



Curriculum Map for Residency Program – Cubism

Teaching Artist:

County:

Site:

Classroom Teacher:

RESIDENCY GOAL

Introduce the students to the style of Cubism, and in learning the elements, to create their own artwork. The project will extend their knowledge of art, utilizing various shapes and colors, as well as building self-esteem through the execution and completion of a project. Color theory, art history and techniques will be covered in the lesson.

The students will create 2 pieces of art, one to keep and one to send in to Arts4All Florida for an exhibition.

The project is to be rendered over 1 - one hour session, but you can make it into two sessions if needed. One for the intro of subject matter and finishing their bull drawing and the other for adding color and shapes.

SESSION 1 (date)

ART STANDARDS USED (list codes)

VA.(class grade level)S.1
VA.(class grade level)S.2
VA.(class grade level)H.1
VA.(class grade level)H.2

OTHER SUBJECT STANDARDS USED (list codes)

LEARNING OBJECTIVES

Introduce Cubism through discussions and visual images.

- Students will explore what Cubism means.
- Students will learn about Braque and Picasso and their work in Cubism.
- Students will create their own Cubism inspired artwork.
- Students will learn about techniques used in Cubism, and create their own work
- Vocabulary Words = Cubism, Braque, Picasso, collage, pattern

ACTIVITIES

Introduce Cubism and showing images included.

What is Cubism?

Braque and Picasso worked in the Cubism style of artwork in the early 1900's. Cubism was a sharp contrast to what was being shown as artwork at the time. It was not a pretty picture, but the surface was flattened so that the picture plane and the subject were shown as sharp shapes like broken glass. This allowed artists to show many sides to an object at one time. You may have a house shown from the front, but you could see the sides of the house in the same painting. The paintings looked like you took two images, one from the side and one from the front, broke them and put them together into one image.

Cubism could be seen mainly in paintings which at first did not reflect a colorful palette, but was subdued with browns and flat colors, *See Little Harbor in Normandy* by Braque.

Later, more color was added and then collage was introduced adding stenciled elements, torn newspaper pieces as well as text and numbers, see *Three Musicians* by Picasso.

Art One = Cubism Style

Allow the students to talk about what they see in the work of Picasso's and Braque's paintings as they look at the reference materials:

- What can you see in the *Little Harbor in Normandy* by Braque?
- Let's name all the elements in the painting. Do you see the lighthouse? And how many lighthouses are there?
- Do you have trouble seeing where the sky starts and the land begins?
- How many boats are in the painting?
- Look at *Three Musicians* by Picasso.
- Look at the color difference in the two paintings, the one created by Braque was an earlier painting which they mostly used very subdued colors or softer colors. The one by Picasso was created later so you can see it has more color. See the difference?
- Can you find the musical instruments in the painting of the musicians?
- How many instruments can you identify? Could there be more?
- What about the musicians faces? Did the artist think they were important in the painting?
- What else can you see in the painting?

Art Activity One =

Creating their Cubist image.

1. Have the students sit down with their pre-traced bull image.
2. Have each child take a template shape = square, circle, triangle and using this add a nose, eyes and mouth. They can share the shapes so that their image has many different shapes in it.
3. Put the shapes in the horns and into the face of the bull.
4. The bulls face should be full of shapes, they can add shapes to the background too if they like.

Adding color to their Cubist image – If you don't want to use paints, you can use another medium.

5. With black sharpies, have them outline the shapes, lines and all it's elements. (See example)
6. Once the outline is done, they can add color to each of the shapes.
7. Using a color marker, color a few of the different shapes. I would suggest using brown and the three primary colors to keep it consistent with the look of the reference.
8. Next, have them switch colors and add a different color in a few other sections on their image with the new color.
9. Continue to color the shapes until most are covered in colors. Leave a few of the spaces free of any color.
10. Once both the papers are done and you may still have some of the shapes without color.
11. **Optional** – Remind them about how the Cubist artists used collage in their work. Give out pages of text from a book or magazine, or a picture that just has patterns, have students cut out shapes and glue it on to their bull image. You may also have shapes already cut out if needed.
12. **Optional** – You may also like to work in printing the shapes. These are easily made from precut sponges to circles from lids of bottles and anything that is a small shape to fit inside the head of the bull. This would be easy to have stations set up with each color and shape and have the students move from one station to the next adding the different colors/shapes.
13. Share your bull with others and see all the different designs there are!

Discussion

Did your bull turn out interesting and can you give him a name?

How do you like the colors once they were added?

Does your image look like a cubist painting?

Can you still see the bull's face once you are finished?

