

Introducing Cubism with Animals

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Grade Level: 5th grade

Time Span: 4 weeks
Four 45 minute sessions

Essential Question: "What sparks the creative process?"

Provoking Questions:

1. What mammal will you choose for your cubist project?
2. What colors will you use in your animal, and what materials will you choose to create them with?
3. What feature on your animal will you exaggerate?

Learning Objectives:

1. Students will choose one mammal as their subject for their cubist project.
2. Students will demonstrate the use of four materials while creating their animal, and will label each on the back of their drawing.
3. Students will choose one feature or area on their animal to exaggerate, once completed they will cut up their project and will rearrange the pieces onto a colored piece of cardstock paper.

Maine Student Learning Results:



A1 Artist's Purpose

A2 Elements of Art and Principles of Design

A3 Media, Tools, Techniques, and Processes

B1 Media Skills

B2 Compositional Skills

B3 Making Meaning

C1 Application of Creative Process

D1 Aesthetics and Criticism

E1 The Arts and History and World Cultures

E2 The Arts and Other Disciplines

E3 Goal-Setting

E5 Interpersonal Skills

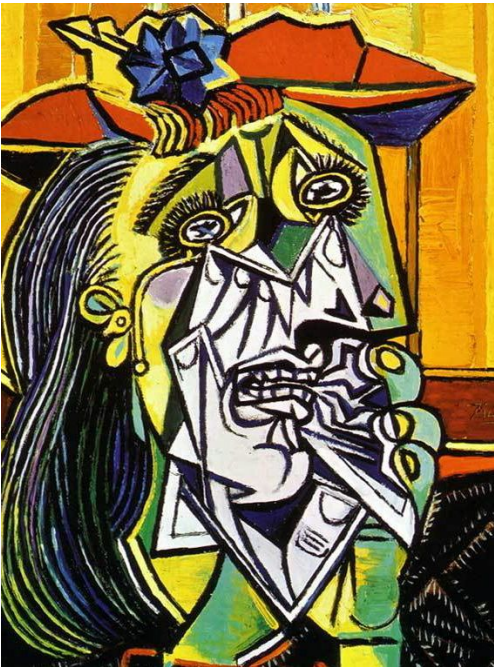
Vocabulary & Visual Provocation:

week 1:

Vocabulary: Cubism, abstract, Picasso, size variation, mixed media, geometric forms, distortion.

Visual Provocation: Will show demo of own work as well.

Picasso's portrait of a woman:



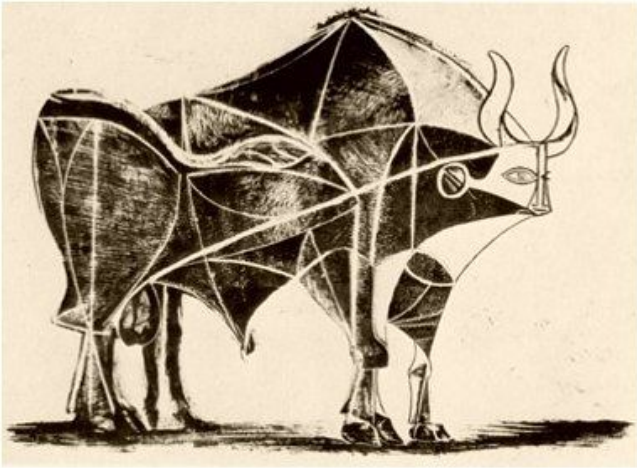
Tommervik cubist painting of an elephant:



Pablo Picasso Cubist painting (URR! b'WU):



Picasso's Bull:



Cubist Cow:



Cubist Rhino:



Cubist Panthers:



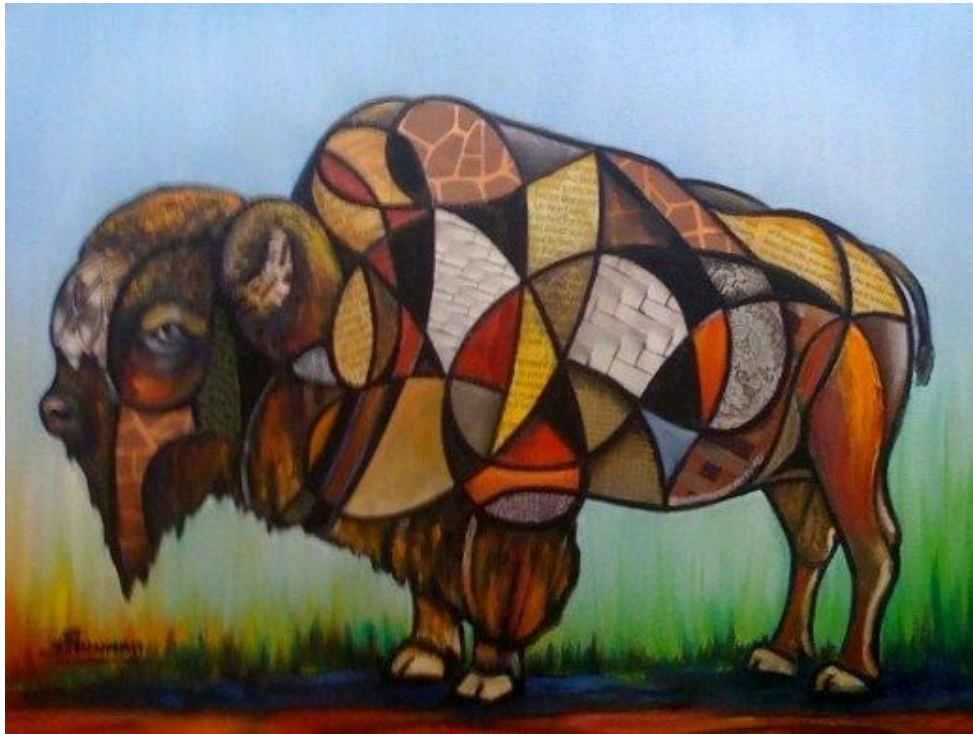
Cubist Lions:



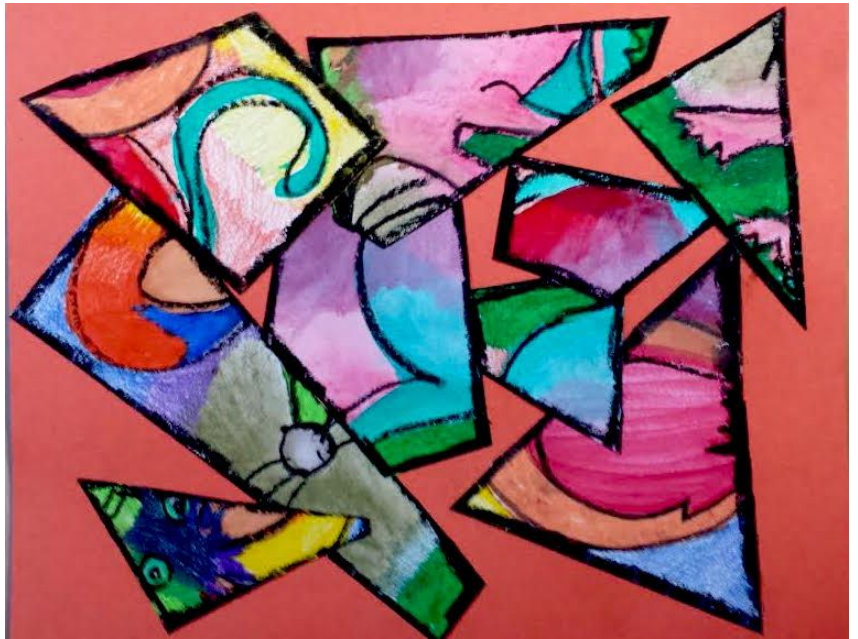
Cubist Cat:



Cubist Buffalo:



Teacher's Example: (Will begin as a demo and will be worked on as a demo throughout the project)
Piece before cutting (left) Finished piece (right)



week 2:

vocabulary: Cubism, abstract, Picasso, size variation, mixed media, geometric forms, distortion.

Visual Provocation:

The teacher's work will be on display as well as a ~~fiberglass art~~ created by the teacher.

week 3:

vocabulary: Cubism, rearranging, manipulation, outlining, exhibition.

Visual Provocation: The teacher's demo of final process will be shown.

Week 4:

Vocabulary: Critique, feedback, assessment.

Visual Provocation: Students final work will be the visual provocation.

Materials:

<p>Week 1: 10"x12 " piece of white paper, pencils, erasers, animal books for references and ideas, for those who finish their sketch they may chose crayons, colored pencils, oil pastels, markers, chalk pastels, tempera paint, watercolor paint, paint brushes, tubs of water.</p>	<p>Week 2: Colored pencils, crayons, tempera paint, watercolor paint, paint brushes, water tubs, oil pastels, markers, chalk pastels, pencils.</p>	<p>Week 3: 11"x14" piece of cardstock colored paper, pencils, black oil pastels, scissors, Elmer's glue, rulers.</p>	<p>Week 4: 11"x14" piece of cardstock colored paper, pencils, black oil pastels, scissors, Elmer's glue, rulers.</p>
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Direct Instruction:

Week 1:

Students arrive to class and gather around one table to view a SmartBoard presentation.

