

Kelly Hughes

Lesson: Pablo Picasso Distorted Self-portrait

Length: 21 days 40 min sessions

Grade: 6th

Goals/Standards:

Students will extend their knowledge of the Elements and Principles of Art and Design through making artwork.

TSW:

- Learn to create a 2in geometric design border with symmetrical balance using a ruler by measuring.
- Identify facial proportion of both a frontal and profile view.
- Learn to create a distorted self-portrait by observing and measuring through investigation of the facial proportions and line drawing.
- Display an understanding about abstract art, cubism and the creative procedures involved in creating a piece of cubist art.
- Learn cubism and the role of Pablo Picasso in its development.
- Learn Color Theory through a separate lesson and apply their knowledge.

Vocabulary:

Measurement, perimeter, area, symmetrical, visual balance, geometric and organic shapes, pattern, positive and negative space, proportion, frontal, profile, portrait, expression, distortion, Picasso, cubism, abstract.

Materials:

- White drawing paper 12x18
- Pencils
- Rulers
- Tempera paint
- Paint brushes: Round and Flat
- Color Theory Packet (Color lesson before adding color to project)
- Pablo Picasso handout

Introduction:

This project will take about 15 days (including 5 days for the Color Theory lesson) and depending on the students needs. Look at Picasso and his influence to the art world. Discussion on how he used color, pattern, shapes, line and other elements and principles of art and design. Look and discuss how abstract art is broken down from realistic to distortion.

Remember that students have their own unique styles of drawing and painting. Not all artists have the same style and show students various students artwork, which will help the students have confident in their artwork.

Procedures:

Day 1:

Students will draw a 2" symmetrical geometric border design (pattern) around their paper using a ruler. Many students are unfamiliar with the ruler; teacher will demonstrate step by step to the students the correct use of the ruler in making a symmetrical geometric design border. Once the teacher has finished, students will help those who need help. Students already been introduced to geometric and organic shapes, teacher will review the difference between the two shapes; this will allow the students to recall old information and reinforce the information again.

Day 2:

Students will finish the 2" geometric symmetrical border design.

Day 3:

Introduce Pablo Picassos "Girl Before the Mirror" give a short history of his life as an artist and his theories of cubism and abstraction. Showing the progression in Picasso's life from realism to abstraction. Show a short Power Point presentation.

Day 4:

Give students a handout; Picasso distorted self-portrait, frontal and profile description on how to draw the facial proportions. Teacher will demonstrate step by step for students. Discuss symmetry of features and how the shape of the head varies from individuals to individual. Since the students are working with distortion students can still use proportion with placement. Gradually students will complete the distorted portraits with teacher's guidance and the help of each other.

Day 5:

Students work on finishing their preliminary drawing on handout before applying to the original artwork.

Day 6:

Students apply preliminary drawing to their original artwork.

Day 7:

Students will draw organic shapes or expressive lines to create a pattern to the background; teacher will reinforce what organic shapes and expressive lines look like through discussion and demonstration.

Day 8:

Make-up day to finish drawing steps: border, distorted self-portrait, and background.

Days 9-13:

Color Theory Lesson (color theory vocabulary in visual art packet).

Day 14:

Add color to project, students are introduced to tempera paint and how tempera is opaque not transparent like watercolor. How to properly use and clean the materials (painting rules) before painting. Discussion regarding adding primary colors to the border and symmetrical balance is important. Display past students finished artwork and have a discussion.

Day 15:

Finish painting the border start on background adding secondary colors. Have a discussion on background and making it a pattern using color. Make sure the student understands symmetrical design using color to make a pattern.

Day 16:

Add complementary colors to the distorted self-portrait. Have a discussion on splitting students choice of complementary colors.

Day 17:

Add natural color for hair and eyes, and any color for the lips, accessories and clothing.

Days 18 and 19:

Students finish their artwork. Students are asked the two of three questions: Did you follow instructions? Can you improve your artwork?

Day 20:

Students do the final touches to their artwork. Students outline their artwork with a black marker (tracing over all pencil marks). Final question: Did you put your name on the back of artwork? And give it a title.

Day 21:

Students do a self-evaluation of the art experience and turn in their finished artwork.

Assessment:

Formative 10%: Teacher will observe. Have a discussion of the process and self-evaluation.

Summative 90%: Students followed guidelines for project: 2" symmetrical balance with a geometric border design, frontal and profile views incorporated, color arrangements, and the use of all materials: pencil, paint and marker.