

Chapter 4

How has Art Changed Throughout Time?

Chapter Objective: In this chapter we will explore how visual art, artists' choices, and the connection between art and culture have changed throughout time.

Supported Standards

National Arts Standards

- Anchor Standard #4. Select, analyze, and interpret artistic work for presentation.
- Anchor Standard #8. Interpret intent and meaning in artistic work.



Anchor Questions

- How has art changed throughout time?
- How do we use art to communicate?
- What is the connection between art and culture?
- How is art interpreted?

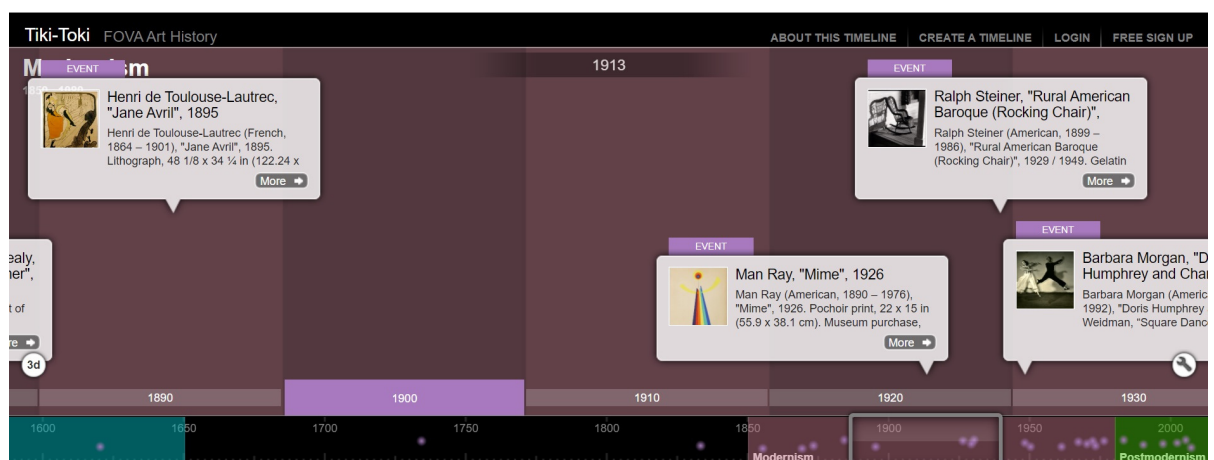
Introduction

Many elements of our society change over time, including what people prefer and what they think is beautiful. Watch how [food](#), [fashion](#), [music](#), and [dance](#) changed over the last 100 years by clicking on each word for a video compilation.

What causes these changes or challenges to a [social norm](#) over time? As a society ages and grows, has exposure to people from other places, or innovates with new technology its social norms shift. Much like food, fashion, music, and dance, visual art has also changed. Watch this video of [500 years of female portraits in Western art](#) morphing over time.

An art historian is a person who studies the changes to art throughout history. Watch [this video](#) for a short introduction to art history. Art historians study the society an artist created within, an artist's life and the influences that shaped their work, artmaking materials and technology, the purpose of art, and more. For an example watch [this video](#) that explores the difference between art and craft and how society's perception shifted over time.

Explore the Haggerty's [Focus on the Visual Arts art history timeline](#) with your students. This timeline includes artwork from all five FoVA chapters. Art is an entry point to learn more about a time period and culture; some even view art as [primary source](#) material.





Unknown Artist, [Book of Hours \(Horae B.V.M.\)](#), ca. 1460–1480. Ink, tempera, and gold leaf on parchment, 4 5/8 x 3 1/8 x 1 1/2 in. (11.8 x 7.9 x 3.8 cm). Gift of Mr. Eliot G. Fitch, Collection of the Haggerty Museum of Art, Marquette University, 85.19.

Page through the book [here](#).

Art in Context

Explore illuminated manuscripts through the *Book of Hours (Horae B.V.M.)*.



Visit the Haggerty [Google Arts and Culture](#) page to see pages from the inside of the *Book of Hours*.

Fun Fact: The French artist who created the Haggerty *Book of Hours* is unknown. Typically monks created these prayer books for a specific person.

How was the *Book of Hours* made?

