

Lorin Griset Academy
1915 W McFadden Ave.
Santa Ana, CA 92704
(714) 648-2900

Teacher: Maricela Peña

Grade level: 9-12

Subject: Visual Arts: Drawing and Painting

Unit: 2-view Portrait

<p>Objective/Goal: Students will learn about Cubism and Pablo Picasso. Through the use of technology (Picassohead.com), they will explore the idea of distortion, proportion, and apply the elements of shape and color to an original artwork.</p>	<p>Students will engage in:</p> <ul style="list-style-type: none"> ✓ independent activities (grid drawing exercise) ✓ hands-on (watercolor) ✓ lecture (Cubism/Picasso) ✓ blended learning (computer station) ✓ demonstrations (watercolor) ✓ project (2-view portrait) ✓ vocabulary development ✓ interdisciplinary studies (social studies/english) 														
<p>Standards:</p> <p>1.1 Analyze and discuss complex ideas, such as distortion and expressive content in works of art.</p> <p>1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art.</p> <p>1.3 Analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.</p> <p>1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.</p> <p>2.4 Review and refine observational drawing skills.</p> <p>4.5 Employ the conventions of art criticism in writing and speaking about works of art.</p>	<p>Materials:</p> <ul style="list-style-type: none"> ✓ 6 computers ✓ pencils/paper/erasers ✓ watercolor paint ✓ watercolor paper ✓ watercolor brushes 														
<p>Vocabulary:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Cubism</td> <td style="width: 50%;">Portrait</td> </tr> <tr> <td>Shape</td> <td>Proportion</td> </tr> <tr> <td>Perspective</td> <td>Pablo Picasso</td> </tr> <tr> <td>Point of View</td> <td>Outline</td> </tr> <tr> <td>Watercolor</td> <td>Opaque</td> </tr> <tr> <td>Critique</td> <td>Transparent</td> </tr> <tr> <td>Peer Critique</td> <td>Stylized</td> </tr> </table>	Cubism	Portrait	Shape	Proportion	Perspective	Pablo Picasso	Point of View	Outline	Watercolor	Opaque	Critique	Transparent	Peer Critique	Stylized	<p>Instructional Materials:</p> <ul style="list-style-type: none"> ✓ Prezi (intro to Cubism/Picasso) ✓ Picasso Critique handout ✓ Grid exercise handouts ✓ Picassohead.com (resource) ✓ Finished Sample Project ✓ Rubric/Guidelines Handout ✓ Peer Critique Handout
Cubism	Portrait														
Shape	Proportion														
Perspective	Pablo Picasso														
Point of View	Outline														
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Peer Critique	Stylized														
<p>Day ONE: Picasso will be introduced as an artist. Cubism will be introduced as an art movement. Students will identify the use of distortion and proportion in Picasso's work and how they will be using it to make their portrait unrealistic. Explain different possibilities that their portrait can be expressing to the viewer based on color choices that they will make. Discuss how the invention of the camera brought about many changes in the art world.</p> <p>*Instructional Material: Prezi http://prezi.com/nqugzyladpo9/?utm_campaign=share&utm_medium=copy&rc=ex0share</p>															

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Day TWO-THREE:

Four step critique process is reviewed. Students will complete a critique exercise for Picasso's Dora Maar using the handouts provided to determine if artwork is successful.

Day FOUR-FIVE:

Grid Exercise is introduced to review observational drawing skills. Students focus on proportion, value, and color.

Day FIVE-SIX:

Demonstrate the use of technology in the project through the use of Picassohead.com. Demonstrate navigation in site and provide step by step instructions on completion and emailing of design. **REVIEW GRADING RUBRIC

Day SEVEN-NINE:

Demonstrate the use of watercolor by creating an original work of art using the digital 2-view portrait as a reference. Discuss the impact of color choices in an artwork. Students must include multiple perspectives, strong outlines, divided/choppy appearance, geometric shapes, exceptional craftsmanship (neatness, effort, pride, creativity, and originality).

Day TEN:

Four-step critique process is reviewed. Students will complete a peer critique following the handout provided to determine if artwork is successful.

Day ELEVEN:

When student is finished with unit, all assignments must be turned in. Teacher will use grading rubric discussed at the beginning of unit to grade all assignments.

