You Gotta Have Art!
The world of art touches all of us every day. It is on our TVs, our radios, hanging on our walls, even glowing from our computer screens. In addition to its beauty and entertainment value, art can give us a snapshot of human civilization at any time.

The main function of this section is to be a springboard for discussion and conversations on how art has been woven into human lives throughout history. To do so, the eras and movements are briefly introduced along with vocabulary and concepts that will allow students to discuss art more knowledgeably.

Because there was no way to cover a topic so huge in such a short amount of space, this section focuses on the visual arts (painting and sculpture), with facts on the other disciplines (music and theater) woven in. However, the center spread, which is a timeline that covers the history of art, presents all the disciplines together. Far from comprehensive, this timeline is meant to be a visual representation of the way art has moved in waves through history.

Feel free to pull the timeline out and use it as a poster for the classroom. The arts represented on the timeline are the classical arts. The activity on the center section gives your students a chance to create timelines of their favorite arts.

Finally, an important aspect of studying art is seeing art. Therefore, please make several art books available to your students while you are working with this section so they can look up works or research the artists mentioned in these pages.

Resources:
- What Your 6th Grader Needs to Know
- Lives of the Artists: masterpieces, messes (and what the neighbors thought) by Kathleen Krull
- Lives of the Writers: comedies, tragedies (and what the neighbors thought) by Kathleen Krull
- Lives of the Musicians: good times, bad times (and what the neighbors thought) by Kathleen Krull
- An Introduction to Music and Art in the Western World by Milo Wold and Edmund Cykler
- Young People’s Story of Fine Art, The Last Two Hundred Years by Virgil Mores Hillyer and E. G. Huey
- African American Life — The Arts by Amy Adelstein
- The Timetables of History by Bernard Grun
- The Birth of Photography by Brian Coe
- Theater: An illustrated historical overview by Andrea Gronemeyer
- The Story of Art by Ernest H. Gombrich
- The Archive at http://www.archive.com
- Grolier Online at http://www.grolier.com
- Art History Resources on the Web at http://witcombe.sbc.edu/ARTHLinks.html
- Film 100 – A ranking of the 100 most influential people in the history of cinema at http://www.film100.com
- "Humanities and the Arts," The Michigan Electronic Library at http://www.mel.org/humanities
Welcome to the wonderful world of art!
Come in! Come in! Look around. What do you see?

The same old room? The same old clock? Same old people? Exactly! Because the wonderful world of art is the world you live in — every day.

Art has been a part of your world, our world, the human world since, well, at least since the Stone Age. In fact, if it weren’t for art, we would know very little of human history — in any age, but especially those ages before humans began to write.

You see, ever since the earliest artists sketched bison on the side of a cave, art, in each culture, has been an extension of humankind. It has served as the reflection of the opinions, culture, and historical events of the times. Through art we can look back and see the changes in politics, social roles, clothing, theater, even parties. It’s all there in black and white and red, blue, purple, and orange. It’s there in paintings, statues, poems, songs, dance, and cartoons (yes — cartoons!).

Much of that art, especially the visual art, has been placed in museums so everyone can have a chance to see it. But not all art is in museums. Humans have always enhanced their immediate surroundings with art in some form or another. Look around that “same old” room again; do you see any art? Any posters on the walls? Illustrations on the book covers? Designs on T-shirts? We, like every other human civilization, have made art a part of our daily existence.

A defining moment

OK. Art is wonderful. Art is interesting. Art is (aaaccckkkk!) educational. Great adjectives but what the heck is art? Maybe this will help. Let’s look at the definition for the word “art” in Webster’s Encyclopedic Unabridged Dictionary of the English Language:

art (ärt), n. 1. the quality, production, or expression, according to aesthetic principles, of what is beautiful, appealing, or of more than ordinary significance.

Hmmm … That’s not exactly clear cut, is it? Welcome to the problem. Art is subjective, which means its definition changes depending on who is experiencing it, so virtually any definition for art has to use words that are subjective. Words and phrases like “beautiful,” “appealing,” and “more than ordinary significance” mean many things to many people. So we can’t really take Mr. Webster to task for giving us an inconclusive definition. This problem of defining art has plagued society for centuries. (In fact, there is a whole arm of philosophy, called “aesthetics,” dedicated just to debating what is and is not beautiful.)