After the writing, painting, and gold leaf were applied to each page, the book had to go through the [bookbinding process](#). This required many steps and materials including thread, board, adhesive, and leather.

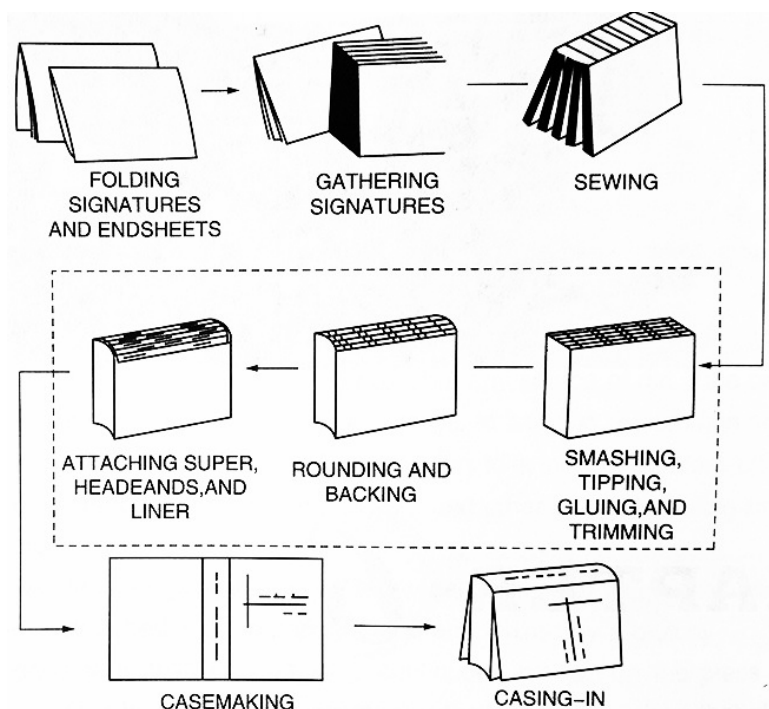
Create: Try your hand at illuminated lettering with this [activity](#).

Next bind your own book! There are many styles to choose from. Find your favorite [here](#).

Illuminated Manuscripts

Illuminated manuscripts are hand-written books with painted decoration that generally include precious metals such as gold or silver. The pages were made from animal skin, commonly calf, sheep, or goat. Most illuminated manuscripts were produced between 1100 and 1600. Learn more [here](#).

The Haggerty [Book of Hours](#) was made for use in private devotions. Its miniature size (only 4 5/8 x 3 1/8 inches) would have made it the ideal companion for a traveler, allowing opportunity for prayer and study in any location.





Albrecht Dürer (German, 1471–1528), [*Assumption and Coronation of Virgin \(from Life of the Virgin\)*](#), 1510. Woodcut, 11 1/2 x 8 1/8 in. (29.2 x 20.6 cm). Gift of Mrs. Otto H. Falk, Collection of the Haggerty Museum of Art, Marquette University, 56.10.