Closure (review/reteach):

Students will answer the following questions:

- (1) What did Picasso try to achieve with Cubism?
- (2) How did you distort your drawing to make it unrealistic?
- (3) Which style of drawing do you prefer (distorted or realistic)?

Pablo Picasso

(1881-1973)

(TITLE) *Dora Maar au Chat*
(*Dora Maar with Cat*)

(YEAR) 1941



1 - Describe

What do you see?
Is this painting big or small (50.5 x 37.5 in)?

2 - Analyze

What elements/principles is Picasso using in this painting?
Where is the focal point?

- Elements of Art:**
- form
 - line
 - shape
 - color
 - texture
 - space
 - value

- Principles of Design:**
- emphasis
 - balance
 - harmony
 - variety
 - movement
 - rhythm
 - proportion
 - unity

3 - Interpret

What is Picasso trying to communicate with this painting?
Why do you think that it is called "Dora Maar au Chat"?

4 - Judge

Do you think this work is successful? Why/Why not?
What makes it unique?

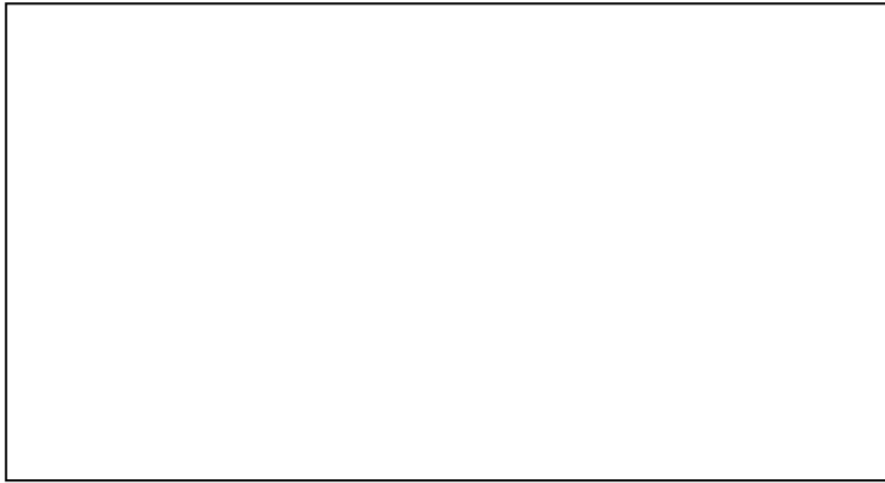
“Every child is an artist. The problem is how to remain an artist once we grow up.”

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Name:
Period:

(Artist Name)

(year born/died)



*Paragraph:
made up of
answers to all
8 questions on
the Flow Map
handout*

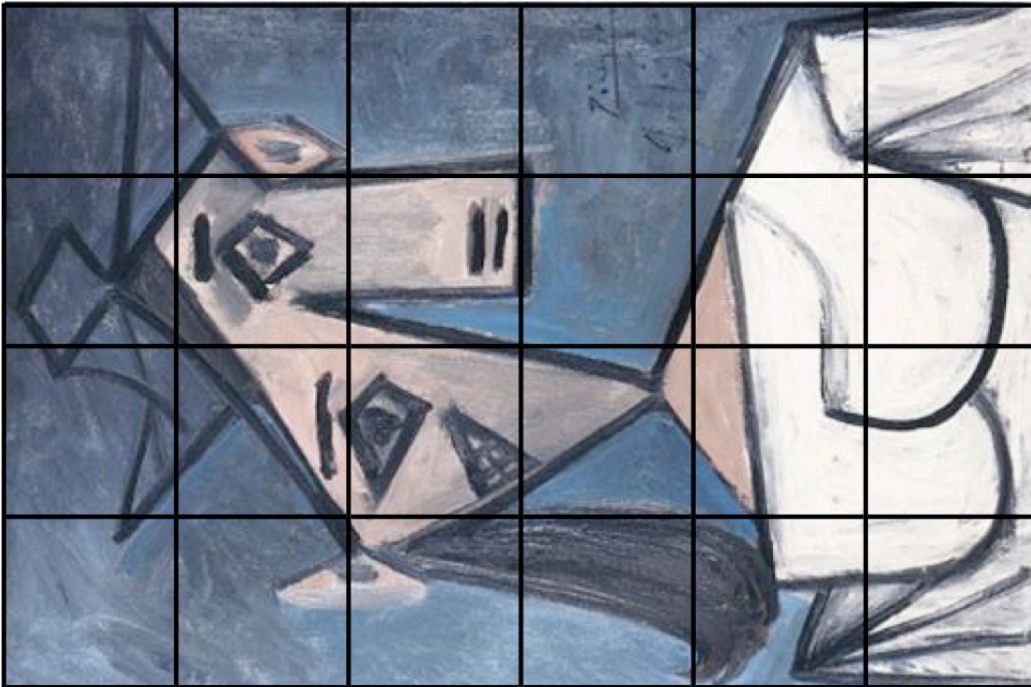
(Title, year artwork was made)

