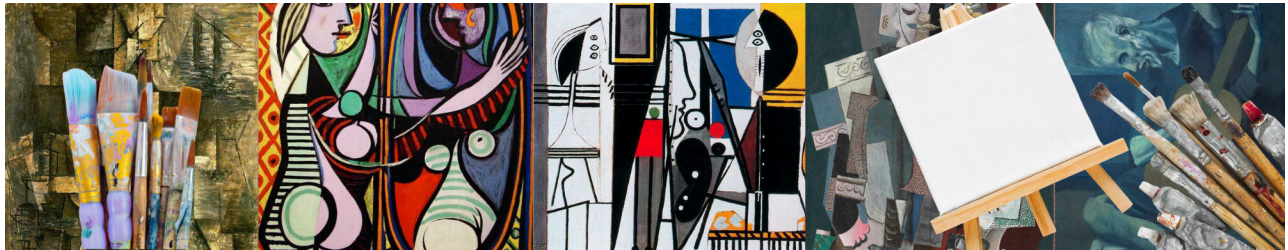


# artsNOW

Integrated learning solutions

## IMPERSONATING PICASSO Grade Band: 4-5 Content Focus: Visual Arts & ELA



### LEARNING DESCRIPTION

In this lesson, students will explore the life and inspirations of the artist Pablo Picasso and the different periods of his art. They will use this knowledge to recreate their favorite Picasso piece or create an original artwork inspired by what they learned. Students will then apply opinion writing techniques to persuade their classmates to purchase their artwork.

### LEARNING TARGETS

Essential Questions	"I Can" Statements
<p>What inspired the different periods of Picasso's art?</p> <p>How does color and style communicate meaning in art?</p>	<p>I can convey meaning through my art.</p> <p>I can use color to reflect a personal "period" of art.</p> <p>I can use art terms to tell someone why they should purchase my art.</p>



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	<p>I can support the reasons why someone should buy my artwork with relevant details.</p> <p>I can explain my personal art “period” and why I chose particular colors and subjects in my art.</p>
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## GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p><b>Grade 4:</b>            ELAGSE4RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELAGSE4RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>ELAGSE4W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.            a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.</p> <p><b>Grade 5:</b>            ELAGSE5RI2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>ELAGSE5RI3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>ELAGSE5W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.            a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically</p>	<p><b>Grade 4:</b>            VA4.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.            VA4.CR.2 Create works of art based on selected themes.            VA4.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.            VA4.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p> <p><b>Grade 5:</b>            VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.            VA5.CR.2 Create works of art based on selected themes.            VA5.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.            VA5.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p>



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ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.

## SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p><b>Grade 4:</b>            ELA.4.AOR.1.2 Determine and explain how figurative language impacts meaning and contributes to the reader’s experience.</p> <p>ELA.4.C.1.1 Write arguments to make a claim about a topic. When writing: a. introduce a topic and state an opinion about the topic; b. provide reasons supported by facts from a credible source(s); and c. group ideas logically using transitional words and phrases; and d. provide a concluding statement or section.</p> <p><b>Grade 5:</b>            ELA.5.AOR.2.2 Explain the development of a stated or implied central idea over the course of an informational text.</p> <p>ELA.5.C.1.1 Write arguments to make a claim about a topic. When writing: a. introduce a topic and make a claim about the topic; b. include reasons that are supported by facts from a credible source(s); c. develop an organizational structure in which ideas are grouped logically; d. use transitions to link and structure ideas; and e. provide a concluding statement or section.</p>	<p><b>Anchor Standard 1:</b> I can use the elements and principles of art to create artwork.</p> <p><b>Anchor Standard 2:</b> I can use different materials, techniques, and processes to make art.</p> <p><b>Anchor Standard 5:</b> I can interpret and evaluate the meaning of an artwork.</p> <p><b>Anchor Standard 7:</b> I can relate visual arts ideas to other arts disciplines, content areas, and careers.</p>

## KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> <li><u>Opinion writing</u> - A form of writing in which the author expresses their personal beliefs, thoughts, or feelings about a particular topic or issue</li> </ul>	<ul style="list-style-type: none"> <li><u>Mood</u> - A state or quality of feeling at a particular time</li> <li><u>Cubism</u> - The name given to the painting style invented by Pablo Picasso and</li> </ul>



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- Informational text - A type of nonfiction writing that conveys facts, details, and information about a particular subject
- Biography - A detailed account of a person's life, written by someone else

Georges Braque between 1906 and 1914. Cubists used multiple views of objects to create the effect of their three-dimensionality, while acknowledging the two-dimensional surface of the picture plane.