One more problem in defining art is the emotional aspect of it. In its simplest form, art is really just another form of communication. But usually what an artist is trying to communicate is a feeling — the words to a song or the colors in a picture have been combined to bring about an emotional reaction in the audience. And not all artists are aiming at bringing out warm and fuzzy feelings! Some artists want their art to make you angry or sad. That’s where people can get uncomfortable and decide they don’t “like” an artist. On the other hand, if someone likes the way a work of art makes them feel, you can bet they will put that artist on their list of favorites.

Activities

1) In a sentence or two, write down your personal definition of the word art. Now, look around your room again. Choose three things that you would describe as art; write those down under your definition. With a classmate, compare your lists, then compare your definitions.

2) Based on your definition of art and your discussion with your classmate, draft a letter to the editor of your newspaper expressing your answer to the question, “What is art?”

3) As a class, choose a piece of music to listen to. As you listen to the music or words, try to tune into the emotions that you are feeling and write them down. As a class, discuss the differences in people’s lists of emotions and what the artist was trying to achieve.

Artifacts

One of Johann Sebastian Bach’s (1685-1750) employers, a duke, once threw Bach in jail for trying to quit as his court musician. During his month in jail, Bach wrote 56 pieces of music.
A Matter of Taste

Art has always been described as a matter of taste. Human taste, whether in art or fashion or food, is constantly evolving. (Just look at the pictures of your parents when they were your age! Can you believe they wore that stuff?) But even though styles change eventually, society can be pretty stubborn about changing what it accepts as “good” taste.

For example, one of the most popular artists of all time is Claude Monet. Copies of his paintings are available on greeting cards, playing cards, tiles, calendars and, of course, in numerous coffee table books. Monet was one of the founding fathers of the artistic movement called Impressionism. For centuries before Monet and the other impressionists, painters had depicted their world very realistically: The skies were blue, the sun was yellow, the lines were clear and sharp. The point of painting was to clearly create a scene.

Monet and his impressionist colleagues, on the other hand, tried to capture the feel or impression of a scene instead of the reality of it. To do so, their colors were often roughly blended and the paint was put on the canvas in thick layers of dabs and broad strokes. This style of painting often produces a picture that, when you stand close to it, looks like nothing but swirls of paint and color. However, when you stand back, the scene becomes clear. These were radical differences for the painting world. So radical, in fact, that the impressionists were banned from exhibiting with the other popular artists of their time. So, on April 15, 1874, the Impressionists held their own exhibit in Paris. While some art critics appreciated this new style of painting, most of the critics in 1874 Paris ridiculed the paintings and the artists.

Let’s look at what Emile Cardon, an art critic from La Presse, had to say about the exhibit:

“...the excesses of this school sicken or disgust. ... In examining the works exhibited ... one wonders whether one is seeing ... the result of mental derangement...”

Yipes! Tough critic!

Vincent Van Gogh (1853-1890) was another artist who had a different definition of art. Now considered a brilliant painter, Van Gogh was a failure in his lifetime. He was never able to make much money off his art and had to rely on his younger brother, Theo, to support him.

Once, Vincent tried to sell his series of sunflower paintings for just $80, but no one would buy them. In 1987, however, almost 100 years after his death, one of those same sunflower paintings — just one — sold for $40 million!

Despite the initial reactions people had to Monet and Van Gogh, both artists are now considered masters.

It’s hard to blame the critics. These changes in painting seemed strange, even frightening, to them. No one had developed a taste for them, yet.

Art Facts

Henri Matisse (1869-1954) would sometimes wake his wife, Amelie, in the middle of the night to read out loud to him or go for long walks with him — sometimes to the next town. Totally devoted to her husband, Amelie never complained.

Activities

4) Have your teacher place a piece of art (a painting or sculpture or a picture of one) at the front of the class. Write a newspaper-style review of the artwork. Compare the reviews.

5) Find a movie review in your local newspaper on a movie you have seen. Don’t read it yet; just set it aside. Write your own review of the movie, then compare it to the one from the paper. Do you and the reviewer have similar tastes? What conclusions can you draw?
Let's Talk Art

So far, we've seen that it's difficult to create a specific set of criteria that spells out what is and is not art. A good place to start, however, is to learn about the various disciplines of art and how they are created. The main categories of art are: dance, music, literature/theater, and visual arts (which include painting and sculpture). Each discipline has its own characteristics or elements that help to define it. Studying these elements gives you an artistic vocabulary. The visual arts, for example, are made up of the elements of art and the principles of design. (See “It's Elementary” below for definitions.) These elements and principles help artists organize their art and help the audience understand the work by giving them a frame of reference to use when viewing the art.

