

Introducing Cubism with A Self Portrait

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Grade Level: 5th Grade

*Time Span: 5 Weeks
Five 45 minute sessions*

Essential Question: "What sparks the creative process?"

Provoking Questions:

1. Can you fill up the entire composition with your self portrait?
2. What colors will you use in your self portrait, and what materials will you choose to create them with?
3. What facial feature will you exaggerate?

Learning Objectives:

1. Students will fill up the entire composition with their head, and neck.
2. Students will demonstrate the use of five materials while creating their self portrait, and will label each on the back of their drawing.
3. Students will choose one feature in their self portrait 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

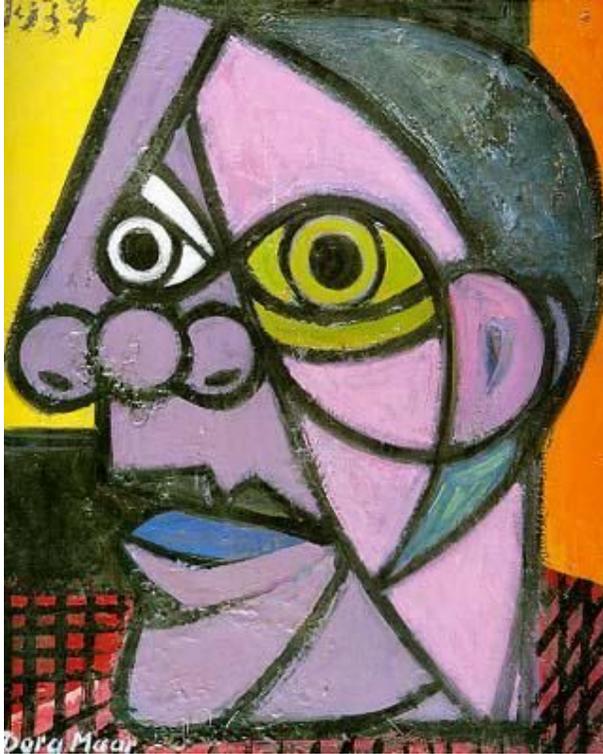
Vocabulary & Visual Provocation:

Week 1:

Vocabulary: Cubism, abstract, Picasso, size variation, mixed media, geometric forms, distortion, facial features, exaggeration, vibrant colors, composition.

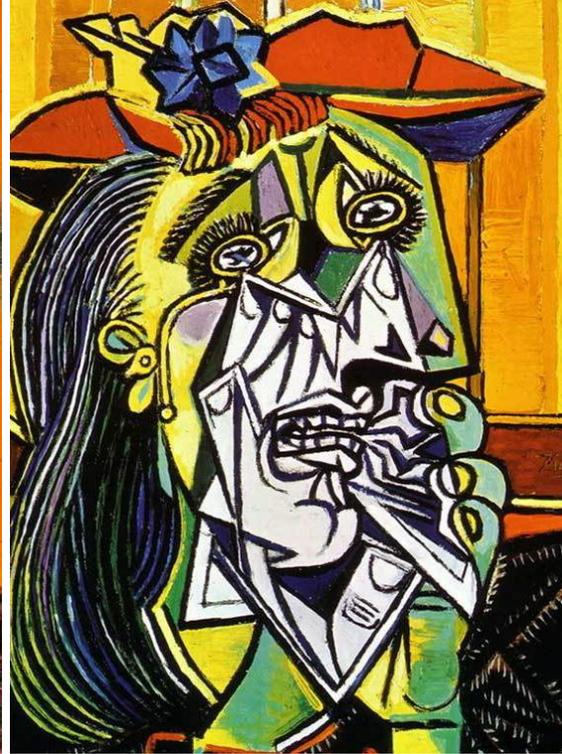
Visual Provocation:

Cubist Self Portrait:



Picasso:

Picasso's Cubism portrait of a woman:



Cubism Portrait:



Week 2:

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

Visual Provocation: The teacher's own work for each step of the demonstration will be a visual as well as the photos shown in the slide presentation will be printed out and hung as references.

Week 3:

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

Visual Provocation: The teacher's own work for each step of the demonstration will be a visual as well as the photos shown in the slide presentation will be printed out and hung as references.

