Student name: Group:

Art movement.....Realism, 19th century
Timeframe.....1840 - 1870
Topic Focus.....Labor in art

Teaching material: The instructor will provide video materials for educational purposes. ~15'

Discussion questions: What kind of occupations or jobs do you expect to see represented in the art (10')? At the end of the session, we will review the list and compare it with the results (5').
Warm up: Labor before 19th Realism. Artwork by Pieter Bruegel the Elder: The Harvesters (1565)

Background information: **This lesson focuses on works of art related to the theme of labor and art from around 1850 to 1900**, many of which are part of the major canon of 19th century art history. Although it focuses primarily on works produced in France, it addresses some works from other countries (such as Great Britain, Germany, Russia, Africa, India, America and Latin America), and could be made much more international at the professor's discretion.

The 'Industrial Revolution', which started in Britain halfway through the 18th century, instigated important economic and social changes. Labor was a major issue in the second half of the 19th century due to decades of industrialization that had radically changed the nature of work, both in the countryside and in the city. At the same time, artists also began to depict themes of modern life, so they could not help but address the subject of labor. Both peasants and urban workers became common subjects, and with the rise of mechanical reproduction, questions about what constitutes "art" also arose.

Main activity: In pairs or threes. Research and analyze the three types of labor reflected in the works of major artists.

Since the subject of "work" in the 19th century can be considered quite broadly, this lesson has been divided into three thematic sections. Not all forms of labor are the same, nor were they viewed in the same way in the 19th century, either by artists or by the general public. Therefore, each of the following thematic sections will address issues distinctive to that subject, such as the relevant socio-political contexts and/or the reasons why artists were drawn to a particular subject.

- **Rural labor**
- **Urban labor**
- **Artists' labor**

Group activity: Compare one (or more) works of peasant scenes and compare it to the one the teacher has shown at the beginning of the presentation. How are these images similar? How do they differ? Students should be careful to address both form and content in their response (i.e., what each image represents and how it does so).

Related reading: *__Charles Baudelaire__ encouraged artists to "find the epic and the grandiose within the ordinary." His most relevant contribution will be related to the idea of modernity. These ideas were published in his critical essay to the Salon of **1846**, entitled "**On the Heroism of Modern Life**".
*__Karl Marx__ wrote about the devastating social effects of the new, rapidly industrializing and capitalizing economy, in rapid industrialization and capitalization in the 1840s. These studies culminated in the publication of **"Capital"** in **1867**. His diagnosis addressed the disparities of wealth and the intensification of conflict between capital and labor, as well as the emergence of the proletariat as a new social and political force.

This sheet has been filled out as an example to guide students in completing their own work during class

1. Notes on the artistic movement of REALISM. General background

Realism emerged in the wake of the Revolt of 1848, which overthrew the monarchy of Louis Philippe. As French society struggled for democratic reform, the realists democratized art by depicting modern themes drawn from the everyday life of the working class. They sought to convey a truthful and objective view of contemporary life. Rejecting the idealized classicism of academic art and the exotic subjects of Romanticism, Realism was based on direct observation of the modern world. In keeping with G. Courbet's 1861 assertion that "painting is an essentially concrete art and can only consist in the representation of real and existing things," the Realists recorded in often stark detail the everyday existence of humble people.

3. Key words on the subject. Artists and Labor.

"The Stone Breakers" (1849) by Courbet and "The Sower" (1850) by Millet are notable examples depicting the daily struggles of rural workers. Millet created scenes of rural life that monumentalize peasants at work, such as The Gleaners.
An artist deeply interested in portraying the plight of the urban working class was H. Daumier.

2. Notes on the subject of Labor in the context of Realism. Individual activity

In the early 19th century, food shortages in rural areas and the rapid growth of an unskilled urban and industrial proletariat led to growing social unrest that exploded across Europe with the revolutions of 1848. In the wake of these political upheavals, concern for the plight of the working classes, coupled with the growing demand for artists to depict scenes from their own era (which had begun in the 1830s), resulted in artists beginning to address social concerns in their works.

This period, marked by significant industrialization, was reflected in art. It encompassed rural and urban settings, agricultural and industrial work, and the experiences of men and women at work. Paintings and other works of art often depicted factories, machinery, and the changing nature of work. Artists used their works to comment on social issues related to work, such as exploitation and the impact of industrialization on workers' lives.

4. Summary of group activities. General conclusions.

Rural work: C and M replaced the traditional classical hero with members of the poor working class. They were subjects considered unsuitable for large format, they also went against the norm by using a color palette and painting techniques uncharacteristic of traditional academic painting. The artists represented rural scenes in a brutal, nostalgic or idealistic way.

Urban work: They reflect the rapidly changing nature of urban life at the time. Cities expanded in the 19th century as peasants, unable to continue to survive off the land, moved to urban centers in search of employment.

Artists' work: Questions about the work of the artist are important to a discussion of work within the discipline of art history. The concept of the artist as something more than a manual laborer did not exist until the Renaissance. With the development of the idea of "artistic genius," more and more emphasis was placed on the individuality and virtuosity of painters.