

### Project Plan Template

<b><u>Subject Area:</u></b> Visual Arts	<b><u>Grade Level:</u></b> K-5
<b><u>Content Standards/Lesson Title:</u></b> <input type="checkbox"/> Observe and Learn to Comprehend  <input type="checkbox"/> Envision and Critique to Reflect  <input type="checkbox"/> Invent and Discover to Create  <input type="checkbox"/> Relate and Connect to Transfer	<b><u>Topic:</u></b> Cubism/Picasso <b><u>Medium:</u></b> Pastels/Colored Pencils
<b><u>K: Picasso Faces</u></b>  <u>Standard 1. Observe and Learn to Comprehend</u>  Students Can: <ol style="list-style-type: none"> <li>1. Recognize that visual art and design can tell stories.</li> <li>2. Recognize that individuals will have multiple viewpoints.</li> </ol>	<b><u>3: Picasso Felt Faces</u></b>  <u>Standard 3. Invent and Discover to Create</u>  Students Can: <ol style="list-style-type: none"> <li>1. Demonstrate how working collaboratively can enhance the artistic process.</li> <li>2. Demonstrate understanding of how experimentation helps develop making with purpose and intent.</li> </ol>
<b><u>1: Picasso Faces</u></b>  <u>Standard 1. Observe and Learn to Comprehend</u>  Students Can: <ol style="list-style-type: none"> <li>1. Identify how works of art express specific feelings using the language of visual art and design.</li> <li>2. Demonstrate an understanding that different communities and cultures share their own stories.</li> </ol>	<b><u>4: Picasso Face Sculptures</u></b>  <u>Standard 1. Observe and Learn to Comprehend</u>  Students Can: <ol style="list-style-type: none"> <li>1. Recognize how the human experience is expressed in diverse ways.</li> <li>2. Respond to works of art using inference and empathy.</li> </ol>
<b><u>2: Picasso Felt Faces</u></b>  <u>Standard 1. Observe and Learn to Comprehend</u>  Students Can: <ol style="list-style-type: none"> <li>1. Discover how similar ideas can be expressed in multiple ways.</li> <li>2. Determine what art vocabulary is useful when discussing works of art and design.</li> </ol>	<b><u>5: Picasso Face Sculptures</u></b>  <u>Standard 2. Envision and Critique to Reflect</u>  Students Can: <ol style="list-style-type: none"> <li>1. Reflect on how problem-solving drives the creative process.</li> <li>2. Identify various methods of planning for visual art and design</li> </ol>

<p><b><u>Inquiry Questions:</u></b></p> <p><b><u>K-1:</u></b></p> <ul style="list-style-type: none"> <li>• How can students use the vocabulary of art to share and hear the stories of others?</li> <li>• How can students connect stories in works of art to the cultures they represent?</li> </ul> <p><b><u>2-3:</u></b></p> <ul style="list-style-type: none"> <li>• How can students explain why there are different opinions about art?</li> <li>• How can students use collaboration to enhance their thinking and making?</li> <li>• How can students use visual language intentionally?</li> </ul> <p><b><u>4:5:</u></b></p> <ul style="list-style-type: none"> <li>• How can students use reflection to envision a resolution of their ideas?</li> <li>• How can students consider alternatives while making works of art?</li> <li>• How can students use planning to create meaning?</li> <li>• How can students use research to determine a method of planning that best supports personal artmaking?</li> </ul>	<p><b><u>CLO:</u></b></p> <p><b><u>Whole School:</u></b></p> <p>K-1: Artists will learn about Cubism. I can describe and identify different basic geometric shapes in a Pablo Picasso's collage portrait project.</p> <p>2-3: Artists will learn about Cubism. I can describe and explain different characteristics of Pablo Picasso's artwork.</p> <p>-I can identify and record in a graphic organizer organic and geometric shapes within a Pablo Picasso influenced velvet collage portrait.</p> <p>3-5:</p> <p>-Artists will learn about the Cubism Movement. I can explain how Pablo Picasso created his work and how he impacted the art world.</p> <p>-I can identify and record in a graphic organizer different polygons, 3D shapes, and organic forms within a Pablo Picasso influenced cardboard sculpture portrait.</p>
---	--