Whether your immediate reaction to a work of art is “Yuck!” or “Wow!” your knowledge of the elements and principles will help you understand why you feel that way and, hopefully, it will lead you to understand artists’ work, whether you like the piece or not.

**Art Facts**

There are so few facts available about William Shakespeare's (1564-1616) life that more than 4,000 books have been written speculating whether he was the actual playwright of his plays. At least 58 other candidates, including Queen Elizabeth I, have been proposed as the real author.

It's Elementary!

The elements of art are no great mystery. You were taught most of them in elementary school. Remember all those worksheets you colored with crayons and all those triangles and squares you had to label? Well, there you go — those were your first lessons in the elements of visual art.

It has been a while since elementary school, however, so here's a refresher course:

The elements of visual art:

**Line** - the most common element. Line is used by artists to create forms in their pictures as well as dimension. At its simplest, a drawing is a combination of varying lengths and types of lines. Various lines can also infuse an artwork with emotions. For example, a horizontal line suggests stability or calm; a vertical line can show strength or can be uplifting; a diagonal line can create tension or add a dynamic quality to the artwork. Line is also used to define space, to give it a border. Lines can be used for outlines as well as for contouring.

**Color** - There are three properties of color: the hue — the purest state of the color with no white or black added; the value — how light or dark the color is; and the intensity — how much color there is. Color can define line and form, adding realism to both and can draw the audience's eye from one section of an artwork to another. Color also elicits emotional responses.

**Mass** - Just like in geometry, mass in art is the three-dimensional volume of an object. The use of mass is how an artist depicts the feeling of weight in a painting.

**Space** - Space can be actual or pictorial. The actual space is the actual size of a sculpture or a canvas. Pictorial space is how an artist uses perspective to create an illusion of space. Think of it this way, no matter what the actual space of a painting surface is, an artist can create the feeling of great space with the right use of color and line.

**Texture** - Texture refers to the artwork's surface. Is the paint on a painting rough or smooth? Does a sculpture have a glassy surface or is it sandy, even chunky? Texture can give a piece of art emotion and energy.

The principles of design:

The concept of design addresses how an artist coordinates the elements in the work of art. Variations in design — in how the artistic elements are organized — have different effects on the audience. They are:

**Balance or harmony** - how the elements are placed in relation to each other. If an artwork is out of balance it can make the audience uncomfortable. Using color and sizing objects differently can create a balance even if the painting is arranged asymmetrically.

**Repetition** - Repeating lines, shapes and colors can help produce an overall appearance of harmony in a composition.

**Contrast** - involves such relationships as large and small, thick and thin, dark and light, dense and sparse, and scattered and concentrated.

**Rhythm or movement** - obtained either by using wavy lines or by placing motifs in contrast to set patterns. This technique adds interest and variety to a design. The repetition of straight and wavy lines, for instance, gives a design rhythm and a sense of movement.

**Unity** - occurs when all the elements in a design form a consistent whole. A design has unity if its masses are balanced or if its tones and colors work together. Unity creates a satisfying overall effect.
# A Colorful History

**We need your help. These two pages were too small to hold a timeline of everything that has happened in the arts world: so many painters, sculptors, musicians, dancers, actors — so little space!! Unfortunately some didn’t make the final cut. Maybe some that were your favorites.**

Here’s how you can help: Extend the timeline. We’ve covered much of the classics.

As a class create a timeline of your own by adding the classical artists we couldn’t include as well as all the modern arts and artists that emerge each day. You could even do separate timelines — one

## B.C.

-3000 to -2501
- The Great Sphinx of Gizeh is built.

-2000 to -1501
- Bronze Age in Western Europe

-1500 to -1001
- Mexican Sun Pyramid is built in Teotihuacan.

-900 to -800
- Homer writes Greek epics Iliad and Odyssey.

-800 to -701
- First recorded Olympic games are held. (-776)
- Rome is founded. (c. -753)
- Music is recorded on a tablet in Sumeria.

-700 to -601
- Music is written for solo voice with instruments.

-600 to -501
- Democracy is established in Greece. (c. -509)
- Aesop, a former slave, writes the Fables.
- Pythagoras introduces the octave in music.