Quote:

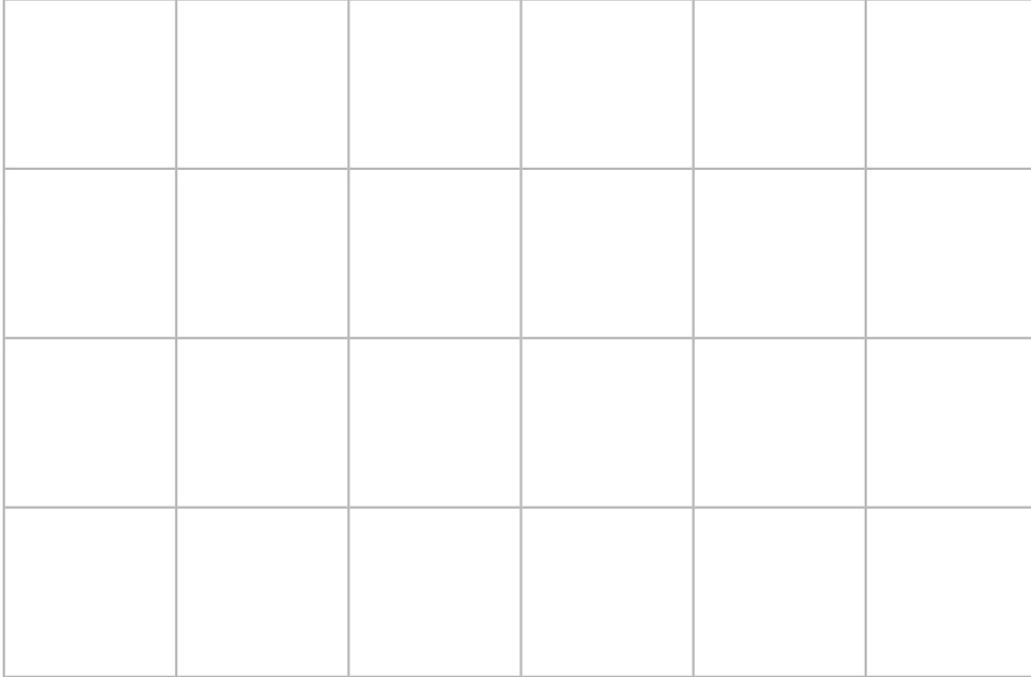
Quote Response (what do you think he/she means?):

Name: _____
Period: _____

Draw the Picasso artwork ONE section at a time. Then, shade, add color, and finalize details to duplicate image.

