

Modern Art, Architecture, and Technology

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Introduction

My father owned a tool and dye shop where he made machine parts. I was always interested to learn about where the machine parts he made would end up. From fabricating a cylindrical structure that would end up in a subway car door or machining small screws that would be used in knee replacement surgery, the parts always told a story. Several years later, my Dad switched gears and earned his living as an engineer for a stone company. Now the pieces he designed would be crafted into quoins, doorway arches, balconies, and stone structures. I would enjoy seeing the progression from the drawings, the raw piece of stone and finally the product installed in the building or outdoor space. This is when I fell in love with architecture. Although I decided not to pursue it as a career, I have never lost my appreciation of the design of space and I would like to share this interest with my students. With time and budget constraints I cannot take them on a trip to Europe, or even a field trip to a building worksite, but I can teach them about works of modern art and architecture with the use of technology.

This past summer, I had the wonderful opportunity to visit France for the first time. This has been a dream of mine since I was in sixth grade taking my first French class. I could tell even in middle school, that my teacher loved to learn about French and the French ways of life. This started my interest in all things French and now many years later I would be able to experience being immersed in the culture for two weeks. The timing was just perfect; I had met several times with my seminar group at the Bechtler Museum of Modern Art on Reframing Modernism, and the School of Paris. During the first meeting I was extremely overwhelmed. Having never even taken an art history class, the only art I have experienced was through my own interest. My perception was that I did not know how to enjoy modern art, or even what constituted modern art. Slide after slide, I was in a room with mostly art teachers, not knowing a thing about these pieces, having heard of some artists, but feeling very insecure.

I had a lot to learn, and was looking forward to reading, discussing, and *seeing* what modern art was really all about. As I read the required readings, I found I knew more than I thought about modern art. Little did I know that the painting *Bridge over a Pond*

of Water Lilies and the dancer sculpture of Degas that I had treasured at the New York Metropolitan Museum of Art were considered modern art. One of my favorite architects and artists whose works I viewed on a trip to Scotland, Charles Rennie Mackintosh was also considered a modern artist. Paintings that I had enjoyed by Paul Gauguin, Max Liebermann, Edvard Munch, in the Neue Pinakothek were considered modern art. I have been very fortunate to have traveled and enjoyed artworks of the masters in Munich, London, Venice, Edinburgh, Glasgow, and now Paris. I may not have had any formal training in regard to the art world, but I have had the privilege to have been in the presence of many renowned works of modern art.

My trip to Paris and France was more than a vacation, a learning experience to see first-hand the works in the Orsay Museum and the Pompidou Center amongst a myriad of architectural wonders. To stand in front of Manet's *Olympia* and appreciate its cultural significance or to marvel at the romance and detail of Renior's *Danse à la ville* will be a moment in time that I will not soon forget. At the Pompidou Center I learned more about artists that are displayed in the Bechtler Museum, such as Georges Braque, Le Corbusier, and Hans Hartung. I climbed the steps of the Sacré Coeur and Mont Saint Michel and marveled at their design and construction, and the methods that were used at the time of their creation. Experience is a powerful tool for learning, and I hope to convey this to my students. I think it will be important for me to stress to my students that I wanted to travel as a young middle-schooler and even elementary student. I had always dreamed of traveling to Paris, London, and Edinburgh. It was through my desire to have these experiences that I was encouraged to save up and realize these dreams. And, even after completing a tour of Northern France, I would like to continue learning the language and preparing for another trip!

Rationale

Currently I teach technology classes for kindergarten through fifth grades in an elementary school in a large city. Our school has eight hundred sixty-nine students and in the past four years our number of low income students has increased rapidly. Presently we have sixty-five percent of our student population that receives free or reduced lunch. Our school is sixty-four percent African American, fifteen percent white, eleven percent Hispanic, four percent Asian, four percent multi-racial, and less than one percent Native American. Our students are fifty-six percent female and forty-four percent male. Nine percent of our students are Limited English Proficient, seven percent have Individualized

Education Plans due to a learning difference, and two percent of our students are Academically Gifted.

At my school, I am part of the “Connect Team” which includes art, physical education, music, media, and technology. I teach my students once a week for a forty minute block. This year my schedule allows me to see my students only for half of the year. This does not allow an adequate time to teach my curriculum, so I would like to attain a significant impact with the time allotted to me with students. With the classroom curriculum that I complement, I have to maximize each lesson in order to include word processing, presentation software, typing skills, and Internet research.