## Objectives

K-1 The students will know-	2-3 The students will know-	4-5 The students will know-	K-1 The students will be able to-	2-3 The students will be able to-	4-5 The students will be able to-
Day 1: The story of Pablo Picasso and what makes a <u>shape</u> .	The story of Pablo Picasso review basic polygon shapes.	Pablo Picasso's past and present effect on art ( <u>Cubism</u> ) and review basic polygon shapes.	Discuss Pablo Picasso's story and use whiteboards to collab draw pablo faces with each other.	Fill out a graphic organizer about Pablos story and Identify different shapes while playing <a href="#">Pablo Picasso Face Bingo</a> .	Fill out a graphic organizer about Pablos story and Identify different shapes while playing <a href="#">Pablo Picasso Face Bingo</a> .

Day 2: What a Triangle, Square, Circle, Oval, Rectangle, is.	The name Pablo Picasso, and what Cubism is.	What <u>abstract</u> is and what it does to art.	Identify square, oval, rectangle, triangle, circle, and diamond.		
Day 3:					

### 45 Min Schedule/Routine:

## Day 1

kR\_\_\_ kF\_\_\_ 1A\_\_\_ 1M\_\_\_ 2A\_\_\_ 2D\_\_\_ 3G\_\_\_ 4W\_x\_\_\_ 5P\_x\_\_\_

5 min (Transition/Greeting/ CLO)	<b>K-1: <a href="#">Presentation</a></b> Gallery "I spy" <ul style="list-style-type: none"> <li>I spy with my little eye—different colors/shapes</li> </ul>	<b>2-3: <a href="#">Presentation</a></b> Gallery "What do you see?" <ul style="list-style-type: none"> <li>Ask students where they think the art is from? What is the artists intent?</li> </ul>	<b>4-5: <a href="#">Presentation</a></b> Gallery "What do you see?" <ul style="list-style-type: none"> <li>Ask students where they think the art is from? What story is it telling?</li> </ul>
5 min (Demo/Recap)	Look at images and ask? <ul style="list-style-type: none"> <li>What do you see? How does this make you feel?</li> </ul>	Look at images and ask? <ul style="list-style-type: none"> <li>What do you see? How does this make you feel?</li> </ul> Thumbs up/Thumbs down/thumbs middle	Look at images and ask? <ul style="list-style-type: none"> <li>Use sentence stems from wall</li> </ul>
20 min (Artmaking)	Carpet for Pablo Book <ul style="list-style-type: none"> <li>Read aloud/stop and explain when needed</li> <li>Lines of communication</li> <li>Whiteboard Exercise               <ul style="list-style-type: none"> <li>Pass</li> </ul> </li> </ul>	Carpet for Pablo Book <ul style="list-style-type: none"> <li>Explain there is a <a href="#">worksheet</a> after.</li> <li>Read aloud/stop and explain when needed</li> </ul> Pass out Worksheet in desks <ul style="list-style-type: none"> <li>Free draw</li> </ul>	Carpet for Pablo Book <ul style="list-style-type: none"> <li>Explain their is a <a href="#">worksheet</a> after.</li> <li>Play 5 min <a href="#">video</a></li> </ul> Pass out Worksheet in desks <ul style="list-style-type: none"> <li>Free draw Pablo inspired on back while</li> </ul>