- Abstract - Non-objective art, art that utilizes shape, color and texture, without representing real objects
- Organic/free form shapes - Shapes without straight lines; irregular shapes
- Geometric shapes - Precise and regular shapes that are defined by mathematical principles
- Color - The element that is produced when light, striking an object, is reflected back to the eye. It is one of the fundamental elements of art and plays a crucial role in creating mood, expressing emotion, and conveying messages. Color in art can be understood and manipulated through various properties:
  - **Hue:** The name of a color (e.g., red, blue, yellow).
  - **Value:** The lightness or darkness of a color.
  - **Saturation** (or intensity): The purity or brightness of a color

## MATERIALS

- Paint supplies:
  - Tempera paint
  - Paint brushes
  - Paint brushes
  - Water cups
- Alternative to paint: Oil pastels, crayons, markers or colored pencils
- Mixed media paper
- Paper and pencils or student devices for writing
- Nonfiction books (leveled) on Pablo Picasso - [The Story of Pablo Picasso: An Inspiring Biography for Young Readers \(The Story of Biographies\)](#)
- Samples of images from Picasso's Blue Period, Rose Period, and cubist style paintings (see "Additional Resources" for links)
- [Rubric](#)



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## INSTRUCTIONAL DESIGN

### Opening/Activating Strategy

*Teacher note: This lesson uses Pablo Picasso as the artist of study, but any established artist can be used as a substitute.*

- Project two images of Pablo Picasso's artworks from different periods in his career side by side on the board, such as "[The Visit \(The Two Sisters\)](#)" and "[Seated Harlequin](#)".
- Ask students to work collaboratively to engage in the [See, Think, Wonder](#) Artful Thinking Routine.
  - First, students will identify what they see in the images. Emphasize that they should make objective observations about the image (i.e. physical features, colors, textures, etc.). Direct students' observations to both the similarities and differences between the images.
  - Next, ask students to identify what they think about the images. Emphasize that students should be creating inferences using visual evidence from the images. Direct students' conversation towards what Picasso might have been trying to convey (mood).
  - Finally, ask students what they wonder about the images.
- Facilitate a class-wide discussion around students' observations, inferences, and questions.

### Work Session

#### Part 1 – Building Background

- In guided reading groups (or as a whole group), read and discuss the life of Pablo Picasso.
- Share the following biographical information with students.
  - Picasso was born Oct 25, 1881, in Malaga, Spain.
  - Picasso's father was a painter and recognized that Picasso was much better than him by the time he was 13.
  - Picasso's paintings often depicted and mirrored his life and what he observed.
  - Picasso settled in Paris in 1904. He was fascinated by the city's Bohemian streets. He often expressed human suffering by portraying blind figures and beggars in his paintings.
  - It was at this time that he also experienced the death of a close friend. Because of this, he started using various shades of blue in his work for the next few years.
    - This period was called Picasso's Blue Period (1901-1904).
    - Show students an image of one of the paintings from his Blue Period, such as "[The Old Guitarist](#)". Ask students what they think the mood of the painting is and why. Ask them how color plays a role in the mood.
  - In 1905-06, Picasso met Fernande Olivier, the first of many companions to influence the theme, style, and the mood of his work.
  - This happy relationship changed his palette to pinks and reds, bringing in distinctive beige or "rose" tones. The subject matter also is less depressing. This period became known as his Rose Period.
  - Here are the first appearances by the circus performers and clowns, which he visited several times a week, and appear often in later stages of his career.



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- Show students an image of one of the paintings from his Rose Period, such as “[Acrobat and Young Harlequin](#)”. Ask them how the warm colors in this painting create a different mood than the blues in “The Old Guitarist”.
- In late 1906, Picasso started to paint in a unique manner that was inspired by Cezanne’s flattened depiction of space and his friend Georges Braque.
- Picasso began to express space in strongly geometrical terms.
  - Show students an image of a painting from his Cubist Period, such as “[Three Musicians](#)”. Ask students how the figures look different in this image than in the previous two images that they looked at.
- These initial efforts at developing this almost sculptural sense of space in painting are the beginnings of Cubism.
- By the late '30s, Picasso was the most famous artist in the world. He was called upon to depict the brutality of fascist aggression in the Spanish Civil War with his monumental “[Guernica](#)” painting. Many other paintings from this period reflect the horror of war.
- Pablo Picasso died on April 8, 1973.