The elementary school where I teach is structured on the philosophy of Dr. Ernest Boyer and The Basic School. We believe that the whole community should share in the vision of educating the children of the neighborhood. Teachers are leaders in the community and have high expectations for all their students. Parents are our partners in educating their children and are welcome in the classroom and valued as an integral part of the students’ education. The concepts and units taught should stress the importance of our language skills, and reading and writing programs. Learning is purposeful, and applicable skills are correlated with all class studies. The more connections students make between their math, science, reading, social studies and the world around them, the more meaningful and memorable their learning will be. In the Basic School philosophy it is critical for the teacher to create a climate that is conducive to learning. Teachers show that they care about their students and want them to be successful beyond the classroom. We aim for our students to learn to be self-motivated and to have the self-discipline to grow as learners in their continuation to the community.

Creativity is a great way to foster self-motivation and I think learning about modern art is a great place to start. In art class students learn about the elements of art and the use of different lines. These same principles can be taught and discussed with modern art pieces from the Bechtler Museum of Modern Art. I can connect their knowledge and experience with art class and the creating of art, to the paintings and prints formed in modern artwork. The use of color, creating a landscape, texture, materials; these elements will all be brought to life not only with their artwork, but identifying in the works of modern art. Students will utilize their Internet researching skills and reading and writing skills while they learn about modern art and the artists and architects. By working closely with the art teacher, I will reinforce and maintain skills taught in art class.

With the changes in our student population, many of our students have not had the experience of visiting a museum or two with their family. It seems that the only notable experience these students have with art is their own creations in art class. Many of our students worry about where they will live, what they will eat or whether they will have clean clothes that are fit to wear. Although our school helps out with the physical aspects of daily living, we especially want to make an impact on our students' lives and convey to them that their education can help them to be successful. Especially in elementary school, we want our students to aspire to graduating high school, college, and to a career of choice. Beyond formal education, I want to impress upon my students that education is ongoing as in my job and my personal life. I enjoy learning. This unit is meant to give students an experience in learning about the French culture, modern art, and architecture.

Our school district uses the phrase “global learners” quite frequently and even displays a logo of a child holding a globe. I want to plant seeds in my children to learn and dream of one day visiting other countries. And so students will learn about the different cultural backgrounds of the artists themselves and the French culture from the School of Paris artists in particular. Although main focus will be on the paintings and works of art, learning about Paris where these artists met and worked on their paintings is emphasized. I would like to share my experiences and travels in France so that students will think about what country (countries) they would like to learn about and aspire to visit. As a teacher, I want to stimulate my students to become more globally aware through the use of modern art, architecture, and technology. I want to use my experiences in my unit Modern Art, Architecture and Technology to focus on the viewer's experience with *print* art and architecture, art and architecture on the web, and a firsthand experience with art and architecture. We will explore various aspects of viewing art on websites and the students will hopefully see for themselves, that art can be appreciated in digital and print formats, but it is best experienced in the physical form.

Overview

This unit will focus on third and fourth grade students in Technology class. Students will compare and evaluate modern art prints and museum websites. They will learn to articulate their feelings and thoughts comparing specific works of art and architecture. Students will reframe what they believe to be art utilizing the array of modern art and architecture they will experience in person and on the Internet. Third and fourth graders will learn how art and architecture are influenced by the history and culture of the artist.

Students will create, modify, and edit a multimedia project while learning about copyright laws. Students will understand that many careers incorporate technology and artistic expression.

Background

Subject- The subject you can recognize in the artwork. If a work has no objects, the elements of art are a subject.

Composition- The composition is the manner in which the elements and principles are organized in the artwork.

Content- The content is the message or meaning of the artwork. function, message, subject matter

Elements of Art: Line, Shape, Form, Space, Color, Value, Texture

Principles of Art: Pattern, Rhythm, Balance, Emphasis, Harmony, Variety, Unity

Sculpture- Sculpture is three dimensional art. The form of sculpture is the positive space. The negative space is the area all around the sculpture.

Architecture- Architecture is the art of designing and planning buildings.

Architect- A person who plans and designs buildings.

Objective 1:

Through the use of the Internet students can share many works of modern art and learn to become more aware of the architecture in them. We can look at digital images, view several works created by one artist, or even study their environment how the artwork of a particular artist has evolved. Students can experience a variety of art museums on the web. Students will be able to hear and read information about artists and specific paintings. They will be able to interact with digital images of paintings through zoom features and activities that teach about the artist and his use of colors, shapes, lines, and textures in the artwork. Students will use software and the web to create images imitating the same techniques or concepts as some selected artists. They can compare and interact with many different paintings and sculptures on the web that would not be available in

one museum. The Internet allows my students to travel to different museum environments and learn about the art and experiences that are available for them without money, time or location restraints.

Students will be able to compare and respond to various images of art and architecture. By teaching aspects of modern art prints and discussing art elements, students will learn how to describe a painting or an architectural piece. For third grade the emphasis will be based on describing what they observe; colors, texture, shapes, and lines. When I taught third grade as a classroom teacher, writing was the most difficult subject to achieve the desired results. Teachers give a prompt and want students to pull from their memories, connect the prompt and remember details. I believe we need to teach our students how to articulate in describing what they see. As they learn more about the materials used, and the elements of design, pupils will be able to expand on their written descriptions of artwork as they progress throughout the grade.

Strategies:

Students will conduct research using the Internet.

We will look at digital prints and discuss Subject, Composition, and the Elements of Art: Line, Shape, Form, Space, Color, Value, and Texture.

Classroom Activities:

Week 1:

Compare traditional art and Modern Art discuss subject, composition, and how space, color, and lines are used. Insert two images on one slide in a PowerPoint. I chose Karel Appel's *Tête et oiseau* and a *Stylized Bird*.

In a group discussion, I will ask questions to help the students describe the traditional art painting:

What is the subject of this painting?(a bird)

What else do you see in this painting? (leaves, flowers, a bird bath)

What kinds of colors are used? (mostly cool colors)

Questions to ask about the modern art painting:

Tell me what you see? (students may describe lines, shapes or objects they see)

What kinds of lines do you see? (curved, squiggly, thin, thick)

What kinds of colors are used? (mostly primary colors with some dark colors)

“*Tête et oiseau*” translated means, “Head and bird” in French so both artists were thinking of birds when they created their paintings.

We are going to be learning about modern art and some artists. Many times modern artists would like us to use our imagination when viewing art. I chose to show a slide of a Picasso print *Femme au chapeau*.

Third Grade students will research information about Picasso on their own, using online encyclopedias, and My Kids Art website:

http://www.mykidsart.com.au/Pablo_Picasso_Famous_Artists_My_Kids_Art.html

Students will answer questions about Pablo Picasso. See Appendix A for recording sheet.

Fourth Grade students will research information about Joan Miró on their own using online encyclopedias and discovery education. Students will record their answers on the worksheet included in the Appendix B.

At the end of class activity, we will discuss what was learned about Picasso’s (third grade) /Miró’s (fourth grade) art and their contributions to our learning.

Week 2:

Students will visit three museum websites and evaluate them using a rubric. See Appendix C for the Third Grade Rubric and Appendix D for the Fourth Grade Rubric. They will rate each website by using a five star rating system. Students will answer questions about the look and feel of the website; what they liked the most/least on each website; what artist they enjoyed the most and why the works appealed to them.

Third Grade websites:

http://www.albrightknox.org/artgames/index_launched.html

<http://www.moma.org/interactives/destination/>

<http://www.metmuseum.org/explore/index.asp>

Fourth Grade websites:

<http://kids.tate.org.uk/games/>

<http://www.nga.gov/kids/zone/zone.htm>

<http://smartmuseum.uchicago.edu/smartkids/home.html>

Week 3:

Students will visit the Bechtler Museum website and choose one painting from the Paris School (or current) exhibit. <http://www.bechtler.org/School-of-paris#/gallery-1>

Students will write about composition, subject and art elements using the guide-sheet provided. (See Appendix E) I will lead the practice activity on the Smartboard using Nicholas De Staël's Landscape. We will listen to the audio guide and use the zoom features to explore the painting. We will discuss the art elements of this painting to give guided practice for the independent work to be completed.