-500 to -401
- Greek dramatist Aeschylus introduces a second actor (in addition to the protagonist and the chorus) to Greek drama. (-471)
- Sophocles introduces a third actor to Greek drama. (-468)

-400 to -351
- Actors stage the first theatrical performances in Rome. (-365)

-350 to -301
- Greek painter Pamphilus teaches that perfect art must use mathematics and geometry. (c. -350)

-300 to -251
- The Colossus of Rhodes is completed. (c. -275)

-250 to -201
- The Venus of Milo is sculpted. (c. -140)

## A.D.

### 51 to 300
- Rome is burned. (64)
- Arch of Titus erected in Rome. (81)
- Religious plays are first recorded. (c. 300)

### 451 to 650
- Plans are drawn for the Vatican Palace in Rome. (500)
- Byzantine art enters its Golden era. (550)
- Orchestras of hundreds of players are formed in China. (619)
- China begins to produce porcelain. (620)

### 751 to 800
- Charlemagne is crowned emperor of the Holy Roman Empire. (800)
- Poems are sung to music for the first time at Charlemagne’s court. (800)

### 801 to 850
- Charlemagne officially prohibits dancing. (The ban is generally ignored.)

### 851 to 900
- The first of the famous Arabian tales “A Thousand and One Nights” is written. (900)

### 901 to 1050
- Leif Ericson, son of Eric the Red, discovers America (Nova Scotia). (c. 1000)
- Time values are given to musical notes. (1050)

### 1051 to 1110
- Norman (Romanesque) architecture starts to appear. (1066)
- Secular (non-religious) music begins. (1100)
- Gothic architecture begins. (1100)

### 1101 to 1150
- The Golden Age of Buddhist art begins in Burma.

### 1151 to 1200
- “Leaning Tower” of Pisa is built (straight up and down). (1171)
- Early Gothic period starts in England. (1200)

### 1201 to 1250
- Facade of Notre Dame cathedral is finished. (1201)

### 1251 to 1300
- The journeys of Marco Polo begin. (1271)
- Giovanni Pisano sculpts “Madonna.” (1300)

### 1301 to 1350
- Giotto paints frescos of the life of Christ and the life of the Virgin on a small church in Padua, Italy. (1305)
- The 100 Years War begins between England and France. (1337)
- The plague claims the lives of one-third of the population of Europe. (1349)

### 1351 to 1400
- Robin Hood appears in popular English literature. (1375)

### 1401 to 1450
- Dancing master Guglielmo Ebreco writes basic rules of the dance.
- Donatello sculpts “David” and “St. John.” (1433)
- Florence, Italy, becomes center of the Renaissance and humanism.

### 1451 to 1500
- Ghiberti completes Gates of Paradise at Florence baptistry. (1452)
- Botticelli, Ghirlandaio, Perugino, Pinturicchio, and Signorella paint frescos in the Sistine Chapel in Rome. (1481)
- Ballet has its beginnings in Italian courts. (1490)
- Columbus discovers “New World.” (1492)
- Leonardo da Vinci begins the fresco, “The Last Supper.” (Finishes in 1495)
- Albrecht Dürer paints “Apocalypse.” (1498)
- Michelangelo sculpts “Pietà.” (1498)
- University of Oxford institutes degrees in music. (1499)
- First political cartoons (on the Fr.-Ital. war) appear.

### 1501 to 1550
- Leonardo da Vinci finishes “Monalisa.” (1503)
- Michelangelo finishes “David” sculpture. (started in 1501). (1504)
- Michelangelo finishes work on ceiling of Sistine Chapel. (started in 1508). (1512)
- Raphael paints “Sistine Madonna.” (1512-1514)
- Titian paints “The Tribute Money.” (1514)
- Hieronymus Bosch creates “The Garden of Worldly Desires.” (c. 1504)
- Women appear for the first time on Italian stages. (1529)
- Correggio paints “Adoration of the Shepherds.” (1530)

## Timeline:

- **Music/Dance**
- **Theater, Movies**
- **Visual (painting, sculpture, photography)**
for, say, rock music, movies, photography, animation, or multimedia art.

Be careful, though. Once you get started you may not be able to stop. Believe us, we know!