Week 4:

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

Visual Provocation: The teacher's own work for each step of the demonstration will be a visual as well as the photos shown in the slide presentation will be printed out and hung as references.

Week 5:

Vocabulary: Critique, feedback, assessment, form, color use, linework, variation, exaggeration.

Visual Provocation: Students own completed work will be their visual provocation.

Teacher's Cubist Completed Face Example:



Materials:

Week 1: 10"x12" piece of thick white paper, pencils, erasers, free standing mirrors.	Week 2: Colored pencils, crayons, tempera paint, watercolor paint, paint brushes, water tubs, oil pastels, markers, chalk pastels, pencils.	Week 3: 11"x14" piece of cardstock colored paper, pencils, black oil pastels, scissors, Elmer's glue, rulers, colored pencils, crayons, tempera paint, watercolor paint, paint brushes, water tubs, oil pastels, markers, chalk pastels, pencils.	Week 4: 11"x14" piece of cardstock colored paper, pencils, black oil pastels, scissors, Elmer's glue, rulers.	Week 5: 11"x14" piece of cardstock colored paper, pencils, black oil pastels, scissors, Elmer's glue, rulers, assessment form.
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Direct Instruction:

Week 1:

- Students will arrive to class and will take their seats to view a slide presentation focused on Cubism. The teacher will ask if students know what a self portrait is as well as what they may think Cubism is as a formal assessment.
- The teacher will go through each slide talking about color use, geometric form, as well as asking students what they see within each slide. After the presentation the teacher will have the students gather around a table for a demo of the days project.
- At each table there will be previously set up stations with free standing mirrors, pencils, and erasers. The teacher will sit in front of their own station for the demo. The first question for the students is what shape they may feel the teacher has for a face, then will draw an oval. The teacher will remind students to look into their mirror for their own face shape since faces vary in size. The teacher will also mention to draw the head to fit the page, nothing small in the center but filling the entire composition.
- The teacher will not be giving step by step instructions for how to properly map out the facial features. This is to see developmentally where students are, and also to demonstrate placement of the features due to they will have a requirement of exaggerating one facial feature. The teacher will ask if students know what it means to exaggerate something in art terms, and will demonstrate exaggerating their own nose as an example.
- Once the teacher has drawn out their face that includes detail of their eyelids, eyelashes, and hair the teacher will ask students to find a station so they may hand out paper to get started. The teacher will hand out paper to tables that are ready and quiet, and will ask students to spend the rest of the class period working on their self portrait. The teacher will remind students along the way to look at their mirrors for reference, as well as answering questions as they arise.

Week 2:

- Students will arrive to class and will take their seats. The teacher will start by asking students what they think multi media means. The teacher will be at the white board with those words already written at the top.
- The teacher will begin writing down different materials they have in their classroom such as

watercolor, tempera paint, colored pencils etc. The next words to go up are the expectations for the next step of their self portraits, which is to color their entire self portrait including the background using five materials. Each time they use a material they will label that material on the back of their paper. The teacher will also ask students what they may remember about Cubist color use, which were vibrant colors that were mostly unnatural to a human face. They will have complete color choice freedom within their portrait as well as what five materials they utilize.

- The students will then gather around a table for a demonstration. The teacher will have their self portrait from the previous class as well as multiple materials that are listed on the board. This is for showing fun vibrant color use as well as reiterating how to use certain materials.
- Students after the demonstration will return to their seats so the teacher can hand out their portraits. Once they have retrieved their portraits they will be instructed to work the rest of class time on coloring their portraits.
- The teacher will walk around answering questions as they arise, and will give time warnings towards the end.

Week 3:

- Students will arrive to class and will take a seat. The teacher will pass out their portraits while reminding them to use five materials to color in their entire portrait, if they need a reminder the guidelines will be on the whiteboard.
- Students will have the entire class to work on their projects, and the teacher will walk around answering questions as they arise giving time warnings towards the end.