Tools:

- The examples of Braque and Picasso's work so that children can reference them while they are working.
- White watercolor paper, the thicker the better at least 11" x 14"
- Sharpie black thick markers
- Washable markers in different colors
- Different items to trace for shapes, you can use square blocks, round lids and triangle shaped objects, enough that each student has one shape, they will then switch and share the shapes.
- Black sharpie markers, I prefer the thicker ones.
- Optional - Scissors
- Book pages which are all text
- Glue sticks
- Optional – sponges and other objects with paint to render printed shapes
- Gloves for those with sensitivity issues
- Water bucket for cleanup or handi-wipes

ACCOMMODATIONS FOR INCLUDING ALL CHILDREN (what changes did you make so all students could meet the learning objective?)

- Have some larger grips for those with motor issues can grip easily.
- For the children who have sensitivity issues and do not want to touch the paint. You may have a pair of gloves for that purpose.
- Can use hand over hand for those with motor issues.
- Keep a bucket of water handy for easy clean up, or use some hand-wipes.
- Precut shapes

DID THE STUDENTS ACHIEVE THE LEARNING OBJECTIVES? HOW DID YOU ASSESS THIS?

Were the students able to respond when questioned about Cubism? Did they successfully create their own cubist bull image?

Suggested Supplies:

At Discount School Supplies, check for a discount code as they sometimes have these on the website. Check with the Classroom Teacher as she may have color crayons or paints for you to use.

Paper

<https://www.discountschoolsupply.com/arts-crafts/paper-paper-rolls/art-drawing-paper/colorations-tagboard---12--x-18--manila/p/109>

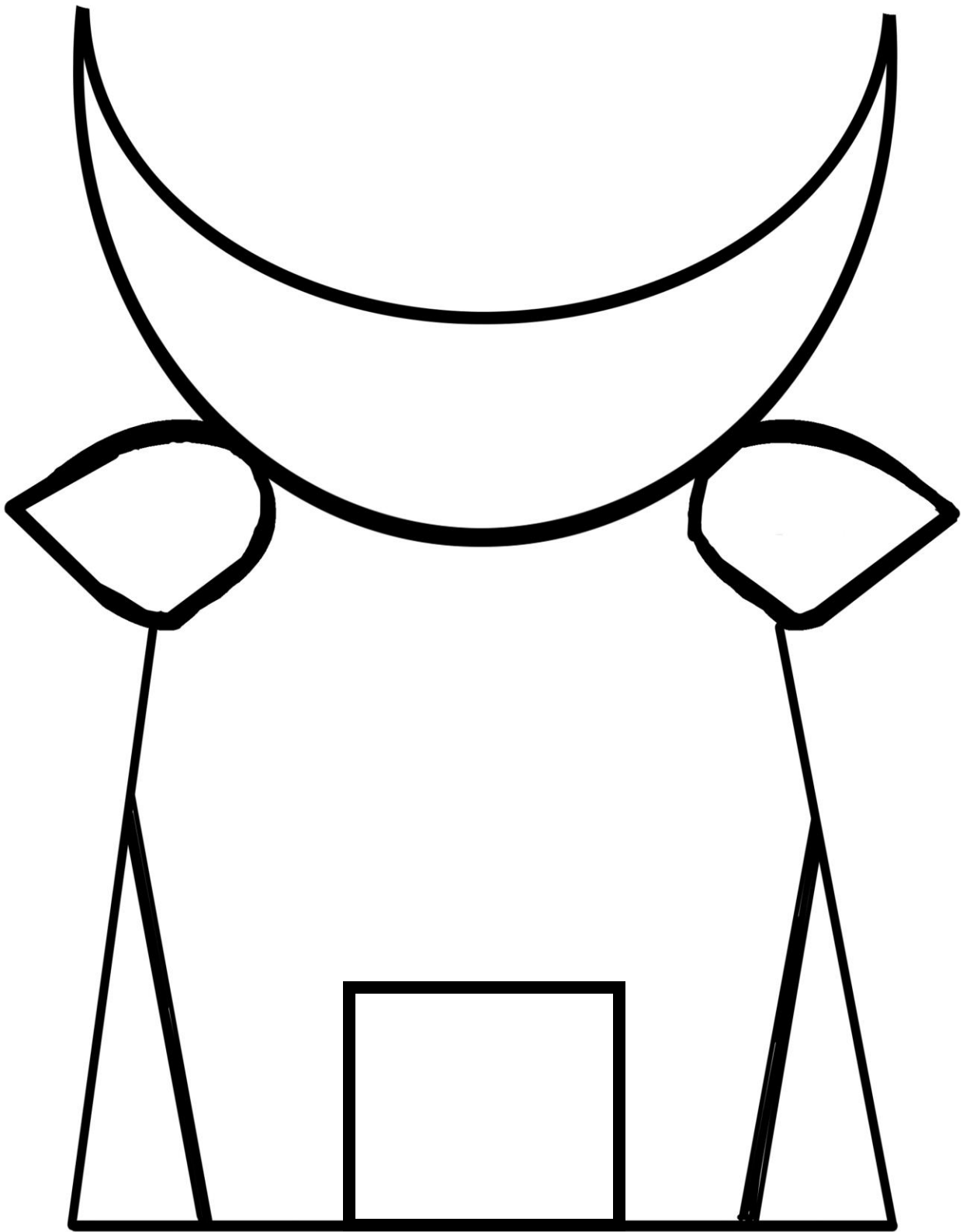
This is a pad of 100 sheets and should do fine for the entire class.

