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17 Art from the Fifties to the Present

A Quick Look

A DRAMATIC SHIFT IN THE ART WORLD occurred at the end of World War II. Abstract Expressionism took New York and the Western world by storm. Its impact was so tremendous that all eyes turned to New York, the new leader of the art world.

But as the fast-paced post-war period unfolded, some artists tired of the emotionalism of Abstract Expressionism. These artists began to experiment with new techniques and materials.

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|---------------------------------------|------------------------------------|--|--|--|--|--|---|
| 1950 Pollock, <i>Lavender Mist</i> | 1963 Warhol, <i>100 Cans</i> | 1968 Martin Luther King assassinated | 1969 First manned landing on the moon | 1980 CNN offers round-the-clock news coverage | 1982 Alice Walker, <i>The Color Purple</i> | 1989 Demolition of the Berlin Wall | 2001 September 11 attacks on United States |
| 1951 Double-helix DNA proposed | 1965 Vasarely originates Op Art | 1972-1976 Christo, <i>Running Fence</i> | 1973 Vietnam War ends | 1980 Grooms, <i>Ruckus Rodeo</i> | 1984 Geraldine Ferraro is first woman vice-presidential candidate in the US | 1990 Violeta Barrios de Chamorro elected president of Nicaragua | 2005 September 11 attacks on United States |
| Timeline 1950 to 2004 | | | | | | | |

17-a Jackson Pollock began in 1946 to experiment with dripping, rather than brushing, paint onto canvas. Notice the visual rhythms that this technique creates. Jackson Pollock, No. 2, 1950 (Ezra Newhall/Artist) (Fig. 17-3).



17-b American interest in Realism has never really faded. The painter who created this work employs a style often referred to as Photo-Realism. Richard Estes, *Progress*, 1970 (Fig. 17-35).



17-c Color Field painters do not always plan their work. This painting was created by pouring and spreading paint onto the canvas. Helen Frankenthaler, *The Bay* (Fig. 17-23).

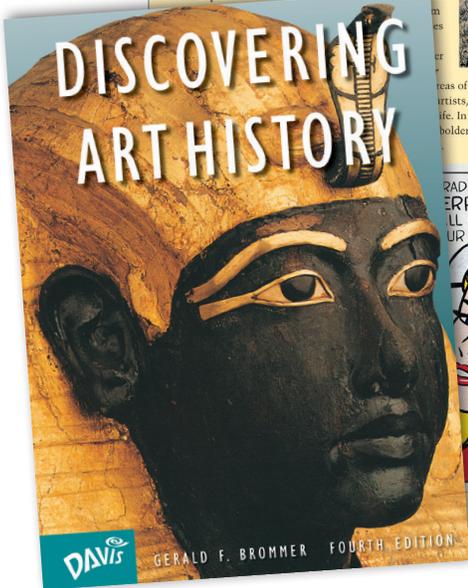


17-d Temporary artworks have become more common since the latter part of the twentieth century. This installation remained on view for only 18 days. Christo and Jeanne-Claude, *The Gates*, Central Park, New York City, 1979-2005. Photograph Eldon Katter.



17-e Many of Moore's wonderful sculptures are dramatically different when viewed from all four sides. Notice the size of the sheep in the pasture compared to the sculpture. Henry Moore, *Sleep* (Piece 1972, Bronze, 223 1/2" 568 cm) Long, Horseshoe, England. Courtesy of the artist.





Discovering Art History

By Jack Hobbs, Richard Salome, and Ken Vieth

This edition of *Discovering Art History* is an in-depth, comprehensive approach to art. The program includes an **extensive survey of Western art, studies of non-Western art**, as well as an introduction to **art appreciation**. Engaging **studio activities** throughout the text are keyed to chapter content. This **premier art history program** will show students how the visual arts serve to shape and reflect ideas, issues, and themes from the time of the first cave paintings to the twenty-first century.

Student Book:

- Vibrant, abundant fine art examples
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Lesson 4.10
A diverse group of Native American peoples have created ceremonial and functional art since prehistoric times. While each nation's objects differ from one another, they share an appreciation of natural materials, a close relationship to the spiritual realm, and use of pictographic symbolism and abstract designs.

Warm-up
Ask students to glance at the images in Lesson 4.10 and compare them to those in Lesson 4.2. Why are the original inhabitants of North America referred to as Indians? What might be a more accurate name for the first peoples of the American continent? Share that people from each of the first approximately 350 or more nations in the United States also identify themselves by their tribe's name—such as Klamath, Lakota, Paiute and Kiowa.

Objectives
Students should be able to:
Understand how each Native American nation has its own distinct culture and visual style.
Discuss the common respect for nature, the connection to the spirit world and the proclivity toward the use of natural materials in Native American art.

