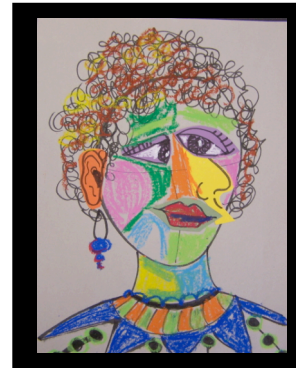




Picasso Portraits

GRADE: 3 **TIME: one or two sessions**

Developed by Linda Pfisterer, Art Specialist



<p>KIT INCLUDES:</p> <ul style="list-style-type: none"> • lesson plan • postcard book: <u>Pablo Picasso</u> • 6 Picasso portrait boards <ul style="list-style-type: none"> Self –Portrait, 1907 Woman with Pears, 1909 Paul as Harlequin, 1924 Portrait of Dora Maar, 1939 Weeping Woman, 1937 Girl with a Boat, 1938 • step-by-step portrait book • Picasso quote board • color wheel • vocabulary board 	<p>MATERIALS:</p> <ul style="list-style-type: none"> • construction paper, 9x12” gray, manila, peach, light brown • small rectangles of any colored paper, about 3x4” • black felt markers • scissors, glue • oil pastels
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LESSON DESCRIPTION:
Students look at 6 Picasso portraits to see the difference between realistic and abstract styles, and the characteristics of the Cubist style. They learn how to draw facial features and the correct placement on a face. A portrait collage is made from their practice pieces, along with the embellishment of clothing.

<p>VOCABULARY:</p> <p>portrait self-portrait realistic abstract cubistic primary colors secondary colors neutral colors</p>	<p>ART ELEMENTS:</p> <p><input checked="" type="checkbox"/> Line <input checked="" type="checkbox"/> Shape/Form <input checked="" type="checkbox"/> Color <input type="checkbox"/> Value <input type="checkbox"/> Texture <input type="checkbox"/> Space/Perspective</p>	<p>ART PRINCIPLES:</p> <p><input type="checkbox"/> Pattern <input type="checkbox"/> Rhythm/movement <input checked="" type="checkbox"/> Proportion/Scale <input type="checkbox"/> Balance <input type="checkbox"/> Unity <input type="checkbox"/> Emphasis</p>
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CONTENT CONNECTIONS:

Math: Students make estimates as they measure for placement of the facial features.

THEMES:
People and how they look.

OBJECTIVES AND ASSESSMENT CRITERIA

1. Students will identify the differences in the Picasso portraits that are realistic from those that are abstract.
2. Students will identify the Picasso portraits that are painted in the cubistic style.
3. Students will practice drawing face features and describe where they are located on the face.
4. Students will apply what they understand in “correct” feature placement versus “playful like Picasso” facial feature placement.

PREPARE:

- Cut 3x5” colored papers or use some scrap colored paper about the same size. Make one pile of light colors and one pile of the dark. Gather the rest of the materials and have them ready to hand out.
- 9x12” construction paper, choice of gray, peach or light brown for the background and head color.
- Gather these materials: black markers, oil pastels, scissors and glue.

ENGAGE AND EXPLORE:

Display all the portrait paintings. These portraits were painted by Pablo Picasso. Play a riddle guessing game with the students as they learn about his style of painting. Teach the definitions given below. These terms will be used in the riddles. *The portraits and color wheel can be used as examples when giving the definition.*

Portrait – a painting with a person as the main topic

Self-portrait – an artist painting him/herself

Realistic – a painting that looks very real

Abstract – a painting that does not look real

Cubism or cubistic – a painting where the objects are broken up into geometric shapes such as triangles, rectangles and squares and the colors are often neutral

Primary colors – red, yellow, blue

Secondary colors – orange, green, purple

Neutral colors – gray, brown, white, black

Riddle Game: Several clues will be given. Listen carefully to each clue to make sure you have selected the right portrait painting. You may change your mind as the three or four clues are given, so listen closely to all the clues. When the clues are finished, I will say, “point now” and you will all point to the painting that fits the riddle clues.

1. This is a realistic portrait.
It is a portrait of Picasso's son.
His son is wearing a harlequin costume. **Answer: Paul as a Harlequin, 1924**
2. Wide straight lines outline the head and clothes.
The painting is done in neutral colors such as brown, black, gray and white.
The portrait is more realistic, but a little abstract.
This is a self-portrait. That means Picasso painted himself. **Answer: Self-portrait, 1907**
3. This painting has three triangles in the face that are the primary colors.
The portrait has eyes with a front view and a side view.
There is a ball of yarn on the floor and a girl holding a boat.
This is Picasso's daughter. **Answer: Girl with a Boat (Maya Picasso)**
4. This portrait looks very abstract with a lot of primary colors, mostly yellow.
It is of a woman crying and holding a white handkerchief.
She is wearing a red hat with a blue flower. **Answer: Weeping woman, 1937**
5. This is a portrait of a woman in neutral colors.
It is a cubistic painting where the face shows lots of triangles, rectangles and squares.
In the background there is a table with pears on it. **Answer: Woman with Pears, 1909**
6. This is a portrait that has both a side and front view of a woman.
She has yellow skin and the background is full of straight lines.
Her eyes and nose have both a front view and a side view and her hand is by her face.

Answer: Portrait of Dora Maar, 1937

CREATE:

Tell the students that they will be portrait artists like Picasso. Their drawings will try to look real as they learn how to draw the features in a face. After the features are drawn, they can “play with the shapes and face features” by moving them around to have a realistic or abstract position.

TWO THINGS FOR STUDENT ARTISTS TO REMEMBER:

1. **TRUST YOURSELF.** Remember that everybody draws differently. Enjoy the fact that no one can draw just like you. Do not compare or judge your work with another student.
2. Artists often make lines they don't want or would like to change. Never feel bad about that! **Figure out how you can fix or change things**, or be able to leave that problem and move on.

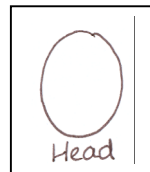
PROCEDURE:

Pick up supplies: 1 narrow tip felt marker, oil pastels, scissors, glue, choice of colored 9x12” construction paper, and 2 each of 3x4” dark color papers, and 2 each of the light papers. No repeating colors for a more colorful collage.

TEACHER DEMONSTRATION is followed by student participation in each of the next steps. It is important for students to see the process demonstrated. Use the step-by-step book as a guide.

1. **HEAD SHAPE:** Students should use their fingers to “practice draw” the oval shape for the head covering about 2/3 of the paper. They could lightly draw with pencil first and then take the marker and choose the best line to follow. After discussing the first heads they made, ask the students if there are things they would change about the head shape – bigger, smaller, wider, thinner. Then have them repeat drawing the oval head shape on the other side of their paper.

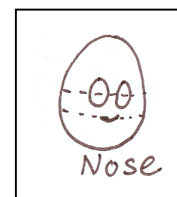
Choose the best head shape and place a dot in the center of the head.



Draw in the halfway eye line and the eye sockets.



The nose is halfway from the eye line to the chin.
Draw the halfway line.



The mouth is halfway from the nose line to the chin.
Draw the mouth.

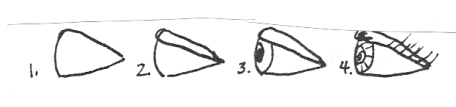
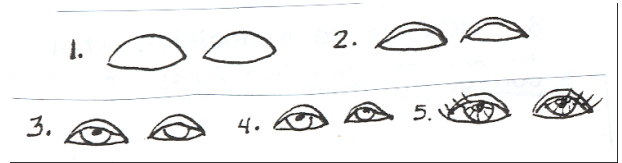


Add the neck and shoulders by first telling the students to put their hands by their ears and move down, feeling how the neck comes down from the side of the head. Shoulders are slightly behind the neck. Draw, then put this paper aside and get the small colored papers for eyes, nose...



2. **DRAW 2 FRONT VIEW EYES:**

Make them large enough to fit the head.
Also draw one side view eye for practice.
Set aside these eye papers.
Draw the side view eyes.

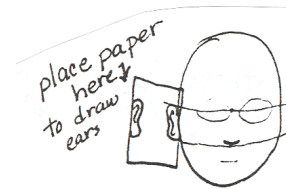


3. **DRAW EARS:** With fingers touching the corners of your eyes, go straight back and feel the top of your ears. Then, with fingers under the nose, feel straight back and find the bottom of your ears.



Ears fit between the eye and nose lines.