### Part 2 – Creating Artwork

- View several different pieces of [Picasso’s artwork from the different periods](#) or go back to the three works that students looked at in the previous session, and discuss how they are different and why (students should recognize the Rose Period, Blue Period, and Cubist Period of his work).
- Discuss how tone and color change the “mood” of a piece of artwork and discuss how it conveys a message.
- Discuss geometry in Picasso’s cubist artwork and how he found beauty in the oddity of the shapes.
  - How does cubism relate to 3-D objects and paintings?
  - What effect do you think he was trying to achieve?
- Tell students that they will be creating art inspired by Picasso.
- There are three variations to the artwork students can create:
  - Option 1: Ask students to think of something in their own personal life that they would like to represent. Have students create their own “art period” and give it a color. Remind students how color reflects mood, so the colors they choose should reflect the mood of what they are representing.
  - Option 2: Have students recreate one of Picasso’s pieces. They will reinterpret it using their own “art period”, like Picasso’s Blue Period. Have students analyze how their interpretation is different and changes the mood of the artwork.
  - Option 3: Have students draw a person using geometric shapes. Then have them cut it up and glue it in collage style to represent the cubist style.

### Part 3 – Persuasive Writing

- Tell students that many famous artists whose work is worth millions of dollars now, originally were not popular and often struggled to make a living.
- Tell students that they will be writing to persuade an important art collector to purchase the piece of artwork they just created.
  - Students’ writing should:
    - Include several reasons why someone should buy their artwork supporting them with relevant details.



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- Use the art concepts that they used, such as the personal “art period”, Cubism, geometric shapes, etc.
- Explain their personal “art period” and why they chose particular colors and subjects in their piece.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition, etc.).
- Structure ideas in a well-organized format.
- Include a conclusion.

### Closing/Reflection

- Students should share their artwork with a partner. Their partner will imagine themselves to be a wealthy art collector. They will try to persuade their partner to purchase their artwork using the information in their writing. Students should not read their artwork but should focus on communication skills through conversation.
- Debrief the process with students and ask if anyone was persuaded to purchase the artwork. Ask them to explain why.
- Finish the lesson with two “glows” and a “grow”. Ask students to identify two things they did well/were proud of themselves for and one thing they would like to do differently next time they do a lesson like this.

## ASSESSMENTS

### Formative

Teachers will assess students’ understanding of the content throughout the lesson by observing students’ participation in the activator, discussion of the life and background of Pablo Picasso to determine students’ comprehension, discussion of Picasso’s artworks from different periods, individual artmaking process, and conferencing with students during the writing process.

### Summative

#### CHECKLIST

- Students can convey their meaning through their art.
- Students can explain the reasons why someone should buy their artwork supporting them with specific reasons and using the art concepts that they used, such as the personal “art period”, Cubism, geometric shapes, etc.
- Students can explain how they conveyed meaning in their artwork.

## DIFFERENTIATION

**Acceleration:** Encourage students to research famous artists to see who was known for creating both 2-D (such as drawing and painting) and 3-D (such as sculpture) art pieces (including but not limited to artists such as DaVinci, Van Gogh, and Jackson Pollock. They can create a digital presentation, such as a PowerPoint, that shows pictures of the artist’s 2-D and 3-D art. Students can then reinterpret their 2-D artwork in a 3-D style that reflects one of the chosen artists.

**Remediation:** When presenting information about Picasso, provide the students with video as well as books for the more visual/auditory learners. Have the vocabulary terms posted visually for



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the students, with examples of each. When creating the artwork, use developmentally-appropriate terms to describe the mood of the artwork.

**ESOL Modifications and Adaptations:** ESOL students will need to look at the additional artwork on the different artists and discuss the mood (feeling in the art work) and period (time from when the artwork was created) to make sure they understand the context. For the opinion writing piece, the students will orally persuade someone to purchase the piece of artwork created by the student.

## ADDITIONAL RESOURCES

- [Pablo Picasso](#)
- [Rubric](#)
- [WikiArt Pablo Picasso](#) (scroll to bottom to view artworks)

*\*This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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