1551 to 1600
- Michelangelo produces “Pietà” sculpture in Florence, Italy. (1555)
- Tintoretto paints “St. George and the Dragon.” (1555)
- Pieter Brueghel paints “Tower of Babel.” (1563)
- Giovanni da Bologna begins Neptune Fountain, Bologna. (1563)
- El Greco finishes “Assumption of the Virgin.” (1577)
- Baltasar de Beaujoyeux, the first choreographer, stages the first ballet de cour. (1581)
- Caravaggio paints “Martyrdom of St. Maurice.” (1581)
- England defeats Spanish Armada. (1588)
- Beginning of the Kabuki theater in Japan. (1586)
- Don Quixote (1605); Part 2 is written in 1615.
- First open-air opera is performed in Rome. (1606)
- Thirty Years War (1618-1648)
- All theaters in England are closed by the Puritans. (1642-1660)
- Taj Majal is built. (1628-1650)
- The High Baroque period begins in Italy. (1630-1680)
- Rembrandt paints “The Night Watch.” (1642)
- Diego Velázquez paints “Las Meninas.” (1656)
- Actresses appear on German and English stages. (1660)

1601 to 1650
- Miguel de Cervantes writes the first part of Don Quixote (1605); Part 2 is written in 1615.
- First open-air opera is performed in Rome. (1606)
- Thirty Years War (1618-1648)
- All theaters in England are closed by the Puritans. (1642-1660)
- Inigo J one’s (1573-1652) becomes England’s chief architect.
- Taj Majal is built. (1628-1650)
- The High Baroque period begins in Italy. (1630-1680)
- Rembrandt paints “The Night Watch.” (1642)
- Shakespeare writes Romeo and J ulyet. (1594)

1701 to 1750
- Jonathan Swift writes Gulliver’s Travels. (1726)
- George Frederick Handel writes the Messiah. (1741)
- J ohn Sebastian Bach spends his career composing music for the Church. (1704)

1751 to 1800
- Signing of the U.S. Declaration of Independence. (1776)
- Wolfgang Amadeus Mozart composes The Magic Flute. (1791)
- J acques David paints “Marat Assassinated.” (1793)
- J ohn Haydn composes The Creation. (1799)

1801 to 1850
- Ludwig van Beethoven composes Symphony No. 5. (1808)
- Verdi (1813-1901) begins his career composing music in the style of Realism.
- Italian composer Giuseppe Verdi (1813-1901) composes operas (Rigoletto) in the Romantic style.
- Francisco de Goya produces The Disasters of War etchings. (1810-1813)

1851 to 1900
- The first successful color photograph is made by British physicist James Clerk Maxwell. (1861)
- American Civil War (1861-1865)
- Russian composer Peter Ilich Tchaikovsky (1840-1893) creates symphonies in the Romantic style.
- American George Eastman develops photographic film strips which lead to the 35mm camera. (1883)
- Edvard Munch produces “The Scream.” (1895)
- American composer Aaron Copland (1900-1990) adds American themes to an expressive modern style.
- Russian composer Dimitri Shostakovich (1906-1975) creates symphonies of such daring style that he is often in trouble with the authorities.

1901 to 1950
- An unconventional ballet by Russian impresario Sergei Diaghilev almost causes a riot in Paris. (1913)
- The complex rhythms and harmonies of Igor Stravinsky’s ballet, The Rite of Spring, causes a scandal in Paris. (1913)
- Symphony No. 5. (1808)
- Verdi (1813-1901) begins his career composing music in the style of Realism.
- Italian composer Giuseppe Verdi (1813-1901) composes operas (Rigoletto) in the Romantic style.
- Francisco de Goya produces The Disasters of War etchings. (1810-1813)
- Earliest photographs on record are taken by French physicist J osph Nicéphore Niépce. (1827)
- Edward Hopper creates American art. (1920s)
- The complex rhythms and harmonies of Igor Stravinsky’s ballet, The Rite of Spring, causes a scandal in Paris. (1913)
- The first open-air opera is performed in Rome. (1606)
- Thirty Years War (1618-1648)
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- Rembrandt paints “The Night Watch.” (1642)
Putting Things in Order

Because art has been around at least since 10,000 BC (some 12,000 years!), getting a handle on the order of artistic events can be pretty tough.

Thank goodness the art community (and art historians) have been kind enough to organize the various eras of art into what is generally referred to as “periods.” Within each period are different “movements,” or styles, of art.

Because art reflects the society in which the artist lives, movements in art often coincide with social movements or developments. For example, during the Romanesque and Gothic eras, the church was the most powerful institution in society, so art at that time was used almost exclusively for religious purposes.

Here is a quick rundown of the main artistic periods along with artists or works representative of each. This section will be most clear if you can look up examples of the different styles and compare them while you read.

**The Golden Age of Greece (500 to 400 B.C.):** This was an age devoted to beauty. The Greek religion was based on gods that were ideal humans, so the art of this era was mainly concerned with creating the ideal human form. This was also the era of the great thinkers — Aristotle, Plato, and Pythagoras — so art was expected to be proportional and mathematically precise. The Parthenon was built during this time.

