

# Bauhaus Research Assignment Task

Outcomes to be assessed;

5.7 Applies their understanding of aspects of practice to critical and historical interpretations of art

5.8 Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art

5.9 Demonstrates how the frames provide different interpretations of art

5.10 Demonstrates how art criticism and art history construct meanings



*"The reality of our century is technology: the invention, construction, and maintenance of machines.*

*To be a user of machines is to be of the spirit of this century.*

*Machines have replaced the transcendental spiritualism of past eras."*

*(László Moholy-Nagy)*

## **Bauhaus 1919-1933**

The Bauhaus occupies a place of its own in the history of 20th century culture, architecture, design, art and new media. One of the first colleges of design, it brought together a number of the most outstanding contemporary architects and artists and was not only an innovative training centre but also a place of production and a focus of international debate. At a time when industrial society was in the grip of a crisis, the Bauhaus stood almost alone in asking how the modernization process could be mastered by means of design.

Founded in Weimar in 1919, the Bauhaus rallied masters and students who sought to reverse the split between art and production by returning to the crafts as the foundation of all artistic activity and developing exemplary designs for objects and spaces that were to form part of a more humane future society. Following intense internal debate, in 1923 the Bauhaus turned its attention to industry under its founder and first director Walter Gropius (1883-1969).

<http://www.bauhaus-dessau.de/index.php?bauhaus-1919-1933>

While the **Futurist** movement was championing the use of machines and their power the German based art school, **The Bauhaus**, was looking at how artists could incorporate design and aesthetics into the products made by machines. The core aim of the Bauhaus was to bring a sense of handmade craftsmanship to mass produced products.

**T  
A  
S  
K**

You are to conduct your own individual research on the Bauhaus, its philosophy and its structure.

In an **800** word, typed **essay** you are to answer the following;

***Discuss how the Bauhaus was influenced by changes in technology and the world around them.***

In your response you should chose either **one** key **artist**, **workshop** or individual **artwork** to support your main idea.

Your submission should include;

- 1 cover sheet with your name, class and teacher.
- Any images you have referenced are to be printed separately with a full description and attached after you typed response.
- A bibliography

*This task is designed for you to explore and improve your understanding of ART HISTORY.*

*Use this opportunity to educate the reader on what you have learnt and understood from your research.*

**Due Date:**

*St Patrick's College Strathfield*

# Year 10 Visual Arts Bauhaus Essay Feedback

Student: \_\_\_\_\_

Grade	Criteria	Mark Range
<b>A</b>	<ul style="list-style-type: none"><li>- Student explores aspects of practice in critical and historical interpretations of art through a structured essay based response.</li><li>- Student explores the function of and relationships between artist – artwork – world – audience.</li><li>- Student begins to acknowledge how art can be interpreted from a structural and cultural point of view.</li><li>- Response is reflective of the requirements of the assessment task.</li></ul>	<b>21 - 25</b>
<b>B</b>	<ul style="list-style-type: none"><li>- Student investigates some aspects of practice in critical and historical interpretations of art through a structured response.</li><li>- Student explores some the function of and relationships between artist – artwork – world – audience.</li><li>- Student begins to acknowledge how art can be interpreted from a different points of view point of view.</li><li>- Response is reflective of some of the requirements of the assessment task.</li></ul>	<b>16 - 20</b>
<b>C</b>	<ul style="list-style-type: none"><li>- Student illustrates some details of practice in critical and historical interpretations of art through a response.</li><li>- Student explores some the relationships between artist – artwork – world – audience.</li><li>- Student begins to acknowledge different points of view point of view within an artwork.</li><li>- Response is displays some of the requirements of the assessment task.</li></ul>	<b>11 - 15</b>
<b>D</b>	<ul style="list-style-type: none"><li>- Student illustrates some details of practice in a historical interpretation of art through a response.</li><li>- Student explores little of the relationships between artist – artwork – world – audience.</li><li>- Student begins to discuss a view point within an artwork.</li><li>- Some acknowledgement of task requirements is met.</li></ul>	<b>6 - 10</b>
<b>E</b>	<ul style="list-style-type: none"><li>- Student lists aspects of practice.</li><li>- Student shows a limited exploration of the conceptual framework.</li><li>- Student lists a view point in relation to an artwork.</li></ul>	<b>0 - 5</b>

Comments

---

---

---