Vocabulary Definitions
mound builders Early Native Americans of the Middle West and Southeast who buried their earthen burial mounds and fortifications thus creating the first earth works in America (100–1000 BCE).
kiva (koo-va) A subterranean chamber ceremonially used by Southwestern Native Americans as a worship center. Kivas were square in early phases of Pueblo culture and round during the Great Pueblo era. Kivas are low and slightly domed.
adobe (ah-doh-bee) A clay brick made of sun-dried earth used as a building material. Any structure made of adobe bricks.
pueblo (poo-blo) A communal dwelling consisting of groups of continuous fire-roofed stone or adobe houses, the Native American culture of the Southwest United States typified by its use of such dwellings, and artistically noted for its excellent slip-painted pottery, long woven clothing and blankets, and kachinas.

Teach
Criticism Divide students into pairs and ask them to carefully examine the images in Lesson 4.10. After they discern the materials from which each one is made, challenge them to decide which area of the country could provide these natural elements. When they narrow down their choices, have them check their answers with the information in the captions and then find their location on the map. Discuss the visual differences among the artworks of the various nations and their relationship to the environment.
• What attributes do students think traditional Indian societies held toward nature? Share that traditional cultures share a common view that each thing, from inanimate objects such as rocks

and rivers to invisible elements such as the wind or the four directions, is imbued with its own spirit.
Art History Tell students that there is no separate word for art in Native American languages as conceived in Western European culture. Instead, students to examine the reproductions throughout the lesson and discuss why this might be so. Have them decide if the objects are purely decorative and meant only to be observed or if they all fulfill some other purpose in addition to their aesthetic qualities. Point out that each contains spiritual associations, through its symbolic content, its ceremonial function, or the fact that the spirit of the materials reside within the item after it is completed.

Evaluate
Ask students to name materials used in historic Native American art and explain what they reflect about traditional Native people's relationship to the environment.
• Why might traditional Native cultures conceive of the land and its bounty as sacred?
• How would students feel toward their own surroundings if many generations of their ancestors had been rooted in a particular place?
• Would it feel important to remain in the area? How would they feel if the government forced them to move to another location against their will? What would they do?

Contextual Information
Pomo Baskets
People of the Pomo tribe in California have traditionally used baskets as ceremonial objects, hair, cooking vessels, carrying vessels and storage containers. They still produce some of the finest baskets in the world (fig. 4-98), prized by collectors of today as high-quality works of art. Good quality materials, which include willow root, bear grass, spruce root and sedge, are essential to a successful basket. Pomo weavers do not leave finishing their materials to chance, but cultivate the plants that provide what they need. These are then gathered at the right times of the year, split, trimmed and stored in cedar bundles. Thus a Native American's knowledge of the earth and its rhythms are an inherent part of the art of basket-making.

Recreate
Explain to the class that most Native American art traditions were passed down within the family from one generation to the next over many centuries. Boys and girls would learn particular skills from their relatives and then teach those to their own offspring. Ask students to compare this manner of education to the medieval European guild system and the Renaissance studio run by masters. Discuss them to discover who the students were in these Western European systems.
• Would females or poor children be likely to acquire apprenticeship?
• Did everyone in Europe participate in some artistic activity or did only those with perceived talent receive art instruction?
• How might the differences between the two modes of learning reflect the Native American conception of art and life as being inseparable?

Teacher's Edition

16,000–9000 BCE
Paleolithic Spear-Thrower
The spear-thrower, also known aswoolly, is a long, thin, curved object made of wood or bone. It is used to launch a spear into the air, where it can be thrown with great accuracy and force. The spear-thrower is a simple but effective tool that has been used by many cultures throughout history.

3000 BCE
Palette of Narmer
The Palette of Narmer is a ceremonial object made of dark siltstone. It is a trapezoidal shape with a central hole and a smaller hole at the top. It is decorated with hieroglyphs and a falcon-headed figure. It is believed to be a ceremonial object used by the pharaoh Narmer to announce his victory over the city of Thebes.

1700 BCE
Stonehenge
Stonehenge is a prehistoric monument consisting of a series of large, standing stones arranged in a circular pattern. It is located in Wiltshire, England. The monument is believed to have been built by the Neolithic people of the British Isles. Its purpose is still unknown, but it is thought to have been used for religious or ceremonial purposes.

1792–1750 BCE
Stela of Hammurabi
The Stela of Hammurabi is a large, rectangular stone tablet covered in cuneiform writing. It is the longest surviving Babylonian law code, known as the Code of Hammurabi. It was created by the Babylonian king Hammurabi in the 18th century BCE. The stela is decorated with a relief of Hammurabi standing before the sun god Shamash.

1550–1450 BCE
Bull Jumping
Bull jumping is a traditional sport from Crete, Greece. It involves a bull leaping over the backs of three acrobats who are standing in a line. The acrobats are dressed in traditional Cretan clothing and are performing a dangerous and highly skilled feat. Bull jumping is a popular sport and is often held during festivals and competitions.

History Through Art Timeline

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