

IMPRESSIONISM IN THE AGE OF INDUSTRY MONET, PISSARRO AND MORE

February 16 – May 5, 2019

In the late 19th century, French avant-garde artists were fascinated by the dawn of industry and the technology of their time, and they captured their changing world in art. Building on well-known Impressionist works that feature leisure activities and sunny landscapes, this new perspective of Impressionism conveys the impacts of industry on modernity. Represented by the symbols of progress, such as trains, railways bridges, steamboats and factories, the remarkable art in this exhibition provides a new and grittier view of this important chapter in art history.

Drawing on masterpieces assembled together from around the world, including over 100 great paintings, sculptures, drawings, prints, photographs and films, the exhibition explores broader themes of labour, class, wealth, poverty, gender and environmental issues.

SUGGESTED LEVELS: JK – Grade 12

CURRICULUM CONNECTIONS: Visual Art, World History, English, Science and Technology, Social Studies

Use the Critical Analysis Process to explore the works in this exhibition.



Claude Monet, *Arrival of the Normandy Train, Gare Saint-Lazare*, 1877. Oil on canvas, 60.3 x 80.2 cm. Art Institute of Chicago, Mr. and Mrs. Martin A. Ryerson Collection, 1933.II58. Image © Art Institute of Chicago/ Art Resource, NY.

DESCRIPTION:

- What is your first reaction?
- What captures your attention?
- How does this painting make you feel?
- What does the painting remind you of?

ANALYSIS AND INTERPRETATION:

- What do you think the theme or subject of this painting is? Why?
- What do you think is the purpose of this painting?
- What message or meaning do you think the painting communicates?

CULTURAL CONTEXT:

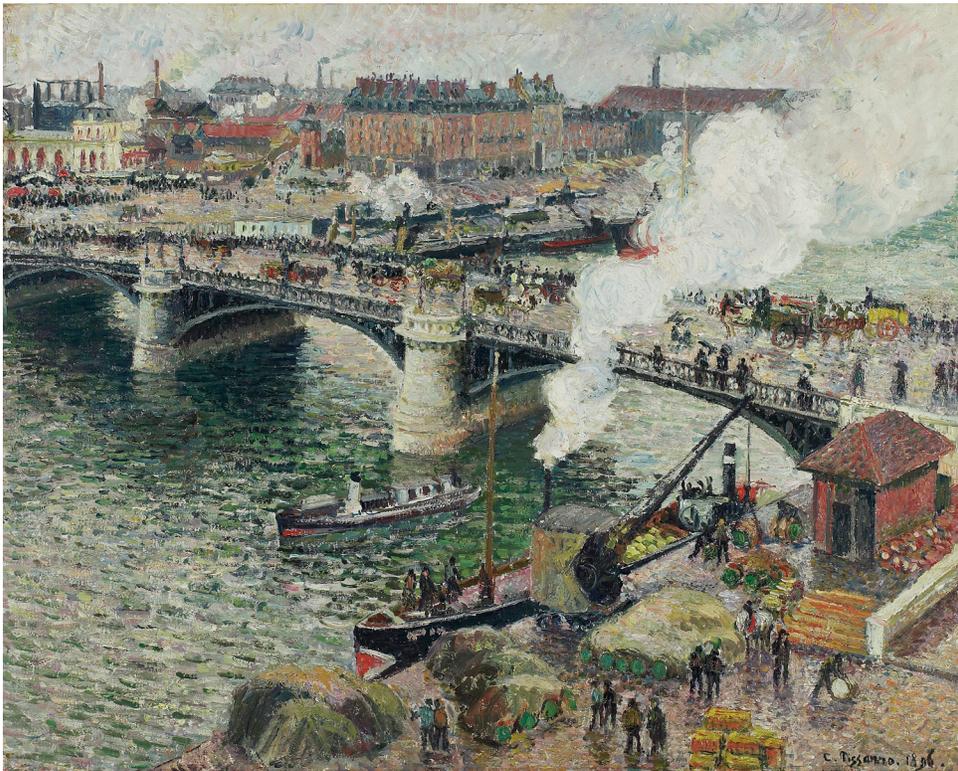
- Who is the intended audience for the painting?
- What was happening in society during the time the work was created? Socially? Historically? Politically?
- How does our city echo the building materials and modes of transportation seen in this painting? What is different today, and what has stayed the same?

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Teacher Resource

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Camille Pissarro, *The Pont Boieldieu, Rouen, Damp Weather*, 1896. Oil on canvas, 73.6 x 91.4 cm. Gift of Reuben Wells Leonard Estate, 1937. © 2018 Art Gallery of Ontario.

- Imagine hiking from the path in the foreground to the farthest point in the distance. What do you see, smell and hear?
- What evidence of the human world do you see in this landscape?
- How would you describe the relationship between humans and the natural world in this scene?

CREATIVE RESPONSES

Walk into a Painting: Ask students to imagine they can enter into a landscape. What would they see, smell, hear, taste or touch? Have students create a detailed sketch, painting or a written response from their perspective that compliments the original.

Drawing Space: Painters create perspective, depth and distance in their art by using various design strategies, including foreground, middleground, background, atmospheric and linear perspective. Have students create a plein-air painting that includes as many strategies as possible for representing space.

Impression-nize Your City: How does Toronto's rapid expansion and construction boom echo Paris's growth? Capture your best image of an urban landscape and post it to [AGO.ca/schools](https://ago.ca/schools)

Book your visit today!

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