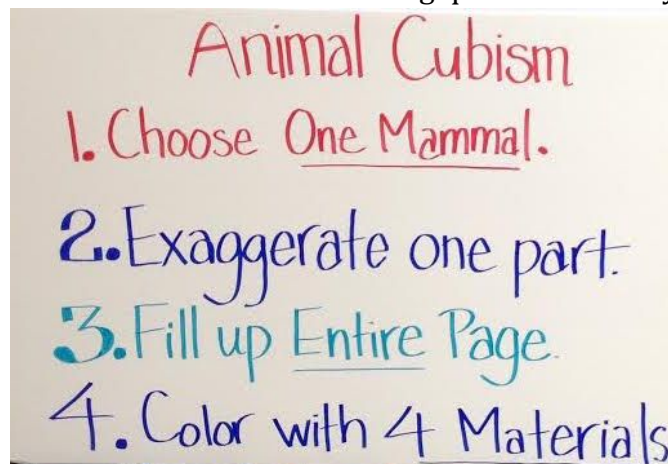
Teacher introduces various cubist works and artists asking students what they know about Cubism as a formative assessment.

After presentation teacher gathers students around a table to give the project directions with a demonstration.

Teacher introduces the project, which is to draw on a 10"x12" piece of white paper a mammal that must fill up the page. Once finished the students may begin filling the entire page with color using four materials. The teacher gives a demo of materials and answers any questions. The teacher writes down these three instructions and tells students they may look through any of the mammal books that have been set out as reference.

Students before getting to work are given a chance to ask any questions then are given paper to begin their project.

The teacher will have set out several materials beforehand so that any who finish their mammal may begin using color. The teacher will walk around answering questions as they arise.



week 2:

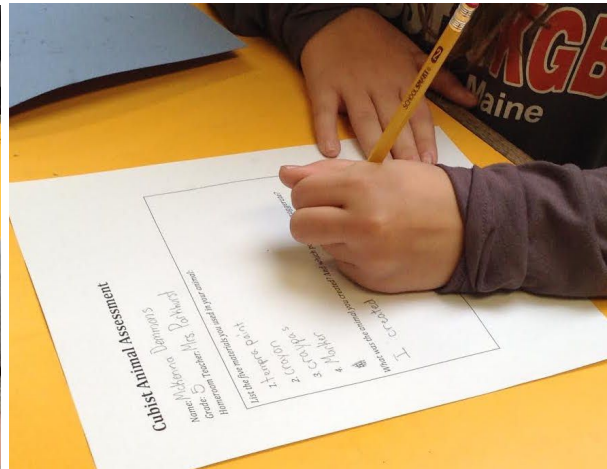
- Students arrive to class and will take their seats.
- The teacher will quickly go over what the students are working on asking if anyone remembers the project from the previous week. The poster will be on one side of the room and the same list will be written on a chalkboard for students to reference.
- The teacher will have several materials set out for students to use and will hand out work having the class begin and work through the period.
- The teacher will walk around answering questions as they arise.

week 3:

- Students will arrive to class and gather around a table for a quick demonstration. The teacher will demonstrate the final steps for when their animals and backgrounds are completely filled in with four materials and fun colors.
- The teacher will have their own example to show and will instruct students to use a black or dark colored oil pastel to outline their entire animal including the facial features.
- The teacher will then flip over their paper and will take a ruler and pencil to draw straight lines in a “shattered glass” pattern creating different shapes. Scissors will then be used to cut out the pieces.
- Once they have their pieces the students will take a piece of scrap paper and will use their dark oil pastel to outline each piece so that the shapes they created may be seen.
- Each student will have the choice of several colors of 11“x14” stock paper to paste their pieces around in any way they decide. The teacher will ask if anyone knows what the word rearrange means to demonstrate what they’re doing. The students will also be instructed to write on the back of their colored stock paper their name, animal created, and the four materials they used.
- Students will work on their animals throughout the class.

week 4:

- Students will arrive to class and will be handed their work. The teacher will instruct that the class has the first half of the period time to finish their cutting and pasting. The second half of class will be for a critique. During the first half for those who have finished or finish up will fill out an assessment form.