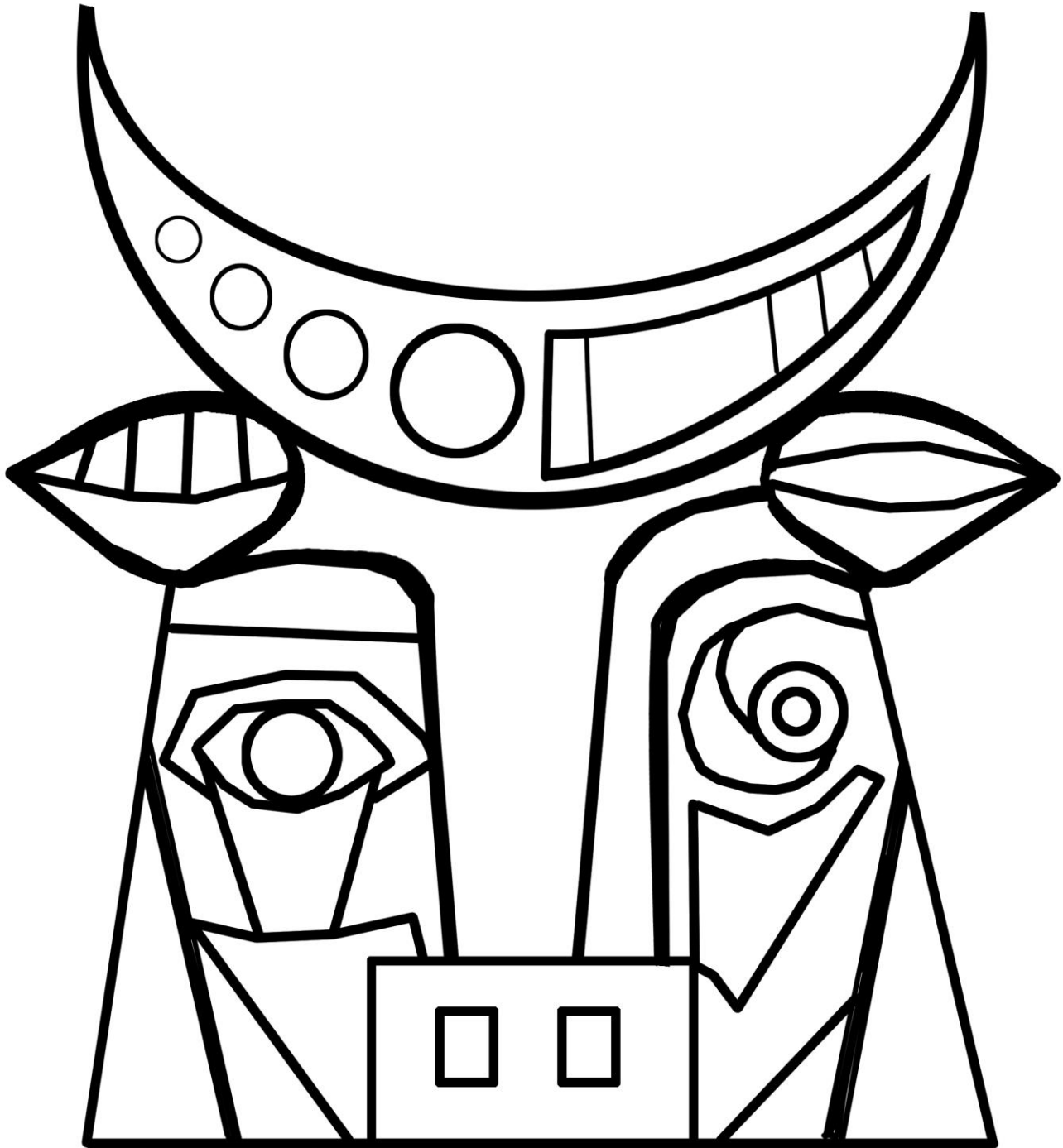


Little Harbor in Normandy, 1909 Georges Braque



Three Musicians, 1921 Pablo Picasso





Picasso worked in a style called Cubism where elements were created using flat shapes and angles.

