folk art.”) \_\_\_\_\_
17. PRACTICAL APPLICATION: Do one of the activities from the section Art of the Americas in *Art Smart*, or create your own related activity. \_\_\_\_\_
18. ESSAY: What role do you think traditional and folk arts should play in the life of a culture compared to fine arts? \_\_\_\_\_

## E. FINAL PRACTICAL APPLICATION SECTION

1. DRILL: In two references you used for this course, such as *History of Art* and *Sister Wendy’s Story of Painting*, tab the pages covered by this course. Then flip the sections you studied and practice identifying and classifying the art and architecture illustrated according to the categories listed below. Continue the drill until you can classify correctly any piece chosen at random from the chapters studied. The categories are:

- |                      |                                |
|----------------------|--------------------------------|
| neoclassic           | twentieth-century architecture |
| romantic             | Indian (Asia)*                 |
| realism              | Islamic*                       |
| impressionism        | black African*                 |
| post-impressionism   | Chinese/Japanese*              |
| modern—expressionism | pre-Columbian*                 |
| modern—abstraction   | traditional and folk art*      |
| modern—fantasy       |                                |

\*These categories and the art studied under them are optional as they received less attention than the other types studied. You may omit any of them at your discretion.

You pass the drill when another person can spot check you on any 10 illustrations chosen at random, and you can identify them all correctly. \_\_\_\_\_

2. PRACTICAL APPLICATION: The purpose of this activity is to examine works from the periods studied, either life size or larger than found in the textbooks. This might be accomplished either by viewing videos of art works which cover some of the periods studied or by visiting a large art museum which has representative works of some of the periods studied. (If art videos are used, this set is recommended: *Sister Wendy's Story of Painting*—set of five 1 hr. tapes. The last two ["Age of Revolution," "Modern"] apply to this course.)

After viewing the art work, write an essay and discuss these factors:

- a) periods of art work represented
- b) quality of communication of the art work
- c) techniques used and technical expertise
- d) message
- e) how you could apply data learned.

**Supervisor pass.** Data presented should be clear and well reasoned. \_\_\_\_\_

3. PRACTICAL APPLICATION: Work out time lines for periods studied on this course and do additional research as needed. (Note: *History of Art*, *History of Art for Young People*, and *Sister Wendy's Story of Painting* (book) all contain useful time lines for art history.)

Include:

- a) time periods for categories studied (see step 1 of this section)
- b) any specific artists studied (specifically named) in this course
- c) historical events occurring at the same time that you feel are relevant to include
- d) anything else you wish to include. \_\_\_\_\_

I have done all of the steps on this course. I understand what I studied and can use it.

Student \_\_\_\_\_ Date \_\_\_\_\_

The student has completed the steps of this course and knows and can apply what was studied.

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

This student has passed the exam for this course.

Examiner \_\_\_\_\_ Date \_\_\_\_\_