Clean Up:

week 1: Students will place their work in a pile on each table if they haven't begun using other materials. If materials such as paint have been used they will be directed to place their work on the drying racks, and clean up their stations.	week 2: Students will place work on drying racks, and then clean out any paint palettes, water tubs and brushes if used, put away materials back into designated bins, and will clean tables off with wet sponges.	week 3: Students will place work on drying racks, and will put all materials back into designated bins. If a mess was created at any stations the students will clean off the table with a wet sponge.	week 4: Students will put away all materials used in their designated boxes and bins, and will clean down the tables with wet sponges.
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Modifications for Students with Exceptionalities:

1. Students may have preferential seating.
2. Students may sit or stand while creating their project.
3. Students have the choice amongst many materials to create their projects.

Technology: Smartboard Technology

Instructional Resources:

Picasso Cubism portrait of a woman:

<http://www.escapeintolife.com/wp-content/uploads/2010/10/Picasso-woman.jpg>

Tommervik cubist painting of an elephant:

http://orig05.deviantart.net/c379/f/2011/190/0/9/tommervik_elephant_painting_by_tommervik-d3lj3ee.jpg

Pablo Picasso Cubism painting:

<http://www.pablocicasso.org/images/paintings/three-musicians.jpg>

Picasso's Bull:

http://www.artfactory.com/art_appreciation/animals_in_art/pablo_picasso/picasso_bull_plate_5.jpg

Cubist Cow:

<http://vintageprintable.swivelchairmedia.com/wp-content/uploads/2011/04/Animal-Range-and-Farm-Cow-cubist.jpg>

Cubist Cat:

<http://saimg-a.akamaihd.net/saatchi/467/art/2669891/1739784-ORBDPRTV-8.jpg>

Cubist Rhino:

<https://s-media-cache-ak0.pinimg.com/originals/bd/1f/19/bd1f19ea44d67645676a1852486a6952.jpg>

Cubist Buffalo:

<http://stevenshuman.com/blog/wp-content/uploads/2011/04/cubist-buffalo.jpg>

Teacher's Art Assessment for Cubist Animals

Name:

Classroom Teacher:

Guidelines:

YES

NO

Guidelines:	YES	NO
1. Student chose ONE mammal of their choice.		
2. Student filled up the entire page with the chosen mammal.		
3. Student used four materials to color in the entire page, and labeled each material on the back.		

Additional Comments:

Student Art Assessment: Cubist Animal

Name:

Classroom Teacher:

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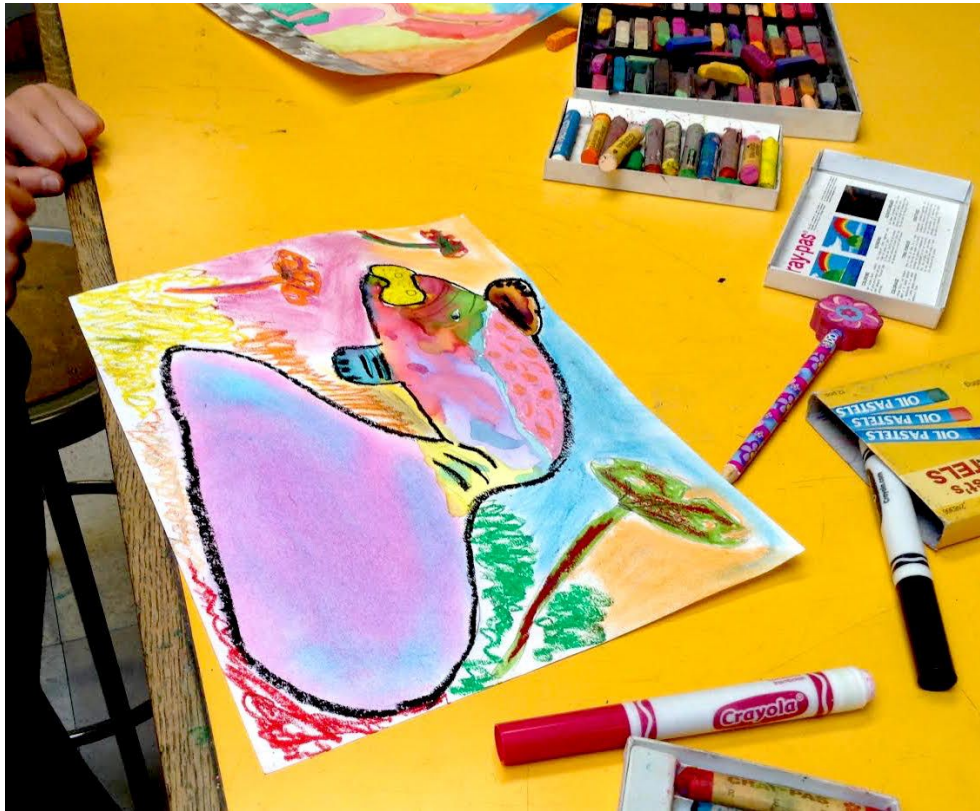
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Images from Day One:



Student's work before the final step:



**Class getting ready to cut animal into pieces for rearranging:
Teacher demonstrating outlining
animal with oil pastels**



**Teacher showing finished
outlined piece**



**Demo for correct method of
outlining cutting lines for the back of project**



**Next step of cutting
out the pieces created from line marks**



Teacher demonstrating the outline process for each cut piece of animal:



Final step of rearranging cut pieces into a Cubist animal:

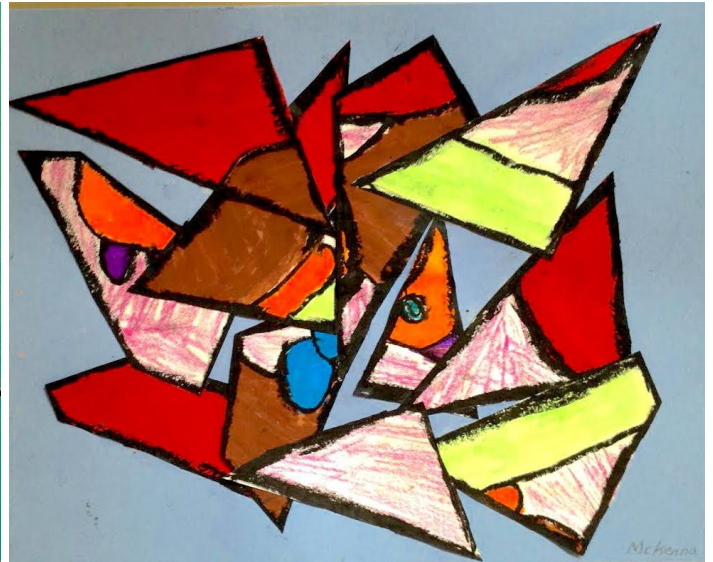


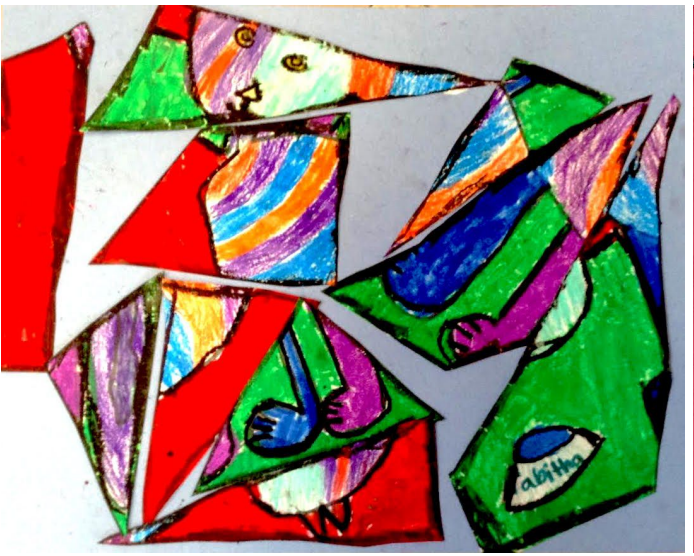
Student's working on final step:



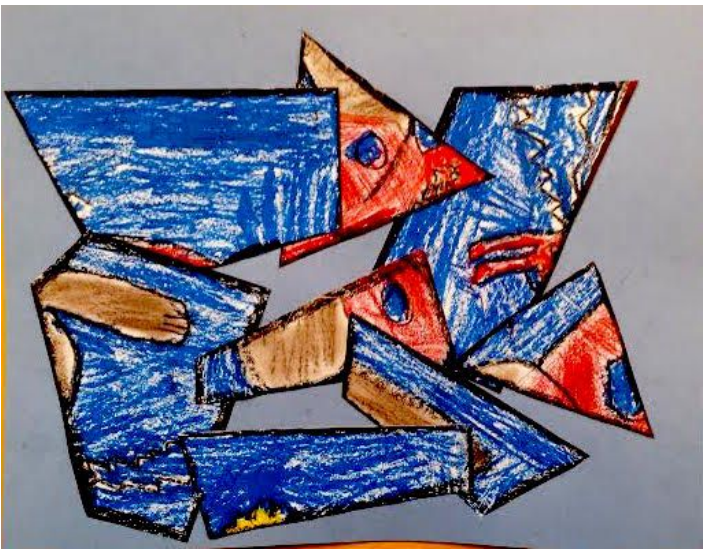


Student's Final Cubist Animals:









Student's Work Before:

