



EduTrend Contents

W4C · ART HISTORY AND APPRECIATION · MIDDLE SCHOOL

Modern Art Movements

Build a timeline from Impressionism to Pop Art

Ages 12–14

Level: Intermediate

60 minutes

Groups of 4 · up to 30

Activity 04

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 04 · AT A GLANCE

Modern Art Movements

Each group becomes experts in one movement, such as Impressionism, Cubism, Surrealism, Abstract Expressionism or Pop Art. They identify key features, artists and dates, build a class timeline and make a quick artwork in their movement's style.

Learning outcomes

By the end of the session students can:

- identify key features of modern art movements;
- place movements on a timeline with dates and context;
- explain how movements responded to earlier art and events;
- create an artwork using a movement's features.

KEY WORDS

movement · Impressionism · Cubism · Surrealism · Abstract Expressionism · Pop Art · avant-garde · style

CURRICULUM LINKS

Art and design: art history and styles. History: the nineteenth and twentieth centuries. English: research and presentation.

1

LOOK

Slow looking

2

DESCRIBE

What do you see?

3

ANALYSE

How was it made?

4

CONTEXT

When, where, why?

5

INTERPRET

What does it mean?

6

RESPOND

Judge and create

Materials (per group)

- Movement fact packs with images from museum collections
- A long paper timeline
- Paints, oil pastels, collage materials
- Worksheets 1, 2 and 3

Before the session

- Prepare fact packs for five movements.
- Draw a timeline from 1860 to 1970.
- Set out materials for each style.
- Plan groups.

SAFETY

Aprons for painting. Tidy materials to avoid slips.

ACTIVITY 04 • SESSION PLAN

Step by step

Ask each group to find what their movement was reacting against: it makes the timeline a story, not a list.

Time	What happens	Say or ask
0–10 min Hook	Show five artworks in random order; guess which came first.	<i>“What clues suggest the order?”</i>
10–25 min Research	Groups study their movement: dates, artists, features, context.	<i>“What was your movement reacting to?”</i>
25–35 min Timeline	Groups place their movement on the class timeline.	<i>“What was happening in the world then?”</i>
35–50 min Make	Groups create a small artwork in their style.	<i>“Which feature is most important?”</i>
50–60 min Present	Groups present features and their artwork.	<i>“How did your movement change art?”</i>

CHALLENGE CARD (print or copy onto the board)

Become experts in one modern art movement, place it accurately on a timeline and create an artwork that shows three of its key features.

ACTIVITY 04 • FACILITATOR NOTES

The art history in brief

Impressionism emerged in France in the 1870s; its name came from Claude Monet's painting *Impression, Sunrise*. Impressionists painted light and everyday life with visible brushstrokes. Cubism, developed by Pablo Picasso and Georges Braque from about 1907, broke objects into geometric planes and multiple viewpoints.

Surrealism, launched by André Breton's manifesto in 1924, explored dreams and the unconscious. Abstract Expressionism developed in New York in the 1940s and 1950s with large, gestural or colour-field paintings. Pop Art in the 1950s and 1960s used images from advertising and popular culture. Each movement reacted to earlier art and to its times.

Common ideas to listen for

- "Modern art is random." Each movement had aims and ideas.
- "Movements happened one at a time." Many overlapped.
- "Abstract means the artist could not draw." Abstraction was a deliberate choice.

Adapting the activity

Support

Give a fact pack with key features already highlighted.

Stretch

Research a modern artist from outside Europe and North America and add them to the timeline.

WORKSHEET 1

Movement profile

Name: _____

Class: _____ Date: _____

Research your movement.

Profile

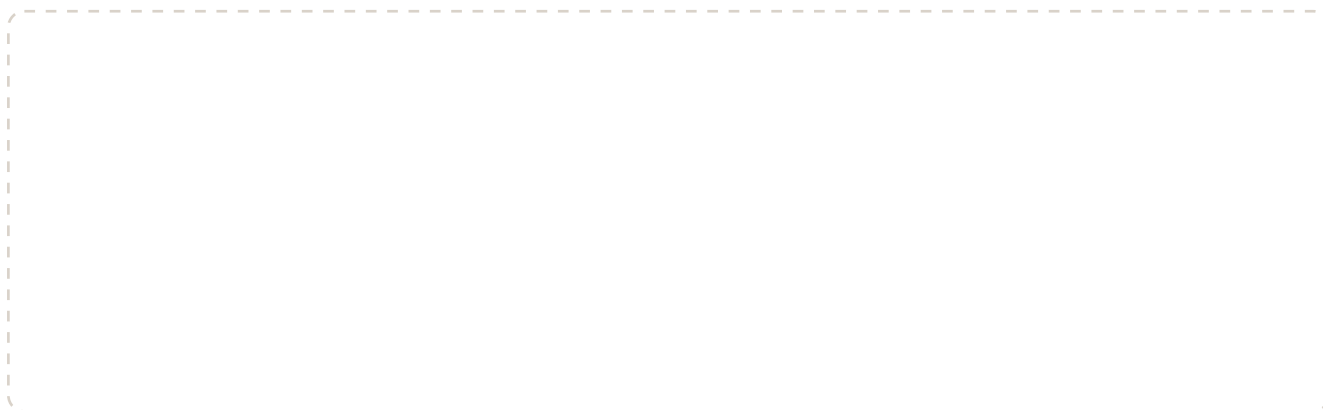
Question	Answer
Dates	
Where	
Key artists	
Key features	
Reacting against	

WORKSHEET 2

Style study

Plan your artwork.

Sketch

A large, empty rectangular box with a dashed border, intended for a student to draw a sketch of their artwork.

Plan your artwork. Label three features of the movement.

WORKSHEET 3

Timeline reflection

Think about change.

How art changed across the timeline

Movement I would like to learn more about and why

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Identifies features	Places accurately in time	Applies style purposefully

Suggested codes: W = working towards • E = expected • G = greater depth

ABOUT THIS ACTIVITY

Modern Art Movements is a sample activity from the EduTrend Contents W4C Art History and Appreciation programme (middle school, level: intermediate). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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