Myranda Robinson (Miss Robinson)

For: Friday, April 10, 2015 (Full afternoon- Second lesson of 60 minutes)

Block 1

**SOLAR** Lesson Plan

**Grade Level:** 3rd grade

**Subject Area:** Art: Picasso’s Facial Cubism

**Materials Needed:** White board, expo marker, PowerPoint, premade model of project, watercolor paper, watercolors, watercolor pallets, paint brushes, paper towels, black crayon and/ or pastel, and student’s pencil.

\*Prep material before lesson-To save on time.

**Standards:**

4.1.5 Know how different visual art media\*, techniques\*, and processes\* are used to communicate ideas, experience, and stories.

4.2.2 Know how expressive images cause different responses and communicate ideas.

<https://www.dpi.state.nd.us/standard/content/varts.pdf>

**Objective:**

* Students will show knowledge of different mediums through proper use on their masterpiece.
* Students will produce a piece of art that speaks to who they are as a person by listening to the minimal instructions and participating in the lesson.

**Learning Activities:**

\*Background history quick-To give more time to create

* Transition for “Language” Arts to Art.
* The students should already have a clear working space from the previous lesson, but if not have them clear their area only leaving a pencil on their desk.
* Introduce the students into the next activity by asking if they know who Picasso is (Maybe they have heard people say, “You’re the next Picasso”??).
* If they have heard phases like this it is because Picasso is a world renowned artist.
* Click through the PowerPoint showing a picture of Picasso, his time line (Make a connection that they too are working on time lines and if Picasso had that assignment his would look like this), contrasting painting to his from that era, examples of his work, and last the piece of his work that we wish to replicate ( Facial Cubism).
* To start have students simply look at your face.
* Have them examine your face from head on. What do they see? (Two eyes, two nostrils, full lips, etc.)
* Then turn sideways, what do the students see now? (One eye, one nostril, half your lips, etc.)
* Have the students compare and contrast how different your face looks from different angles.
* Note that this was what Picasso was doing. Picasso used cubism in his later work to show a centered perspective split and seen two different ways in one picture.
* Reiterate that Picasso was different from many artists because he believed that art did not need to be understood and that this is why his art was at first very controversial, because people did not understand.
* Tell the students that their work does not need to be understood. They can draw any face they want, however it has to have the element of cubism (I want each picture to speak to how different and unique each student is as a person and artist, just like Picasso!)
* Pass out a piece of watercolor paper, paint brush, black crayon and/or pastels, water, and paper towels to each student.
* Have the model of the project present (half done to show the work painted and not) but walk the students through the drawing of the face on the white board to give them an idea of how to draw a silhouette in a face.
* Emphasis adding details and different ways of drawing facial features.
* They can draw with pencil first, but then have them go over their pencil lines with black crayon and/ or pastel.
* Have them then paint the different sections bright, vibrate colors as Picasso used during this era of work.
* There, young Picassos in the making!!

Make adaptations for children as needed.

**Assessment:**

* Assess progress while doing lesson through observation and participation accuracy (informal assessment).
* Assess progress through listening of instructions in creating an end product.

**Reflection:**

* Fix my timeline so it is easier to read (On power point).
* I liked how I let them run with it, but maybe I should have been more guiding with the instructions I di give (The frontal and side face out line).
* I liked how the left empty space (White) behind their figures- I did not instruct that, but I will next time.
* Say less, “You guys.”
* Have students put name and year, small, in the right hand corner, verse the back- More of an artist effect.
* Fun!! I was very pleased with what they created and will do again ☺