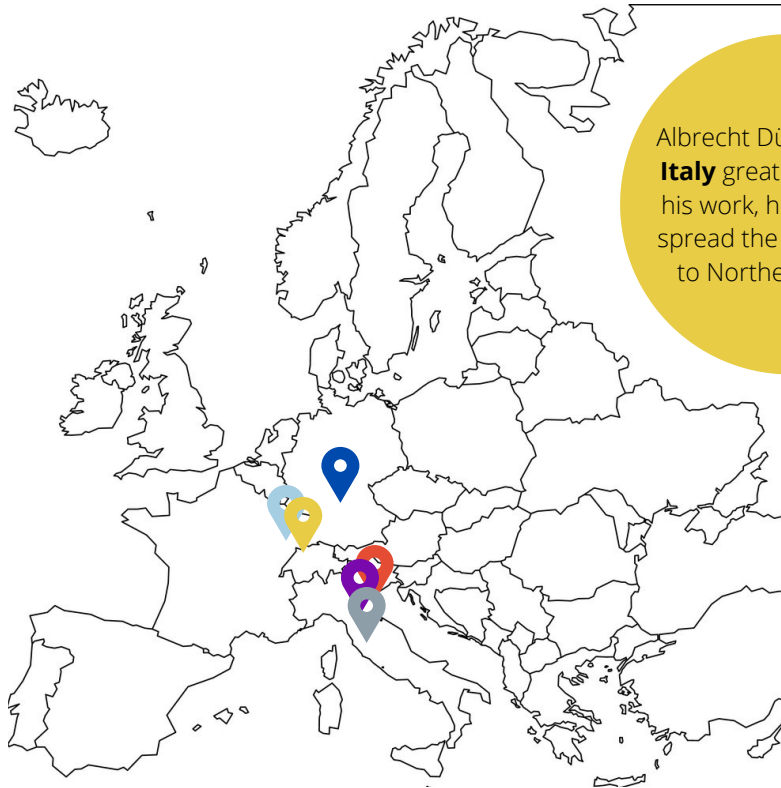
Art in Context

Use this map to explore the major events that shaped Albrecht Dürer's life and career.








Fun Fact: Dürer loved maps! The artist was also a physicist and mathematician, leading him to create the first printed [star chart](#).



Albrecht Dürer's trips to **Italy** greatly influenced his work, helping Dürer spread the Renaissance to Northern Europe!



Dürer took many trips around Europe that influenced his art. Let's take a closer look!

-  **Nuremberg, 1471** - Albrecht Dürer was born on May 21, 1471, just 31 years after fellow German Johannes Gutenberg invented the [printing press](#).
-  **Colmar, France, 1492** - Engravings by the artist [Martin Schongauer](#), as well as the work of the [Master of the Housebook](#), influenced Dürer's early works of art.
-  **Basel, Switzerland, 1492** - Dürer designed [woodcut illustrations](#) for books; his continued work with woodcuts led him to be a master of the art.
- Italy, 1494** - An outbreak of the black plague prompted Dürer to travel to Italy, where he met influential artists such as [Gentile](#) and [Giovanni Bellini](#). His lifelong interest in the [theory of human proportions](#) began here.
-  In the city of **Bologna** Dürer learned about [perspective](#).
-  Further south, in **Florence**, he saw artwork of great artists such as Leonardo da Vinci and [Raphael](#).
-  Next he traveled to **Venice** in 1506. While there Dürer painted [Christ Among the Doctors](#).
-  **Nuremberg, 1528** - Dürer picked up an illness on a trip to the Netherlands in 1521. As he lay on his deathbed a lock of his hair was cut. The hair was sent to his former student [Hans Baldung](#) in Strasbourg. The lock is now kept in a [silver-bound reliquary](#), in the Vienna Academy of Art.



Simone Cantarini (Italian, 1612–1648), [*The Angel Showing Joseph the Way to Egypt*](#), 1620s–1640s. Oil on canvas, 39 3/4 x 28 in. (100.96 x 71.12 cm). Gift of Mr. and Mrs. James K. Heller, Collection of the Haggerty Museum of Art, Marquette University, 92.20.

Art in Context

Use this timeline to explore the major events that shaped Simone Cantarini's life.

Beginnings

[Simone Cantarini](#) was born in [Pesaro](#), a town on Italy's Adriatic coast.

Risking it all

Shortly after the [Italian Plague](#) of 1629–31 Cantarini arrived in Bologna, a city that had lost an estimated 15,000 citizens. He risked his life to study with artist [Guido Reni](#).*

Mastering media

Cantarini is considered both a painter and printmaker. Explore his artwork [here](#).* Watch a video describing the etching process [here](#)!

Fun Fact: The presence of the Etruscans in Bologna dates back to the 9th-century BCE. Learn more about the Etruscans [here](#).

1612

1623

1634

1639

1642

1648

Explore a 17th-century [map of Pesaro](#)!



Learning from an artist

Cantarini became a *garzone* (apprentice) for artist [Giovanni Giacomo Pandolfi](#). Their artwork can be hard to tell apart! See an example of corrected misattribution [here](#).

A country at war

War in the Middle East from 1623–39 disrupted Italy's important export markets. Trade is important for artists! Learn more about Afghanistan and the color blue [here](#).

Death

Cantarini maintained a successful studio in [Bologna](#)* from 1642 until his death in 1648.