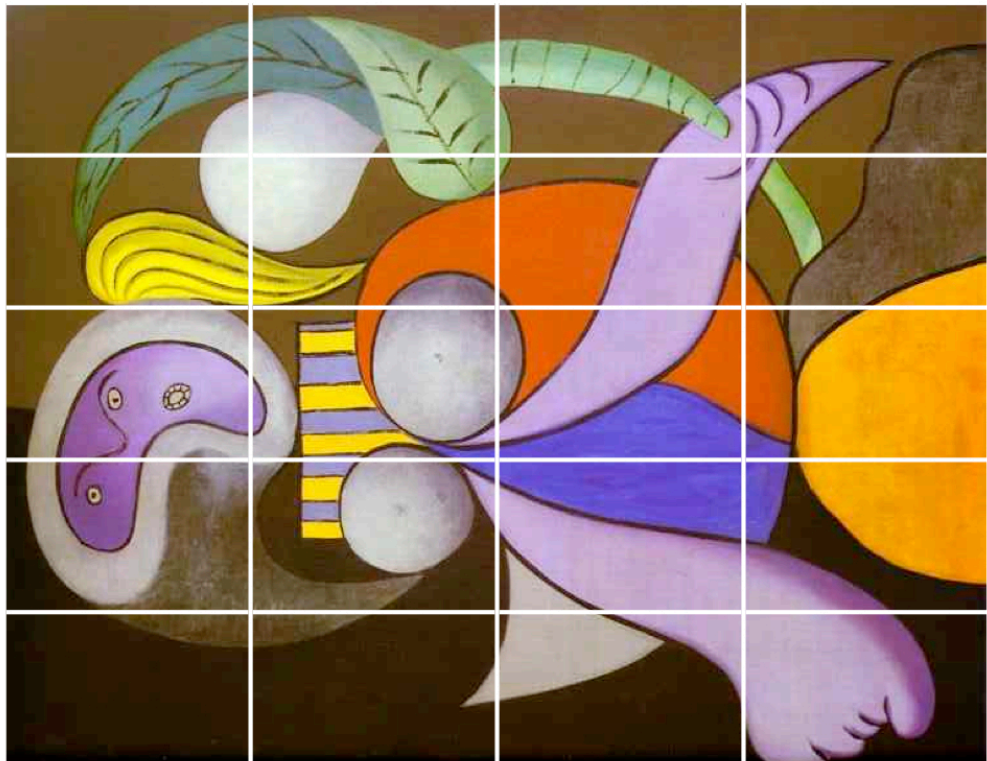
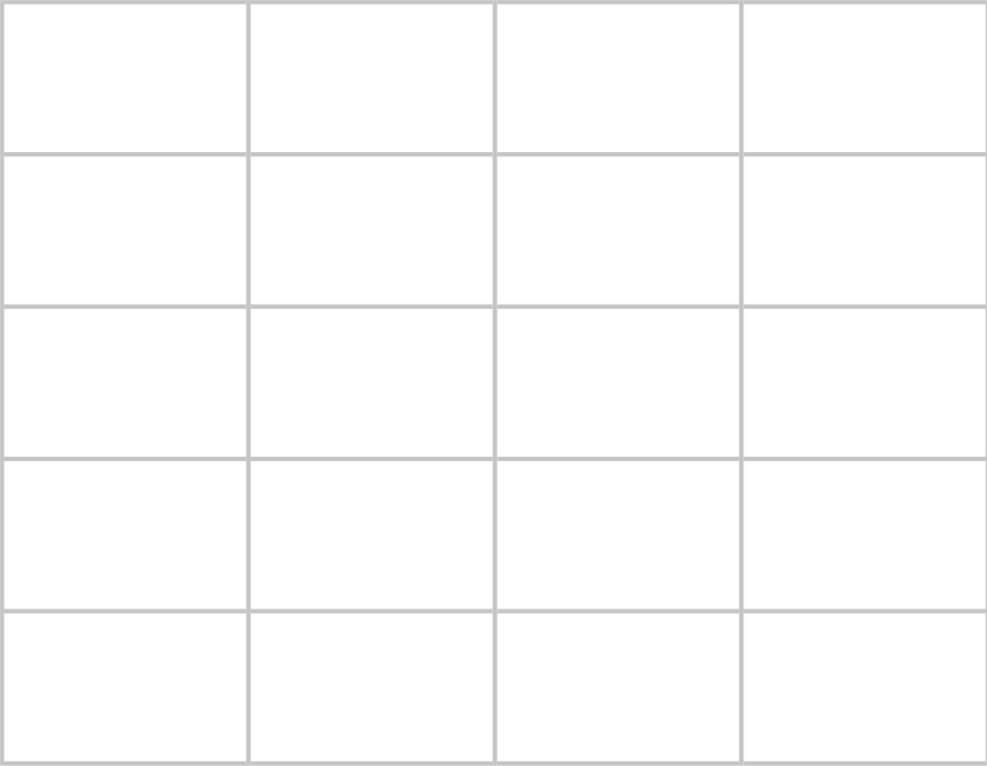


Pablo Picasso
Cabeza de Mujer
1939



Name: _____
Period: _____

Draw the Picasso artwork ONE section at a time. Then, shade, add color, and finalize details to duplicate image.