**Byzantine (c. 330 to 1450 A.D.):** The Byzantine empire was located in the eastern Mediterranean. This artistic style began when Emperor Constantine made the Christian church a power of state. Art’s function during this era was to tell Bible stories to those who could not read. Byzantine paintings and mosaics are very formal with flat, rigid human forms and gold backgrounds. Paintings and mosaics were the main form of art.

**Romanesque (500 to 1100 A.D.):** Because the church was the sole patron of the arts, the goal in art was to represent spiritual perfection instead of physical perfection. The Romanesque style was a European style, that involved the building of huge churches with heavy stone walls and few windows. Like the Byzantine style, the Romanesque also includes formal paintings and sculpture with rigid human forms that tell the stories of the Bible, especially the more frightening stories such as the Last Judgment and the Apocalypse.

**Gothic (1100 to 1400 A.D.):** This period is a European movement that concentrated on the gentler aspects of religion, such as the kindness of Christ or the tenderness of the Virgin Mary. Gothic sculpture was graceful, elegant, and more natural (human) looking than any that had previously existed in Europe. Figures in the sculptures were given personalities and realistic facial expressions. The architecture, sculptures, and stained glass windows of the Cathedral of Notre Dame are examples of this style. The Italian painter Giotto is the most famous of the Gothic era.

**Renaissance (1400 to 1600):** Meaning “rebirth” in French, the Renaissance began in Italy with a renewed interest in the classical learnings of the Greeks, including realistic and scientifically based perspectives in art.

This was an age of humanism in which art was not used just for religious storytelling anymore — wealthy statesmen began to hire artists to paint portraits of them, and artists became interested in reproducing the world around them. A religious painting of Mary and the baby Jesus, for example, might include people dressed in the styles of the artist’s day. Some of the most famous artists of the Renaissance are Leonardo da Vinci, Michelangelo, Raphael, Botticelli, El Greco, Donatello, and Albrecht Dürer.

**Baroque (1600 to 1725):** Baroque painting and sculpture were full of emotion, vitality, and movement. Although religious subjects were still very prevalent, scenes of everyday life, with no references to religion, became more common. The Baroque artists include painters Rembrandt and Rubens and sculptor Bernini.

**Rococo (1725 to 1775):** This period reflected the light and frivolous character of the French courts before the French Revolution. The emphasis of Rococo art was on prettiness, so artists developed a fragile, delicate style. The paintings of Jean Fragonard are examples of this style.

**Neoclassic (late 18th century):** The Neoclassic style was a reaction to the decorative Rococo style of the courts. Jacques David (pronounced Dah-VEED) was the major artist of this style. Neoclassic art was less ornate and conveyed the heroic ideals of the ancient Romans, not the sentimental emotions of the Rococo movement.

**Romantic (1800 to 1900):** Expressing emotion was the main force behind Romanticism, and artists were given the opportunity to express their emotions however they wanted to. Portraying violence and shocking events was one way Romantic artists could bring on strong emotions. The artist also had a new audience: For the first time, the common people were the audience for art. Painters and sculptors relied on the sale of their works rather than on the patronage of a noble family. Delacroix, Manet, Degas, Rodin, Monet, Renoir, and Seurat were all artists of the Romantic era.
What is an ism?

Sometimes artistic styles of painting are playfully referred to as "isms" because so many of the names of the styles end in the suffix "-ism." New isms, or styles, began to develop quickly after the Romantic period when common people became more involved in the art trade. Out from under the rule of one very large institution or a few very wealthy patrons, artists began to experiment and expand the artistic horizons. As you can see from the lists below, as each new style appeared, there quickly developed a kind of counter style — an answer to it — by another group of artists. And just like in any lively "conversation" where the parties are emotionally involved, emotions in the art world ran high, from admiration and adoration to ridicule and disgust.

The 19th century was the first century of this rapid artistic experimentation. The styles of this era include:

- Romanticism
- Neo-Classicicism
- Realism
- Pre-Raphaelites Arts and Crafts Realism
- Impressionism
- Post-Impressionism
- Neo-Impressionism
- Pointillism
- Symbolism
- Art Nouveau

The 20th century followed on the 19th with styles such as:

- Fauvism
- Expressionism
- Cubism
- Futurism
- Dada Surrealism
- Abstract Expressionism
- Pop Art
- Op Art
- Minimalism
- Performance Art
- Environmental Art
- Neo-Expressionism
- Post-modernism

Some of the differences between these styles seem vast, while others are subtle. Some styles were completely new when they were introduced, never seen or imagined before, while other styles were a recreation of a previous style but with a modern twist. The one common aspect of all the movements, though, is that artists had free rein to create and express. And they continue to do so today.

Art Facts

Because her husband, muralist Diego Rivera (1886-1957), was so large (300 pounds), Mexican painter Frida Kahlo (1907-1954) had his underwear specially made for him — in bright pink cotton.

Names to Know

There have been so many wonderful artists over the last 2,000 years that it takes years of study to become familiar with all of them. However, there are some whose works have been loved and admired around the world and whose names you will hear over and over in your lifetime. Below is a list of a few of them:

Leonardo da Vinci - probably born outside Vinci, Italy, 1452; died near Aboise, France, 1519. Leonardo was an Italian painter and sculptor during the Renaissance. To make his paintings as lifelike as possible, he studied anatomy by dissecting more than 30 corpses. His paintings include the "Mona Lisa" and "The Last Supper." Leonardo is considered a genius in more than the artistic field. He kept encyclopedic notebooks that contained technical drawings of flying machines, the first cars, bicycles, machine guns, tanks, and a submarine.

Albrecht Dürer - born in 1471 and died in 1528 in Nürnberg, Franconia. Dürer was a German painter, engraver, woodcut designer, and graphic artist. He was a master of detail and created works of great imagination. One of his best-known etchings is "Knight, Death and the Devil."

Michelangelo Buonarroti - born in Caprese, Italy, 1475; died in Rome, Italy, 1564. Michelangelo was an Italian sculptor and painter during the Renaissance. Some of his more famous works are the ceiling of the Sistine Chapel and his statue of David. Michelangelo had a fascination with the Classical Greek ideal of the human body. He also dissected corpses to study anatomy and studied the statues of the ancient Greeks.

Rembrandt van Rijn - born in Leiden, Holland, 1606; died in Amsterdam, Holland, 1669.

A Dutch artist who produced paintings, etchings, and drawings. Rembrandt is best known for his portraits in which he was able to capture human character and emotion. He produced nearly 300 etchings and close to 1,400 drawings. Rembrandt’s self-portraits are some of his most famous works.

Claude Monet - born in Paris, France, 1840; died in Giverney, France, 1926. Monet was the leader of the Impressionist movement. To truly paint only a moment on his canvas, he would work on a painting as long as the light stayed the same — sometimes less than 30 minutes. Monet’s gardens have become world famous, and his paintings of water lilies are some of his most popular.

Mary Cassatt - born in Allegheny City, Penn., 1844; died in Mesnil-Théribus, France, 1926.

Cassatt was a painter whose main subject was motherhood. A female painter in a man’s world, Cassatt moved to Paris, the European capital of art, as soon as she could. There she became very close to French artist Edgar Degas.

Vincent van Gogh - born in Groot-Zundert, Holland, 1853; died in Auvers-sur-Oise, France, 1890.

(continued on next page)
Art Today

S cientifically speaking, the 20th century was one of the fastest-moving centuries of all time. Humans went to the moon, broke the sound barrier, performed organ transplants, even reattached amputated limbs. And just like in every other era, the world of art kept stride with the world of technology. Scientific advances were quickly adopted by forward-thinking artists and made into more tools for artistic expression.

Get the picture

Photography was actually invented in the 1800s and was used immediately to record historical events such as the Civil War. Soon, however, the artistic possibilities of photography were being explored by artists. Around the turn of the century, artistic photographers began producing portraits, landscapes, even abstract pictures. Some photographers tried to imitate paintings by using special paper and techniques that made the photograph look like a painting. Others actually used paint on the photographs.

Photography, like the visual arts before it, became a way to record history: the clothing styles, the living conditions, the wars. The work of some photographers even brought about social change — photography became a way to speak out. For example, Lewis W. Hine’s photographs of children working in coal mines helped bring about the passage of child-labor laws.

Artistic photography is all around us now — in magazines, advertisements, newspapers, and on-line. Noted photographers include Dorothea Lange, Paul Strand, and Ansel Adams.

Let’s get movin’

Almost immediately after still photography was born, inventors wanted more. The same people involved in the development of photography quickly...
set their sights on moving pictures.