*Some artwork with nudity included



Carle van Loo (French, 1705–1765), [*The Resurrection \(La resurrection du Christ\)*](#), 1734. Oil on canvas, 30 x 17 1/2 in. (76.2 x 44.5 cm). Bequest of Beatrice M. Haggerty, Collection of the Haggerty Museum of Art, Marquette University, 2005.9.

Art in Context

Explore 18th-century France through Carle van Loo's work.

Art in 18th-Century France

Carle or Charles-André van Loo was born in Nice, France, at the beginning of the 18th century. In 1714 van Loo and his brother traveled to Rome to study with two well-known artists, the painter [Benedetto Luti](#) and sculptor [Pierre Le Gros](#). Both Luti and Le Gros are considered Baroque artists while van Loo is considered a Rococo artist.

Van Loo enjoyed enormous success throughout Europe; some called him "the first painter of Europe." [Madame de Pompadour](#) and the French court were great supporters of the artist.

[Discover more of his work here](#)*.



Baroque art is mentioned in *Beauty and the Beast*, "if it's not Baroque don't fix it!" Although Baroque art is mentioned, the style of the movie is actually Rococo. Learn more [here](#).



How did art change during this time?

In response to the Protestant Reformation, **Baroque art** became popular with a renewed focus on religious ideals, [chiaroscuro](#) lighting, and theatrical compositions.

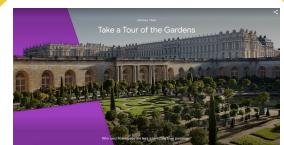
Leading up to the [French Revolution](#) in 1789, the public began to reject the monarchy and elaborate court life. **Neoclassical art** became popular and would remain so for 100 years! This style of art celebrates the study of science, history, and mathematics first introduced by the Greeks and Romans.

1584

1702

1750

In France **Rococo art** developed in response to the dark Baroque style. It utilized light pastel colors and asymmetrical compositions to depict youth, love, and playfulness. The Palace of Versailles is a great example of this style of art.



Explore this [virtual tour](#) of the gardens of Versailles!

*Some artwork with nudity included



George Peter Alexander Healy (American, 1813–1894), [*Portrait of William E. Cramer*](#), 1884.
Oil on canvas, 46 3/8 x 35 in (117.79 x 88.9 cm). Gift of the Estate of Harriet L. Cramer,
Collection of the Haggerty Museum of Art, Marquette University, 22.1.

Art in Context

Explore portraiture through George Peter Alexander Healy's work.

[Click here](#) to try creating your own portrait!



Bust-length

Half-length



Full-length

Portraiture

Portraiture is one of the oldest forms of art. Although photography has been available to artists since [1818](#), portrait painting is still popular today as it gives [insight into people](#) in ways photography isn't always able to. Portrait painters can express the personality, wealth, and style of the sitter.

Explore the dynamics between the portrait painter, the sitter, and the patron in this article, "[Elizabeth Barrett Browning and the Perils of Portraiture](#)".



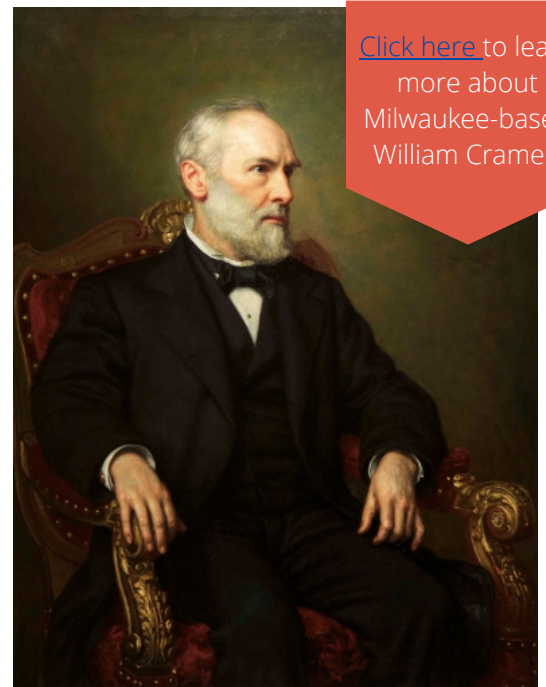
It can be challenging to try to read a portrait! Try [these exercises](#) to help you unlock the hidden meanings artists leave in their work..