Pablo Picasso
Woman with Flower
1932

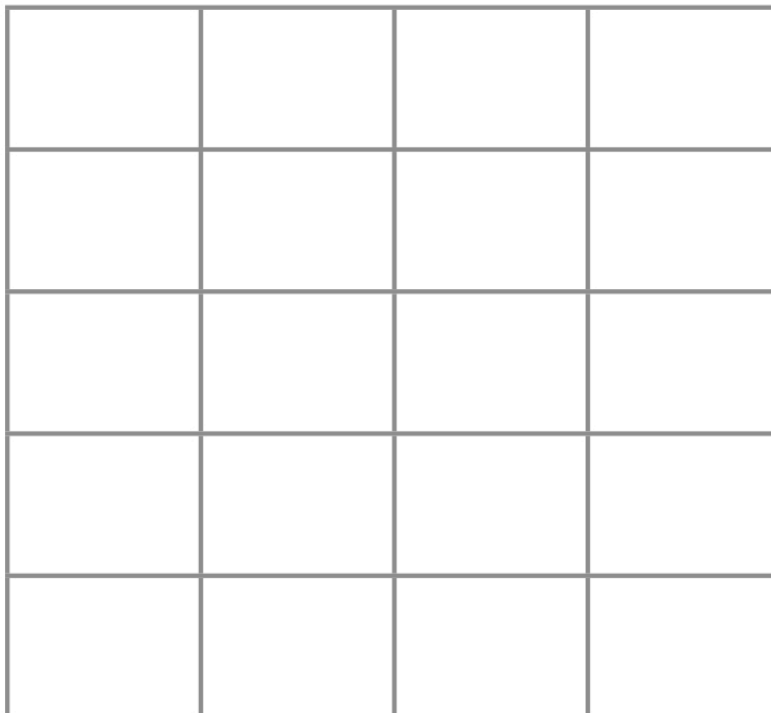
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Period: _____

Draw the Picasso artwork ONE section at a time. Then, shade, add color, and finalize details to duplicate image.



Pablo Picasso
Los Tres Musicos
1931



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Finished Sample:



Name: _____ Period: _____

Easy Breezy Peer Critique

What title would you give this work? _____

<p>Step 1: Describe</p> <p>Describe your peer's work to someone that cannot see?</p> <hr/> <hr/> <hr/> <p>What material(s) did they use?</p> <hr/> <p>Is their work...</p> <p style="text-align: center;"><input type="checkbox"/> Complete?</p> <p style="text-align: center;"><input type="checkbox"/> Neat?</p> <p style="text-align: center;"><input type="checkbox"/> Creative?</p>	<p>Step 2: Analyze</p> <p>What does their work remind you of?</p> <hr/> <p>What interests you more about the work?</p> <hr/> <p>CHECK-OFF each element/principle used in the work, CIRCLE the one that is emphasized in the work.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">Elements of Art</td> <td style="width: 50%; vertical-align: top;">Principles of Design</td> </tr> <tr> <td><input type="checkbox"/> Line</td> <td><input type="checkbox"/> Balance</td> </tr> <tr> <td><input type="checkbox"/> Shape</td> <td><input type="checkbox"/> Contrast</td> </tr> <tr> <td><input type="checkbox"/> Color</td> <td><input type="checkbox"/> Emphasis</td> </tr> <tr> <td><input type="checkbox"/> Value</td> <td><input type="checkbox"/> Movement</td> </tr> <tr> <td><input type="checkbox"/> Form</td> <td><input type="checkbox"/> Pattern</td> </tr> <tr> <td><input type="checkbox"/> Texture</td> <td><input type="checkbox"/> Rhythm</td> </tr> <tr> <td><input type="checkbox"/> Space</td> <td><input type="checkbox"/> Harmony/Unity</td> </tr> </table>	Elements of Art	Principles of Design	<input type="checkbox"/> Line	<input type="checkbox"/> Balance	<input type="checkbox"/> Shape	<input type="checkbox"/> Contrast	<input type="checkbox"/> Color	<input type="checkbox"/> Emphasis	<input type="checkbox"/> Value	<input type="checkbox"/> Movement	<input type="checkbox"/> Form	<input type="checkbox"/> Pattern	<input type="checkbox"/> Texture	<input type="checkbox"/> Rhythm	<input type="checkbox"/> Space	<input type="checkbox"/> Harmony/Unity
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<p>Step 3: Interpret</p> <p>What feeling or emotion is expressed in the work?</p> <hr/> <p>Is this work quiet or loud?</p> <hr/> <p>Make up a story about this work...</p> <hr/> <hr/> <hr/> <p>Art is about many things (expression, creativity, narrative, etc.). Which could they improve on in their future artwork?</p> <hr/> <hr/>	<p>Step 4: Judge</p> <p>What is the best part of their work?</p> <hr/> <p>What is the worst part of their work?</p> <hr/> <p>What improvements could they make?</p> <hr/> <hr/> <hr/> <p>Is their work...</p> <p style="text-align: center;"><input type="checkbox"/> Successful?</p> <p style="text-align: center;"><input type="checkbox"/> NOT Successful?</p> <p>Give them an honest grade...</p> <p style="text-align: center;"><input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> F</p>																