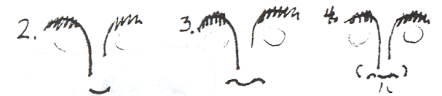
Draw the ears by placing a colored paper beside the head to make them the right size. Then move the ear paper to the other side and draw the other ear. Set aside.



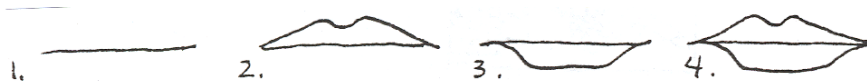
3. **DRAW A NOSE:** With fingers, follow along from the outside of your eyebrows to the inside and continue along down to the tip of your nose. Then go back up again and ask students if they can feel the connecting line from the eyebrow to the nose.



Draw the tip of the nose with a happy line, 2 frowns for the nostrils, and 2 parentheses around them.



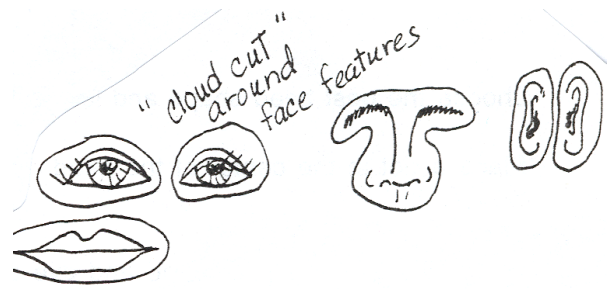
4. **DRAW A MOUTH:** Begin with a slightly straight line. The top lip starts by drawing uphill like a roller coaster to the center of the line, then making one small dip and up before coasting down to the end of the line. Practice by drawing several.



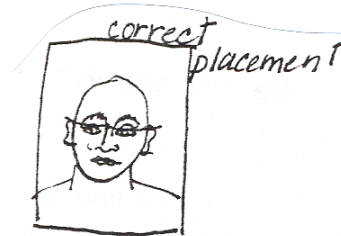
The bottom lip is made by starting on the line and then rolling downhill, going across slightly, and then curving up to the line again.

5. **BUBBLE CUT AROUND FACE FEATURES:**

Cut around face features in a cloud or bubble cut.
This gets rid of most of the excess paper.



6. **ARRANGE** the eyes, nose, mouth, and ears in the correct places on the head paper.



7. **Now, “Play like Picasso”** and move the features around. Even a front view eye with a side view eye can be used. Just keep the features in the general vicinity or it will no longer look like a portrait.



8. Make a decision where you will **glue your features**. All the features can be in the correct place (realistic) or they can be “playful like Picasso” (more abstract).



9. **FINISH DRAWING THE BODY AND CLOTHING** with oil pastels.

HAIR: use more than one color for hair to make it more interesting.

CLOTHING: point out the interesting lines on Picasso’s clothing. You can add a hat, necklace, or interesting pattern on the shirt.

FACE: color can be added to the face which will get rid of any unwanted lines on the face.

10. **SIGN YOUR NAME.** Sign in pencil by the shoulder.



CLOSE:

ASSESSMENT: Let students write or present their portrait to the class and discuss whether they used correct placement for their face features or used Picasso's playful style. They may show or tell how they used color, shape, line and texture. They may want to tell which part of the portrait they like best and what was the hardest part to do.

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____
			Grade_____ Date_____ Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement
			1. Can you tell the difference between a realistic and an abstract portrait? (K)
			2. Can you identify the cubist style portraits? (K)
			3. Did you practice drawing the features on a face? (KSE)
			4. Can you tell where the eyes, nose and mouth are located on the face? (KSE)
			5. Did you arrange your face features in both the realistic and abstract style?(KE)
			6. Did you add your own imaginative touch to your art? (C)
			7. Did you actively listen and follow directions? (A)
			8. Did you do your best during this lesson? (E)

Teacher self-critique

8. My teaching of this lesson:

1	2	3	4	5	6	7	8	9	10
needed improvement							was highly successful		

9. What would I do differently next time?

ALIGNMENT:

<p>Alignment of Standards: Art: A1,2,3,4; B5; C1,4,5; D6 English: A,C,D,E Math: B, E Science C</p>	<p>Alignment of GLE's: Reading: R1.4, R1.6,R1.10 Writing: W1.1 Math: M3.1.1</p>
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CREDITS:

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