There are many types of portraits; learn more [here](#).

Who did George Healy paint?

George Healy started working as an artist at a young age to support his family. He was [self-taught](#) and became so famous he had painting studios on both sides of the Atlantic. He completed 17 trips between the United States and Europe during his life!

Healy's clients included a number of European kings, popes, and nobility, as well as American presidents and generals. Watch historian David C. Ward discuss portraits in [this video](#). "Portraits are an ideal image of a person."



[Click here](#) to learn more about Milwaukee-based William Cramer!



Man Ray (American, 1890–1976), [*Mime*](#), 1926. Pochoir print, 22 x 15 in. (55.9 x 38.1 cm).
Museum purchase, Collection of the Haggerty Museum of Art, Marquette University,
99.25.1.

Art in Context

Explore pochoir printmaking through Man Ray's work.

Pochoir Printmaking

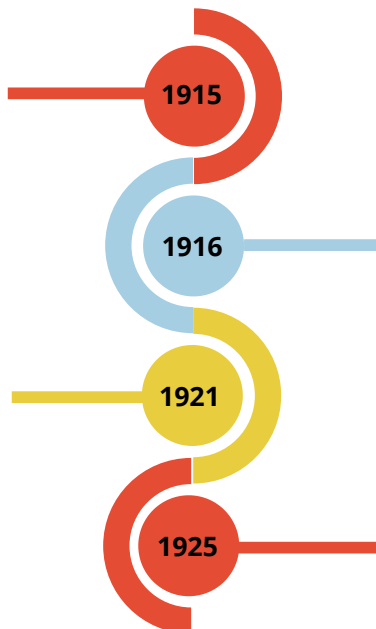
Pochoir is a type of printing process derived from the French word meaning "stencil." The technique includes using a knife to cut multiple stencils from a material and then applying color by layering the stencils on top of each other. This is a way for artists to use a number of different colors and place them exactly where they want them. Even though this technique dates all the way back to 500 CE, it didn't become popular until the 19th-century. Artists like Pablo Picasso and Henri Matisse are known for using this process in their artwork! Click [here](#) to see examples.



Click [here](#) to see pochoir printmaking in action!

Man Ray and 20th-century art

Man Ray began to work in photography and was introduced to [Marcel Duchamp](#) who became a big influence on Ray's art.



Ray moved from the United States to Paris, France.

Ray gained recognition as a key figure in [Dadaism](#) and [Surrealism](#).

Ray's fashion photographs were published in both French and American [Vogue](#) editions.

Check out a 1990 *New York Times* article featuring Man Ray and his fashion photographs. Click [here](#) to read the full article!





Diane Arbus (American, 1923–1971), [*Untitled #14*](#), 1970–1971. Gelatin silver print, 14 3/4 x 14 3/4 in. (37.47 x 37.47 cm). Museum purchase with funds from Mrs. Martha W. Smith by exchange, Collection of the Haggerty Museum of Art, Marquette University, 2009.19.

Art in Context

Explore photography through Diane Arbus's work.

Diane Arbus is one of the most distinguished American photographers of the 20th century. She is known for her striking black and white photographs of children, artists, and famous figures, as well as her portraits of those living on the margins of "conventional society." Arbus received two [Guggenheim Fellowships](#) to continue her work and also taught at the Parsons School of Design and at the Rhode Island School of Design.

How has photography changed over time?

Photography began with the invention of the [camera obscura](#) over 1,500 years ago! A German astronomer named Johann Zahn invented a [portable camera obscura box](#) in 1604. [Joseph Nicephor Niepce](#) is thought to be the first photographer to make a photographic etching (in 1822). Photography rapidly evolved through the years. Experts think that people will take over [1.4 trillion photos in 2020](#).

Diane Arbus used photography to help shed a light on those who did not receive proper representation throughout the 20th century. She was the first American photographer to represent the United States at the [Venice Biennale](#).



"A photograph is a secret about a secret. The more it tells you the less you know."

- [Diane Arbus](#)



Click [here](#) to learn how to make your very own pinhole camera!



Andy Warhol (American, 1928–1987), [*Mao*](#), 1972. Styria Studio Inc., printer; Castelli Graphics and Multiples, Inc., publisher. Screenprint on paper, 36 x 36 in. (91.44 x 91.44 cm). Museum purchase, partial gift of Mary and Michael J. Tatalovich, Collection of the Haggerty Museum of Art, Marquette University, 2010.11.5.

Art in Context

Explore Pop art through Andy Warhol's work.

Andy Warhol is considered the most famous of all Pop artists. [Pop art](#) is a style of art based on simple, bold images of everyday items, such as soup cans, created with bright colors. Warhol also used images of famous people and political figures in his art. These images were often pulled from newspaper photos and transformed into art by Warhol. He made many versions of these celebrity prints; see some *Mao* variations [here](#).

How did Warhol create his art?

Screenprinting appeals to many artists because it can be used to quickly create many copies of an image. Warhol often printed the same image using a variety of colors to create a series, and he would sometimes paint the surface of the canvas or paper before pulling a print. This made each print slightly different. Watch Warhol creating a print in his studio in [this video](#).

Warhol's use of screenprinting sparked an entire [Pop art](#) movement that influenced artists like [Corita Kent](#) and [Yayoi Kusama](#). Check out the many Warhol artworks in the Haggerty collection [here](#).

Create: Warhol said, "In the future, everyone will be world-famous for 15 minutes." Learn about printing like Warhol in this [video](#), then create a print of your favorite celebrity!



"Art is what you can get away with."

-[Andy Warhol](#)



Experience and Create

We know art has changed over time, but **what is art for?** Check out this [history of ideas video](#) to explore this concept with your students.

How do artists use art to communicate? Artists such as Albrecht Dürer and the creator of the [Book of Hours](#) used their art to share religious messages. These artists were creating art in a time when very few people were literate. Rates of [illiteracy in European residents](#) ranged vastly depending on class and gender. Explore the [history of writing](#) and the [evolution of the book](#) with your students.



Discussion prompts:

- How would people in an illiterate society learn new things?
- How do societies with no written tradition pass stories between generations?
- What in your life would look or feel different if you didn't know how to read?

Activity: Art as Communication Tool

Making art can help us cope with life challenges, communicate our inner world with others, question power, improve political systems, lead better lives, and more! Have students secretly select (or randomly pull from a hat) one of the categories below as an artmaking prompt. Make sure they keep their selection a secret. For a fun challenge, use the [Art Dice](#) from [Chapter Two](#) of this resource guide to roll an art media to create with.

Categories of art:

Storytelling

Propaganda

Art made to learn

Art as experiment

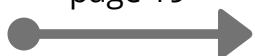
Religious messaging

"Art for art's sake" ([Poet Théophile Gautier](#))

Art about nothing

Protest

Don't forget to check in with your students after they create using a critique. Can the class understand what the student artist was hoping to communicate?



Make It Personal

It was artist [Edgar Degas](#) who said, "Art is not what you see, but what you make others see."



That may be true, but do we all see the same thing when we look at art? What if we see something the artist didn't intend? Is that a bad or good thing? Man Ray created [Mime](#) in 1926, nearly 100 years ago. People who viewed his art when it was made might have interpreted it differently than we do today. Interpreting art is a skill; people must practice looking at art. Learn more about meaning-making with the Tate Modern article "[Contemporary Art and the Role of Interpretation](#)."

Just as the many aspects of our society change, works of art change with time as well. Artwork is made with organic materials that age over time. Watch a video of an art historian investigating [how climate impacts art](#).



[Art conservators](#) do their best to counteract the aging process of art so that it can be seen by future generations.

Make It Personal

Activity: Interpreting Art

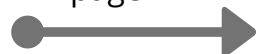
Watch the [Power to Look video](#) from the Art Institute of Chicago's Art Explainer series with your students before interpreting [Mao](#), made by Andy Warhol in 1972. We will be using a few simple steps to interpret *Mao*:

1. **Look.** Spend 1–2 full minutes looking at the artwork as a group without talking. This might feel uncomfortable; studies show that the average person only looks at an artwork for [27 seconds](#) before moving on to the next artwork.
2. **Share.** After students find a partner, allow them to share what they noticed. Encourage partners to start with the most basic observations building to discuss questions they have after looking.
3. **See.** After we take time to look and share, we can start to see. Start with some question prompts for your students: How do separate elements of *Mao* come together to create meaning? Why did Warhol select this color combination? Why did Warhol draw lines on the right side of *Mao's* face? Who is *Mao*?

Allow your students to formulate ideas before you give context in the next step.

4. **Think.** Connect what you've observed to create possible meanings. This step is not about finding the "right answers," but rather making connections. Feel free to give students information about Mao during this step. Does knowing context change what your students initially thought?

- Chairman Mao was the founding father of the People's Republic of China.
- Mao Zedong died in 1976, the same year Warhol made *Mao*.
- Warhol made many versions of *Mao* using different colors.
- Feel free to share [information about Warhol](#) with your students.



Open Studio

Organizations and resources

Local



CHARLES ALLIS/
VILLA TERRACE
ART MUSEUMS



Ask a Curator: Catherine Sawinski, Assistant Curator of European Art. Email Christine.Fleming@marquette.edu to Sawinski an art history question.

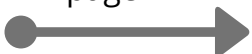
Utilize local art collections and special exhibitions to explore art throughout history at the Villa Terrace Decorative Arts Museum and Charles Allis Art Museum.

National

Use The Metropolitan Museum of Art's [Heilbrunn Timeline of Art History](#).



[Common Sense Education](#) is the nation's leading nonprofit organization dedicated to improving the lives of all kids and families by providing the trustworthy information, education, and independent voice they need to thrive in the 21st century.



Art in Action



Organize a classroom visit led by a HMA educator.

Lesson 1: Students will compare and contrast [*Assumption and Coronation of Virgin \(from Life of the Virgin\)*](#) by Albrecht Durer and [*Mao*](#) by Andy Warhol to spark a conversation about the changes in art and art making throughout time. In this lesson, students will learn printmaking techniques to create printing block designs that depict an aspect of their lives.

Lesson 2: Students will explore George Peter Alexander Healy's [*Portrait of William E. Cramer*](#) and Diane Arbus' [*Untitled #14*](#) to discuss artist choice. In this lesson, students will learn how to ink and print their block designs from Lesson 1 to create a print series.

Lesson 3: Students will explore Carle van Loo's [*The Resurrection \(La resurrection du Christ\)*](#) to engage in a conversation about how an artist's surroundings can influence the art-making process. In this lesson, students will create a watercolor painting depicting their lived experiences.

Lessons can be scaffolded to meet the needs of any grade level.

Choose to do one lesson, or all three! Visit the Haggerty Museum of Art's [Educators webpage](#) to get started.

Book Recommendations

Books for kids.

Click on [The Museum](#) to follow along with a virtual reading.



[The Museum](#)

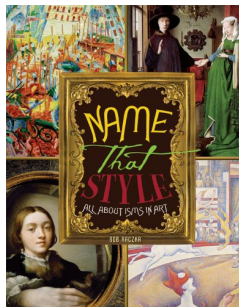
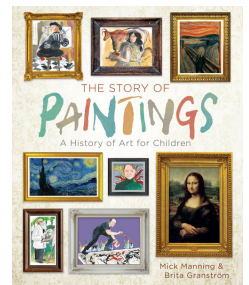
Author: Susan Verde

Illustrator: Peter H. Reynolds

[The Story of Paintings: A History of Art for Children](#)

Author: Mick Manning

Illustrator: Brita Granström

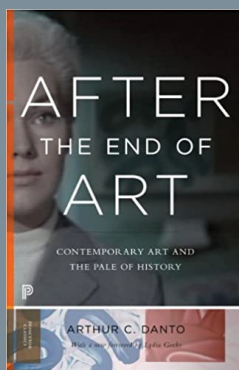


[Name That Style](#)

Author: Bob Raczka

[For more book ideas, check out Art History Kids Book Round Up.](#)

Books for teens.



[After the End of Art:](#)

[Contemporary Art and the Pale of History](#)

Author: Arthur C. Danto

[Women in Art: 50 Fearless Creatives Who Inspired the World](#)

Author: Rachel Ignotofsky