Students will receive a prepared guide sheet on which they will record information about the painting chosen from the Paris School (or current) exhibit. Students will record the name of the artist, name of the painting, and gallery number. The learner will describe the painting in his/her own words and answer questions such as: Is there a subject to the painting? Describe the shape/form, use of space, color/value, and texture.

Objective 2:

In addition to viewing art, students will use the Internet to learn more about architecture. This unit will incorporate the architecture of our school and city to develop an awareness of the art that is around them every day. Third graders architectural focus will be on buildings we use every day, such as our school and his/her home. Students will look at what it means to design for a purpose and learn about reading and creating a floor plan. With the use of elevation and architectural drawings of our school, students will learn about the designing of our school building. They will be able to see detailed drawings and plans and understand the importance of measurement. We will discuss how essential it is to read the plan accurately and learn the basics of how to read an elevation drawing. Math skills such as geometry, measurement, and word problems will be used throughout to give students real world practice on mathematical problem solving. Students will study our school's floor plan and learn about scale by measuring a few rooms, hallways and common spaces.

We can explore what modern architectural buildings look like, and what modern architecture means in our city as compared to Paris. Fourth graders scope will broaden to the growing and the changing city we live in, and focus will be on comparing and contrasting the past and the present. Through the use of paintings, sculptures, and buildings students will describe how the world around them is evolving or staying the same. We will draw on the local history such as the art of the Mint, textile industry, and the expanding downtown skyline. I will be working closely with the fourth grade teachers and joining them on a field trip that will take us on a walking tour of the city. I want the students to learn about the new and old so that it will not just be a walk in a city with many tall buildings. This experience can be a powerful history lesson using old and recent photographs. Students will learn about the different purposes of buildings and how a purpose determines the design. Students will learn what it takes to become an architect and the math and science disciplines needed to design buildings. They will learn about the architects, design and implementation of designs.

“Does a pictorial work come into being at one stroke? No it is constructed bit by bit, just like a house.” Many artists saw the similarities between creating a painting or piece of artwork with designing and building a structure. The artist and architect both plan what materials they will use, the use of space, line and texture. Modern art and architecture also overlap in that some artists were also architects. Students will learn about artists such as Le Corbusier and Fernand Léger who created and designed buildings as well as paintings. Some artists created stained glass, furniture, and sculptures that would be considered architectural, such as the artists Roger Bissière, Alfred Manessier and Eduardo Chillida. Manessier began studying architecture and was inspired to become a painter after studying at the Louvre. There is a deep relationship between creating and designing the use of space to creating and designing the use of canvas or other art materials.

Students will learn about how modern art and architecture is influenced by the culture and period of time. Specifically, “What was happening during the School of Paris art movement?” As students learn about this particular period, we can contrast the art created in the Cubist Period as opposed to paintings created in the Impressionist Period. The same study can be focused on architecture. Students can compare and contrast International Style with Art Nouveau or Chicago Style. Students will have an understanding that buildings and art are influenced by the culture and time period in which they were created.

Strategies:

Compare and contrast different types of architecture. Third grade will focus on the architecture of a traditional school, compared to the modern design of our school building. Fourth grade will compare and contrast the buildings being built in our city to the ones built in the past. Students will look at many different types of buildings to emphasize that buildings can be designed and created for diverse uses. Students will define what design features make a building modern?

Classroom Activities:

Week 4:

Third and Fourth Grade students will be introduced to Thomas Cole's *Architect's Dream*. We will use a website with a zoom feature and discuss the different types of architecture. <http://explorethomascole.org/tour/items/91/zoom> We will discuss the differences between Roman, Egyptian, Gothic, Greek, and modern architecture.

Students will visit <http://archkitecture.org/> and <http://www.greatbuildings.com/types.html> to learn about types of materials used in building, shapes, building elements, techniques in building, and the different architectural styles.

Week 5:

Third Graders will learn about our school building's architecture by studying the site plans, elevations, including electrical, and floor plans. We will compare a traditional school building to the design of our school. Students will write three sentences about what they learned about our school's building.

Fourth Grade students will choose three buildings that they will research using the websites below:

http://www.virtualtourist.com/travel/North_America/United_States_of_America/North_Carolina/Charlotte-824521/Things_To_Do-Charlotte-Uptown_Architecture_and_Sights-BR-1.html

http://en.wikipedia.org/wiki/Bank_of_America_Corporate_Center

<http://www.historiccharlotte.org/ccwt24.shtml> Center City Walking Tour

<http://cmstory.org/1900/default.asp?heading=1> Looking Back on Charlotte
<http://www.youtube.com/watch?v=u3RQKWBax5Y> Charlotte Construction Boom
<http://www.youtube.com/watch?v=6qT-81Dkgak&NR=1>Future skyline of Charlotte

Week 6:

Third Grade: Students will learn about different types of houses. We will compare housing in Paris to housing in our community and city.

Fourth Grade: Just like an author has a purpose to writing a story, architects design a building with the idea of the building's use. I will show the students a slideshow made with Photostory about the different uses of buildings. All the pictures included in the slideshow were taken on my trip in France. To give the students historical background and learn about a famous architectural icon in France we will use the Discovery Education video: "Eiffel Tower." Students will be able to compare the architecture of our city with the architecture of Paris.

Students will watch a video on "Discovery Atlas: France Revealed: Short Stories French and Parisian architecture" on Discovery Education Streaming. They will record three facts that they learned about French architectural structures from the videos. Students will add their facts to their culminating multimedia project as explained in objective three.

Objective 3:

Students will learn how to use and view different multi-media software. Photostory PowerPoint, Glogster, digital images, and video clips will be used to teach, learn, and respond to the art and architecture. Students will edit and modify their documents, use keyboarding skills, and present their findings to their peers and classmates. Students will learn about how they need to be flexible to the different versions of software and how some basic word processing and continuity throughout most software programs. I would like my students to learn about breaking down a shape or problem that is need for using a programming language.

Strategies:

Students will experience the expressing of information using different software tools. Students will learn about software that is used by artists and architects.

Classroom Activities:

Weeks 7-9:

Students will be given a PowerPoint template in order to organize the information that they have gathered from our projects. They will type the details about the artist that they researched (Picasso or Miró), the art websites they visited, the different styles of architecture, the School of Paris movement, and the architecture styles of our school and city. When they have completed their slides using complete sentences, they will choose either to create a Photostory or continue to embellish the PowerPoint presentation, or they may create a virtual poster using <http://www.glogster.com/>.

Week10:

Students will present their Photostories and PowerPoints. Each student's product will have to include two facts about a modern artist, three sentences a museum website they visited, and four sentences about the architecture of a modern building in our city. Select students will present their presentations using the Smartboard to instruct the whole class. All students will display their work to a partner or to a small group.

Objective 4:

Throughout this unit I would like students to learn about careers that use technology and art-related fields. When we visit websites of different museums, we will discuss what makes an effective museum website. We can discuss the types of jobs that are needed for the running of a museum and the creating of a museum website. All aspects of the museum and planning an exhibit will be examined to learn more about how technology is used in a museum setting. Students will look at how architects, builders and construction workers use technology. I would like to teach students concerning how software such as AutoCAD can assist in designing a building a structure. How or do artists use technology? How has technology changed the way we view art? How do artists feel

about the use of digital images on the web? This unit will show students that what they learn today in elementary school, such as typing skills, critical thinking skills and spatial awareness skills can relate to future careers.

Other discussion questions are: What technologies were used to build and create a building such as the Bechtler Museum of Modern Art? What problems are encountered during the building or design process? How does technology help in communication throughout the building process? Does technology play a role in the layout and installation of the artwork?

Strategies:

We will compare hand drawn elevations to drawings made with AutoCAD.

Students will examine the floor plans of the Bechtler.

Students will use software such as Logopaths and Scratch to learn more about computer assisted drawing and problem solving.

Classroom Activities:

Week 11:

Students will watch a time lapse video of a building in the construction process. Third Grade students will watch a house being built and fourth grade students will watch a high rise building in construction. We will discuss the technologies that were used to design and create a building. Students will experiment with software such as Scratch and Logopaths to draw elevations or floor plans digitally.

Objective 5:

Ultimately I would like to have students experience connection to modern art paintings and the architecture of our city. I would like to have some of my third grade students visit the Bechtler Museum of Modern Art to view the paintings that we will study using print, digital copies, and the Bechtler Museum website. I would like them to experience the museum building as well. From the sculpture inviting you in, the mural above the foyer, to the cantilevered balcony, there is nothing that can speak to the senses like being in the building. Students will be able to view the paintings that they experienced digitally and by print, and will experience the texture of the paint and the detailed framework. They can marvel at the different sizes of the paintings. They will be able to see the true colors of the works of art that they studied. Most of all they can expand their knowledge of

what an exhibit is and how each piece can contribute to one another in a series of artwork.

Fourth grade students attend a field trip downtown and do a walking tour of the city. As we walk down Tryon Street we would discuss not only the buildings, but the sculptures that we encounter along the way. One would like to learn more about the sculptures and artists that created the artwork in downtown Charlotte. The Bechtler Museum exterior and lobby will be a part of this tour. The Knight Theatre, New Museum of the South, Imagine on, could be contrasted with skyscrapers such as Bank of America or old buildings such as Spirit Square. I would like to record students' reaction to the buildings and document their first hand experiences with the works of art, especially after their exposure to the print and digital copies.

Strategies:

Students will go on field trips to look at modern art and architecture in our city. We will take photographs and video of the experience to use in the classroom as a follow up writing activity. Students will use a PowerPoint to record information learned about the modern art and architecture of our city.

Classroom Activities:

Select Third Grade classes will take a field trip to the Bechtler Museum of Modern Art. While at the Bechtler, students will be able to experience the School of Paris exhibit and to see in person the artwork they researched and interacted with on the museum website. Did the art look different than one thought it would?

What did you find surprising about the art piece with which you interacted on the museum website?

Did you have a favorite piece and why?

What kind of architecture do you see from the balcony at the Bechtler?

The Fourth Grade during a field trip completes a walking tour of our city. As we walk down the main street, we will stop and discuss the different buildings they researched.

Students will record their experiences in writing when returning to school.

Summary

The students will use the Internet to research about artists, architects, modern art and architecture. They will learn to use the Internet as a research tool, practice paraphrasing and pulling out important information from text, and cite their sources. They will learn about copyright laws and how important it is to give credit for intellectual information. Research skills including how to search for information using online encyclopedias, the Discovery Education website, and search engines will be taught and practiced.

With my students' new acquired learning of modern art, and architecture learning, I hope that they will get excited about learning. I would like my students to find interests in the process of modern art and the elements involved in works of art. They will be able to explain what they see in the language of color, texture, space, and lines. They may remember artists or details relating to the cultural context or heritage of the artist. As they continue their art education, they will value modern art and appreciate the creative works of others.

I want my students to appreciate the art that is around them every day. Students will learn to appreciate the sculptural element or design of space that is found in their everyday lives. They should be able to recognize modern architecture and the use of lines, color, texture and space in an architectural element. They will have experienced reading floor plans, seeing the process of design and implementation of plans. They will recognize the design and appreciate the artistic details in a structure.

I would like students to record their experiences from print, web and the field trip. What will they remember most? What did they learn about modern art? What did they learn about modern architecture? What did they learn about Charlotte? What do they want to learn about next? What was their favorite digital experience? What was their favorite moment during the field trip? What art piece or building was their favorite and why? What surprised them about viewing the building or art piece in person?

My goal for this unit is to teach students about technology through learning about modern art and architecture, but the skills they learn will be useful for any research project. I hope that they will have gotten inspiration from their experience learning about modern art and architecture. They will realize that learning can be enjoyable and challenging. Learning is ongoing and that even as an adult you should have goals and continue your education. I hope they will have enjoyed their experience in a modern art museum and want to continue learning more or appreciate more modern art. I would like

my students to be more aware of the growing city around them and to take an interest in the buildings in our city. I would like to inspire my students to dream about traveling and thus learning about other cultures.

Student Resources:

Create an online free poster:

<http://www.glogster.com/>

Architecture Websites:

<http://archkitecture.org/>

<http://www.greatbuildings.com/types.html>

Museum websites:

http://www.albrightknox.org/artgames/index_launched.html

<http://www.moma.org/interactives/destination/>

<http://www.metmuseum.org/explore/index.asp>

<http://kids.tate.org.uk/games/>

<http://www.nga.gov/kids/zone/zone.htm>

<http://smartmuseum.uchicago.edu/smartkids/home.html>

Information about famous artists:

<http://www.mykidsart.com>

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De Staël, Nicholas. *Landscape*. 1951. Photograph. Bechtler Museum of Modern Art, Charlotte. This is a modern art painting of a landscape.

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