

Title: Industrial Revolution and Technology Revolution  
Level: Art 1+

Essential Question: How are the Industrial Revolution of the 19<sup>th</sup> century and the Technology Revolution of the late 20<sup>th</sup>/early 21<sup>st</sup> centuries similar and different? How and why do artists create works that reflect the social climate of their time?

Overview: Students will compare and contrast the Industrial Revolution and the Technology Revolution and create works that illustrate their personal feelings about the technology driven world that they live in.

Learning Objectives:

Upon completion of this unit, students will be able to:

- a) discuss the basic tenets of the Industrial Revolution.
- b) discuss the basic tenets of the Technology Revolution.
- c) create a work that expresses their personal viewpoint about a particular subject.

Preparation: Podcast video intro of the Philadelphia Museum of Art and the Industrial Revolution Art Pieces there.

Information/Demonstration: PPT of basic tenets of the Industrial Revolution.

Group Work: Complete Binary Paideia (Compare and Contrast) the Industrial Revolution and the Technology Revolution

Analyzing a Historical Artifact: PPT analyzing pieces of the collection from the Philadelphia Museum of Art

Verification: Work with a partner to analyze an assigned work.

Activity: Analyze personal feelings about the technology revolution using a guided plan sheet. Create a project that incorporates physical elements from the digital age and reflects the students' feelings about the Technology age.

Assessment: Rubric

Resources:

Materials: Various collage materials including technology related items, (computer parts, wires, etc...), paints, masonite boards

Notes:

**Standards Addressed:**

**VISUAL ART--High School**

**Standard 1: Language of Visual Art - The student will identify visual art terms (e.g., content, engraving, foreshortening, mosaic, perspective)**

1. Identify and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in personal artwork, and the artwork of others.
2. Identify and apply the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, one-, two-, and three-point perspective, overlap, negative, positive, size, color) in personal artwork, and the art work of others.
3. Describe exhibitions of original works of art seen in the school or community.
4. Differentiate between art criticism and art reviews, recognizing that criticism is positive as well as negative in its evaluation of a work of art. (LE)

**Standard2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective.**

1. PROFICIENT: Analyze a work of art within its cultural and historical context. (LE)  
ADVANCED: Analyze common characteristics of works of art and artifacts across time and among cultural groups to analyze and identify influences. (LE)
2. PROFICIENT: Describe the basic ideas underlying several major art movements or historical periods including: Ancient (Egyptian, Greek and Roman), Renaissance, Impressionism/Post-Impressionism and 20<sup>th</sup> Century. (LE)  
ADVANCED: Analyze issues related to chronology and discuss or debate these issues in relation to historical perspective. (LE)
3. PROFICIENT: Compare cultural and ethnic art forms throughout the world that have influenced visual art (LE)  
ADVANCED: Assign works time-periods or movements based upon style. (LE)
4. PROFICIENT: Describe the relationship between visual art and other art disciplines such as drama, music, and dance  
ADVANCED: Synthesize the creative and analytical principles, themes, and techniques of visual art and other disciplines.
5. PROFICIENT: Identify major regional, national, and international collections of art.  
ADVANCED: Visit and critique art at local, regional, national, and international museums, and art exhibitions.

6. PROFICIENT: Identify the use of visual art in business and industry, advertising, television and film. (E4)
- ADVANCED: Document and create a visual art career plan based on portfolio, and an investigation of educational possibilities.

**Standard 3: Visual Art Expression - The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.**

1. Create original two- and three-dimensional works of art from observation, memory and imagination using a variety of art media
2. Prepare a portfolio (collection) of the learner's original artwork.
3. Develop and apply skills and techniques using a variety of art media, and processes in making two- and three-dimensional works of art:
  - Ceramics: media: clay, modeling clay, clay substitutes, glazes, paint, stains  
processes: pinch and pulled forms, slab, coil, incising, etc
  - Drawing: media: pencils, colored pencils, markers, chalks, crayons, oil- pastels  
processes: sketching, contour line, hatching, crosshatching, stippling, rendering  
shading
  - Fiber Arts: media: cloth, yarn, ribbon, found objects, paper, and rope  
processes: weaving, stitchery, braiding, and basketry
  - Mixed Media: media: tissue paper, photos, found objects, foil, fiber, paint, paper, magazines  
processes: collage, bas-relief
  - Painting: media: tempera, watercolor, oil, and acrylic  
processes: wet-on-wet, wet-on-dry, wash, resist, sponge
  - Printmaking: media: printing ink, styrofoam, stencil, found objects  
processes: relief, silkscreen
  - Sculpture or Architecture: media: paper, papier-mâché, clay, plaster, cardboard, wood, found objects, beads, sand, wire  
processes: carving, constructing, and assembling
4. Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

**Standard 4: Visual Art Appreciation - The student will appreciate visual art as a vehicle of human expression.**

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
2. Demonstrate respect for their work and the work of others.
3. Demonstrate thoughtfulness and care in completion of artworks.

History Standards Addressed:

Content Standard 2:2 Evaluate the impact of industrialization on American Society.