Week 4:

- Students will arrive to class and will gather around a table for a demonstration. The teacher will have their portrait ready and filled with five materials that are listed on the back. The teacher will bring out a printed photo from the first day of class and will remind students how Cubists outlined their work in black to help guide the eye and see the features more clearly.
- The teacher will have in small bins black oil pastels for each table as well as pieces of scrap paper. The teacher will show the students how oil pastels are the only material that will go over the rest of the materials used. The teacher will outline all their facial features demonstrating how hard to press the pastel down as well as introducing the next step.
- The next step the students will be instructed that they will each get a pencil and a ruler. They will turn their portraits over and will use the ruler to draw a line straight down the middle of their portrait, then use the rulers to make lines that are slightly slanted like shoots and ladders making at least four to five of lines. They may make more if they'd like.
- The next step will be outlining each piece created on top of a piece of scrap paper outlining the colored side edges with the black pastels on their table. At this time they will get to choose a colored piece of cardstock paper, write their names on the back, and will get to manipulate and move around the pieces until they have created a distorted portrait they enjoy. Once they have played around with the pieces they will each get a small Elmer's glue bottle to paste down the pieces making sure to press down the edges so none curl up.
- The students will have the entire class to work on this step as well as to finish up their five materials. Those who don't get to pasting or finish outlining their edges will still get a piece of colored cardstock paper to write their name on and to place their pieces on top so not to lose any.

Week 5:

- Students will arrive to class and the teacher will have them gather at a table to give the directions for the day. They will have the first half of class to finish their Cubist portrait, as well

as fill out an assessment. The teacher will go over each question so there's no surprises, and will answer any questions the students may have.

- The second half of class will be for a critique that will involve laying out all the finished portraits at the tables and talking about each leaving room for comments. The critique will be based on what was successful for composition, color use, material use etc. The students will also be asked on what they see within these finished works as well as make final comments.

Clean Up:

<p>Week 1: Students will place their work in a pile on each table with their names on the back. The pencils will be returned to a bin as well as the erasers, the teacher will walk around gathering the mirrors as well as artwork.</p>	<p>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.</p>	<p>Week 3: 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.</p>	<p>Week 4: Students will place work on drying racks, and will put away all materials used in their designated boxes and bins, and will clean down the tables with wet sponges.</p>	<p>Week 5: Students will place work on drying racks, and will put away all materials used in their designated boxes and bins, and will clean down the tables with wet sponges.</p>
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Modification 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:

Cubist Self Portrait:

<https://s-media-cache-ak0.pinimg.com/564x/b4/8c/dc/b48cdc883de76025130f5d194d7da2d4.jpg>

Picasso Cubism portrait of a woman:

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

Picasso's Cubist piece:

[http://3.bp.blogspot.com/-Cth8ismD9Uo/T1y70AXUjhl/AAAAAAAAAzQ/6BHF4pUnLA0/s1600/maardora-portrait de pablo picasso~300~10000 20091209 PF9020 28.jpg](http://3.bp.blogspot.com/-Cth8ismD9Uo/T1y70AXUjhl/AAAAAAAAAzQ/6BHF4pUnLA0/s1600/maardora-portrait+de+pablo+picasso~300~10000+20091209+PF9020+28.jpg)

Cubism Portrait:

<https://mrlangesartcart.wikispaces.com/file/view/cubist%20self-portrait.jpg/544275600/337x429/cubist%20self-portrait.jpg>

Teacher's Art Assessment for Cubist Self Portraits

Name:

Classroom Teacher:

Guidelines:

YES

NO

1. Student filled up the entire composition with their face and neck.		
2. Students chose one facial feature to exaggerate.		
3. Student used five materials to color in the entire page, and labeled each material on the back.		

Additional Comments:

Student Art Assessment: Cubist Self Portrait

Name:

Classroom Teacher:

In your Cubist self portrait, which facial feature did you choose to exaggerate and why?

In the box below list the five materials you used within your artwork:

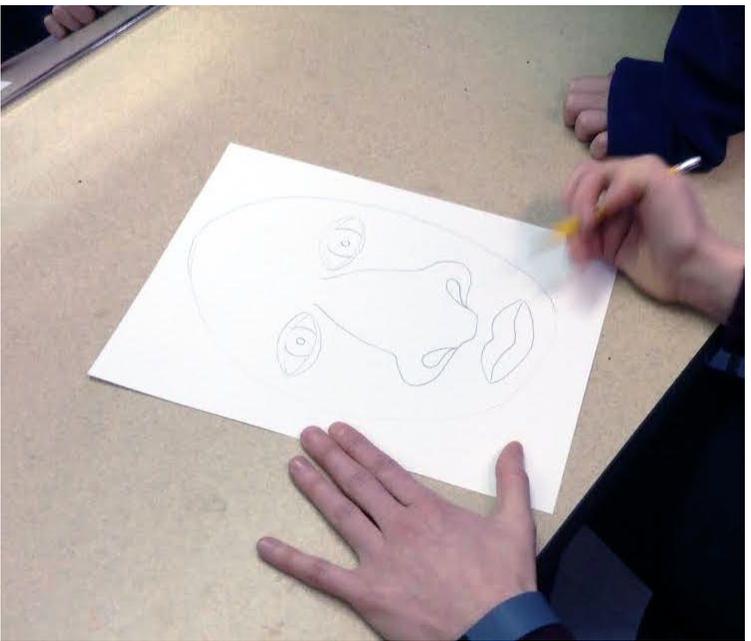
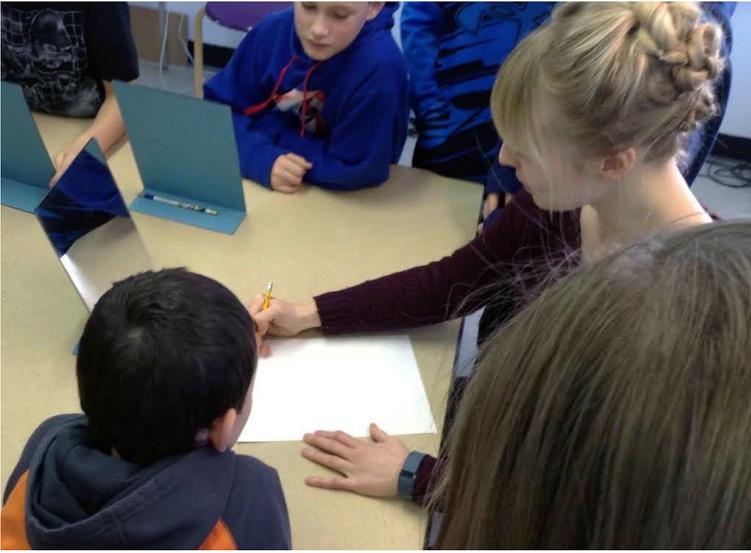
1.
2.
3.
4.
5.

What was most difficult about this project and why?