NOTES:

Final Unit Project: 2-view Portrait (Grading Rubric) Student Name: _____ Period: _____

Category:	4	3	2	1
Picasso Critique _____/4	Student followed the four-step process to successfully critique Picasso's artwork. A well-drawn portion of the artwork is included.	Student somewhat followed the four-step process to critique Picasso's artwork. A drawing of a portion of the artwork is included.	Student barely followed the four-step process to critique Picasso's artwork. A poor drawing of a portion of the artwork is included.	Student did not follow the four-step process to critique Picasso's artwork. A drawing of a portion of the artwork is not included.
Grid Exercise _____/4	Student completed a grid exercise of an artwork by Picasso. Exceptional attention was placed on proportion, value, and color.	Student completed a grid exercise of an artwork by Picasso. Attention was placed on proportion, value, and color.	Student completed a grid exercise of an artwork by Picasso. Little attention was placed on proportion, value, and color.	Student did not complete a grid exercise of an artwork by Picasso. No attention was placed on proportion, value, and color.
Use of Technology: <i>Picassohead.com</i> _____/4	Student utilized technology (picassohead.com) to design a cubist portrait that resembles the work of Picasso. Design was emailed to teacher.	Student utilized technology (picassohead.com) to design a cubist portrait that somewhat resembles the work of Picasso. Design was emailed to teacher.	Student utilized technology (picassohead.com) to design a cubist portrait that barely resembles the work of Picasso. Design was not emailed to teacher.	Student either did not utilize technology or used technology (picassohead.com) to design a cubist portrait but does not resemble the work of Picasso. Design was not emailed to teacher.
Watercolor 2-view Portrait _____/4	Student created an original artwork (portrait) that reflects cubist characteristics (multiple perspectives, strong outlines, choppy look, geometric shapes) using the design created in picassohead.com as a reference.	Student created an original artwork (portrait) that somewhat reflects cubist characteristics (multiple perspectives, strong outlines, choppy look, geometric shapes) using the design created in picassohead.com as a reference.	Student created an original artwork (portrait) that barely reflects cubist characteristics (multiple perspectives, strong outlines, choppy look, geometric shapes) and did not use the design created in picassohead.com as a reference.	Student created an original artwork (portrait) that does not reflect cubist characteristics (multiple perspectives, strong outlines, choppy look, geometric shapes) and did not use the design created in picassohead.com as a reference.
Peer Critique _____/4	Student followed the four-step process to successfully critique a peer's artwork. A well-drawn portion of the artwork is included.	Student somewhat followed the four-step process to critique a peer's artwork. A drawing of a portion of the artwork is included.	Student barely followed the four-step process to critique a peer's artwork. A poor drawing of a portion of the artwork is included.	Student did not follow the four-step process to critique a peer's artwork. A drawing of a portion of the artwork is not included.
Craftsmanship _____/4	Student work displays exceptional craftsmanship (neatness, effort, pride, creativity, and originality) throughout unit.	Student work displays craftsmanship (neatness, effort, pride, creativity, and originality) throughout unit.	Student work barely displays craftsmanship (neatness, effort, pride, creativity, and originality) throughout unit.	Student work does not display craftsmanship (neatness, effort, pride, creativity, and originality) throughout unit.