Learning Objective 2.3:
Students analyze the influence of a single work of art or group of related works on other artistic production.

Learning Objective 3.1:
Students identify a work of art.

Learning Objective 3.2:
Students analyze how formal qualities and/or content of a work of art elicit(s) a response.

Learning Objective 3.3:
Students analyze how contextual variables lead to different interpretations of a work of art.

Learning Objective 3.4:
Students justify attribution of an unknown work of art.

Learning Objective 3.5:
Students analyze relationships between works of art based on their similarities and differences.

Enduring Understanding 4-1
From the mid-1700s to 1980 C.E., Europe and the Americas experienced rapid change and innovation. Art existed in the context of dramatic events such as industrialization, urbanization, economic upheaval, migrations, and wars. Countries and governments were re-formed; women’s and civil rights’ movements catalyzed social change.

Enduring Understanding 4-2
Artists assumed new roles in society. Styles of art proliferated and often gave rise to artistic movements. Art and architecture exhibited a diversity of styles, forming an array of "isms.

Enduring Understandings 4-3
Works of art took on new roles and functions in society and were experienced by audiences in new ways. Art of this era often proved challenging for audiences and patrons to immediately understand
Module Standards
Later Europe and Americas I