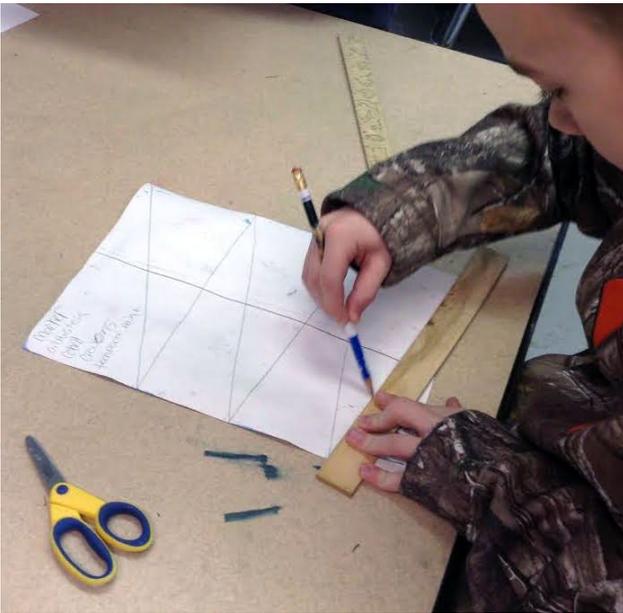
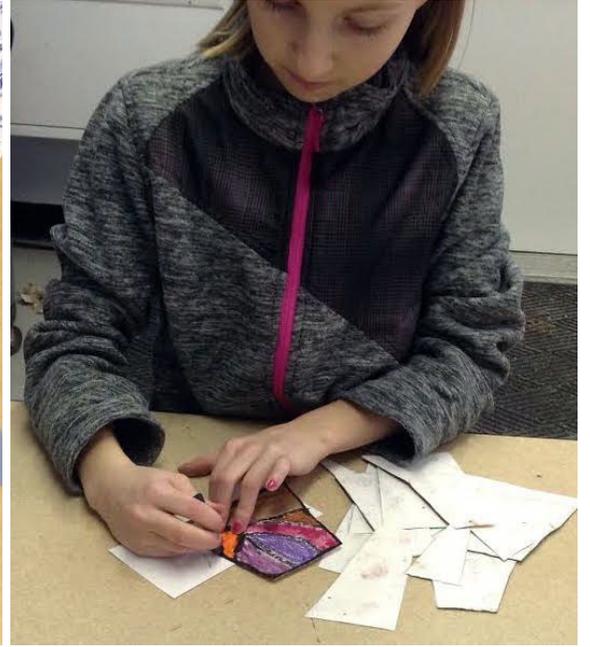
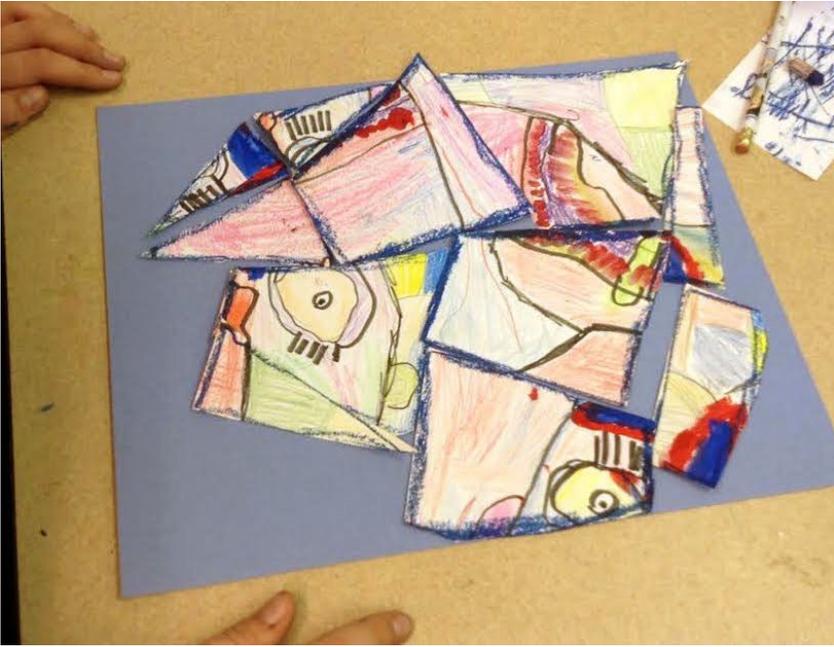
Which material was most difficult to work with and why?

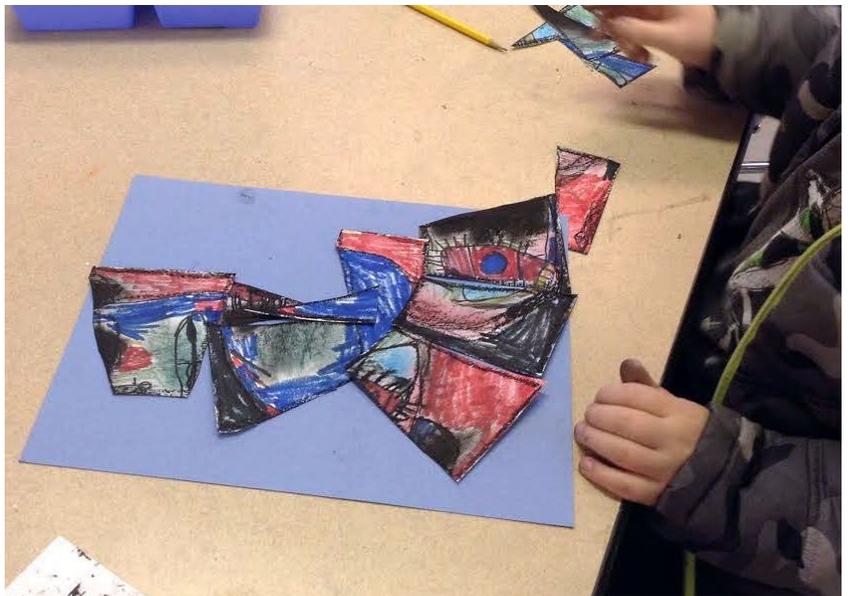
Project Introduction:





Students Working:





Student's Work Before & After:

