

Art of the Industrial Revolution (Grades 6-12)

LESSON DESCRIPTION:

The Victorian Era was the best of times and the worst of times. Discover the roles that men and women played in reaching and reforming society through art. The lesson will culminate with an art activity to extend student learning. (The extended unit takes a closer look at different facets of the Victorian Era.)

STATE STANDARDS:

Seventh Grade:

- **SS-Standard 7-3:** The student will demonstrate an understanding of independence movements that occurred throughout the world from 1770 through 1900.
 - 7-3.4 Explain how the Industrial Revolution caused economic, cultural, and political changes around the world.
- **ELA-W-Standard 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
 - 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
 - a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;
 - b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;
- **ELA-W-Standard 6:** Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
 - 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.

High School:

- **SS-Standard WG-1:** The student will demonstrate an understanding of the physical and human characteristics of places, including the creation of regions and the ways that culture and experience influence the perception of place.

- WG-1.2 Analyze human characteristics of places, including the ways places change with innovation and the diffusion of people and ideas (e.g., the spread of religion and democracy).
- WG-1.3 Explain how physical environment and human characteristics can be used to organize a region and how regions change over time (e.g., from heavy manufacturing belts to “rust belts”).
- **SS-Standard WG-6:** The student will demonstrate an understanding of the processes, patterns, and functions of human settlement.
 - WG-6.2 Explain how the structure of rural and urban places is impacted by economic, social, political, and environmental transitions, including gains or losses by industries and the outsourcing or offshoring of labor (e.g., the shift from textiles to automobile manufacturing in the American South).
 - WG-6.4 Explain the advantages and disadvantages of daily life in rural and urban locations (e.g., transportation systems, zoning, congestion, population density, cultural opportunities, cost of living).
- **ELA-W-Standard 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
 - 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
 - a. develop real or imagined experiences or events using effective techniques, wellchosen details, and wellstructured event sequences;
 - b. engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;
- **ELA-W-Standard 6:** Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
 - 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.

SC VISUAL ARTS STANDARDS:

Sixth Grade:

- VA6-1.1 Identify the materials, techniques, and processes used in a variety of artworks.
- VA6-1.2 Describe the ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks.
- VA6-3.1 Identify and describe the content in works of visual art.
- VA6-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her artmaking.
- VA6-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.
- VA6-4.2 Discuss and write about ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.
- VA6-5.1 Compare various purposes for the creation of works of visual art.

Seventh Grade:

- VA7-1.1 Identify the materials, techniques, and processes used in a variety of artworks.
- VA7-1.2 Describe the ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks.
- VA7-3.1 Compare and contrast the content in two works of visual art.
- VA7-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her artmaking.
- VA7-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.
- VA7-4.2 Discuss and write about the ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.
- VA7-5.1 Compare various purposes for the creation of works of visual art.

Eighth Grade:

- VA8-1.1 Identify the materials, techniques, and processes used in a variety of artworks.
- VA8-1.2 Describe ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks.
- VA8-2.2 Discuss the ways that the visual arts are able to communicate ideas.

- VA8-3.1 Compare and contrast the content in several works of visual art.
- VA8-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her artmaking.
- VA8-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.
- VA8-4.2 Discuss and write about the ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.
- VA8-5.1 Compare various purposes for the creation of works of visual art.

High School:

- VAH-1.1 Recognize and analyze the similarities and differences among the materials, techniques, and processes in works of visual art.
- VAH-1.2 Describe ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks. VAH-3.1 Explore the sources of the subject matter and the ideas in variety of works of visual art.
- VAH-2.2 Create works of visual art that use the elements and principles of design and other compositional strategies.
- VAH-3.1 Explore the sources of the subject matter and the ideas in a variety of works of visual art.
- VAH-3.2 Analyze and describe the relationships among subject matter, symbols, and themes in communicating intended meaning in his or her own artworks and in those of others.
- VAH-3.3 Select and effectively use subject matter, symbols, and ideas to communicate meaning through his or her artworks. VAH-4.1 Describe ways that the subject matter, symbols, ideas, and technologies in various artworks are related to history and culture.
- VAH-4.1 Describe ways that the subject matter, symbols, ideas, and technologies in various artworks are related to history and culture.
- VAH-4.5 Apply a knowledge of art history, various cultures, and technologies in the creation of original artworks.
- VAH-5.1 Analyze the intention of the artist in a specific artwork and justify his or her interpretation.

