

CARLOW
UNIVERSITY Art Methods and Materials
Lesson Plan Components, Definitions, and Template:

Lesson Plan Title/Overview: Picasso Lesson Plan

Grade Level/Course: 2nd Grade

Duration: 1-2 40-minute class periods

P.A. State Standards Addressed:

9.2.3.C. Relate works in the arts to varying styles and genre and to the periods in which they were created

9.2.3.L. Identify, explain and analyze common themes, forms and techniques from works in the arts

9.4.3.D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities

9.2.3.A. Explain the historical, cultural and social context of an individual work in the arts

Overall Goal:

- Have students look at their faces from the front and side ways to see how Picasso came up with these types of portraits
- Be able to identify Picasso by name and style of art

Objective(s):

- Students create a self portrait in the style of Picasso
- Students apply their likeness in drawing (this can be thought their hair, their nose shape, eye color, etc)
- Student identify this style is cubism

Resources/Materials and Teaching Aids:

- 8x15 Drawing Paper
- Pencil

- Oil Pastels or crayons
- Mirror for each student
- Oval face Tracers

Focus / Motivation/ Essential Question(s):

What would a Picasso Portrait of you look like?

Vocabulary:

Picasso

Cubism

Profile

Procedure(s): step by step process in which the lesson will occur including learning activities.

Be sure to include an example of both:

1. Show student Picasso video
2. Pass out mirrors for each student. Have them look at themselves in the mirror. Then have them turn their heads to see their profiles. Explain what a profile is. Then explain that we are going to be doing a self-portrait, but we are going to combine the front view of their face and their profiles.
3. Pass out paper, tracers, and pencils
4. Begin drawing - Teacher demonstrates, student follows
 1. (The following steps will all be in pencil) Have every student trace the oval in the center of the paper. If student feels they can draw their face shape without tracers, they can do so, emphasize the size the head should be on the paper.
 2. Add shoulders and neck to the bottom of the oval.
 3. Then have each student look at their profiles in the mirror. Have them pay specific attention to their noses, foreheads, and hair. Show them how to draw their profile line down the line of the oval.

4. Then add the details of the face, starting with the eyes. Have one eye facing forward like normal, and the other from the profile point of view.
 5. Add a nostril hole to the nose
 6. Then add the mouth and lips, this will appear seemingly normal for both sides of the face.
 7. Once the face is complete, have students add the ears and hair. If students have long hair, they may not see their ears and that is okay. Have student add any other detail they would like.
5. Once the drawing in pencil is complete, have the student trace everything with a black crayon or oil pastel.
 6. Then explain we will be coloring. The colors should not be life like for the most part. Each side of the face and section can be a different color. Demonstrate on teacher copy.

Closure/Comprehension Questions:

- Clean up with 7-10 minutes left each day
- Ask Students the following questions:
 - What is the name of this painter? What movement is this?

Extensions:

More detail for more gifted students

Evaluation and Assessment:

Performance based

Rubic:

Student followed directions with materials given	Yes	No
Student was respectful with materials	Yes	No
Student followed along with drawing instructions	Yes	No
Student used their likeness in someway with the drawing	Yes	No