At the turn of the century, several of these inventors produced motion picture cameras and projectors. In 1893, at the World’s Columbian Exposition in Chicago, Thomas Alva Edison displayed the first commercial motion picture machine. Edison’s kinetoscope required the spectator to watch the film through a peephole; this apparatus was soon replaced by machines that projected the images onto large screens.

This late 19th century invention developed into a major art form in the 20th century. In fact, the motion picture industry has become an extension of the art of theater and is now one of the biggest industries in the world. From Gone With the Wind to E.T. to Schindler’s List, movies are now a medium for teaching, entertainment, and social commentary.

**The mouse that roared**

Perhaps the invention that had the biggest impact on 20th century art (and every other aspect of the world) was the computer, which opened a whole new world at the click of a mouse.

While computers were first used for calculations or scientific research, they soon became tools for artists.

With graphics computer programs, an artist can manipulate an existing picture or draw a new one. Hand-drawn art can be scanned in and “cleaned up,” cutting down on the need for tedious redrawing by hand. And there are painters now whose canvas is their computer monitor, whose paint palette is a digital color palette on the screen, and whose brush is a mouse.

Computer-generated graphics have especially enhanced animation and the motion picture industry. A quick comparison of the Star Wars movies — the originals, the enhanced versions, and the newest installments — shows how far the computer graphics field has come in a relatively short time.

As the use of computers changed from being a tool for some to a toy for many, art was needed to make the computer “desktop” more user-friendly and computer games more realistic. Every graphic on a computer screen, whether it is an icon or a virtual-reality landscape, has been created by a graphic artist or designer. And as the digital landscape grows through the Internet, the need for graphic art in the computer industry continues to expand.

Access to the Worldwide Web through personal computers has also had an impact on classical art: You can now listen to a symphony orchestra or see famous masterpieces of art through the computer in your bedroom or classroom.

In fact, most traditional artistic disciplines today — music, choreography, painting, architecture, set design — use the computer in one way or another.

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**Art Facts**

In 1981, at a mere 21 years old, architecture student Maya Lin won an open competition to design the Vietnam Veterans Memorial. Her vision is now a reality in Washington, D.C.

Later, Lin was commissioned to design the civil rights memorial in Montgomery, Ala. She now runs her own design studio in New York.

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**Get a Job!**

If you’ve always wanted to work in the arts but you’re not sure how to get started, here are some tips:

- If you are artistically talented — you are a singer, painter, sculptor, actress, musician, or dancer — what it will take for you to succeed is a lot of hard work, practice, education (including college), and professional training. The doors in this field don’t always open easily, and when they do, there are usually lots of people trying to get through! The key is to just start — anywhere.
  - Audition with local drama clubs; sing with a community chorus or church choir; create a portfolio of your work and show it. Just do it! (That Nike slogan isn’t just for athletes.)
  - If you feel that you don’t have a particular artistic talent but you still love the arts and want to work with them, there is plenty of opportunity for you, too. Ever notice all those people on movie credits listed after the actors? Who are they? They’re people working in the arts: producers, mixers, directors, lighting and music engineers, managers, even accountants and caterers. Look into such majors as arts administration (a combination of business classes and art classes), computer graphics, electronics, advertising, and public relations. All of these can be applied to the arts field.
  - The way to make any goal come true is to focus on it and learn as much as you can to succeed. Now, get out there and get a job!

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**Activities**

14) Ask a photographer from your local newspaper to come to your class to discuss the difference between photojournalism and photography as art. Prepare for the visit by writing a list of reporter’s questions to ask him or her.

15) Look up the most recent winners of the Pulitzer Prize for photojournalism and the National Press Photographers Association Picture of the Year. (Hint: You can find them on the Internet.) As a group, discuss whether these photographs should be considered art or journalism; why they won these awards; and how the photographer used the elements of art and principles of design.

16) It is said a picture is worth a thousand words. Look at the photos in your newspaper without reading the captions. Choose three pictures and write a brief paragraph on each discussing what they tell about the article they accompany; whether they express emotion; what the photographer is trying to say, or whether he’s trying to say anything at all.

17) Choose one of the artists or artworks mentioned in You Gotta Have Art! and, with your teacher’s approval, search for the artist or work on the Worldwide Web. As a class, discuss the effect of technology on the traditional arts and the effect of the Internet specifically on copyright issues.

18) Look through your newspaper’s Help Wanted ads and circle openings for all arts-related jobs. What conclusions can you draw about the opportunities in your community? Discuss.
You Gotta Have Art!