	<ul style="list-style-type: none"> <li>marker /take turns             <ul style="list-style-type: none"> <li>Chose shape for body feature</li> </ul> </li> <li>Demo on doc cam as you play</li> </ul>	Pablo inspired on back while finishing <ul style="list-style-type: none"> <li>Collect when done</li> </ul> <a href="#">Pablo Picasso Face Bingo.</a> <ul style="list-style-type: none"> <li>Whiteboards and bingo sheets passed out</li> <li>Demonstrate on board</li> </ul>	finishing <ul style="list-style-type: none"> <li>Collect when done</li> </ul> <a href="#">Pablo Picasso Face Bingo.</a> <ul style="list-style-type: none"> <li>Whiteboards and bingo sheets passed out</li> <li>Demonstrate on board</li> </ul>
2-5min (Cleanup/Art Star)	All right Clean up, Hands on head <ul style="list-style-type: none"> <li>Seated in 1 carpet square/hands folded/crisscross</li> </ul>	All right Clean up, Hands on head <ul style="list-style-type: none"> <li>Standing behind desks</li> </ul>	All right Clean up, Hands on head <ul style="list-style-type: none"> <li>Standing behind desks</li> </ul>
8 min (Lesson/Vocab/Poem)	Recap: <ul style="list-style-type: none"> <li>Name-Pablo Picasso</li> <li>Body poses into shapes</li> </ul>	Go over answers to quiz on board: <ul style="list-style-type: none"> <li>Open projector with wkshet</li> </ul>	Go over answers to quiz on board: <ul style="list-style-type: none"> <li>Open projector with wkshet</li> </ul>
5 min (Assessment/Exit Ticket/CLO review/Lineup/Exit Speech)	Line up on rainbow line: <ul style="list-style-type: none"> <li>Saying pablo picasso</li> </ul>	Line up on rainbow line: <ul style="list-style-type: none"> <li>Answering question by me</li> </ul>	Line up on rainbow line: <ul style="list-style-type: none"> <li>Answering question by me</li> </ul>

## Day 2

kR\_\_\_ kF\_\_\_ 1A\_\_\_ 1M\_\_\_ 2A\_\_\_ 2D\_\_\_ 3G\_\_\_ 4W\_\_\_ 5P\_\_\_

5 min (Transition/Greeting/CLO)	<b>K-1: <a href="#">Presentation</a></b> Intro Dan Bennett Picasso/Cubism	<b>2-3: <a href="#">Presentation</a></b> Intro Dan Bennett Picasso/Cubism	<b>4-5: <a href="#">Presentation</a></b> Intro Dan Bennett Picasso/Cubism
------------------------------------	--	--	--

	<p>Turn and Talk</p> <ul style="list-style-type: none"> <li>What do you see?</li> </ul>	<p>Turn and Talk</p> <ul style="list-style-type: none"> <li>Similarities/Differences</li> <li>Use Sentence Step poster (opinion)</li> </ul>	<p>Turn and Talk</p> <ul style="list-style-type: none"> <li>Similarities/Differences</li> <li>Opinion Talk</li> </ul>
5 min (Demo/Recap)	<p>Picasso Art/Cubism/What makes him special</p> <ul style="list-style-type: none"> <li>Show example Project</li> <li>First step <ul style="list-style-type: none"> <li>Trace</li> <li>Color</li> </ul> </li> <li>Cut/Glue <ul style="list-style-type: none"> <li>On black background</li> </ul> </li> <li>NO COLORING WITH BLACK</li> </ul>	<p>Picasso Art/Cubism/What makes him special</p> <ul style="list-style-type: none"> <li>Popcorn call</li> <li>Turn and talk repeating</li> </ul> <p>Show project example</p> <ul style="list-style-type: none"> <li>Ruler Demo</li> <li>Shape Sheet</li> </ul> <p>Can you find that shape?</p> <p>Count the sides</p> <ul style="list-style-type: none"> <li>Game style with table partner</li> </ul>	<p>Picasso Art/Cubism Movement /What makes him special</p> <ul style="list-style-type: none"> <li>Pop Corn Call</li> </ul> <p>Show project example</p> <ul style="list-style-type: none"> <li>Ruler Demo</li> <li>Shape Sheet</li> </ul> <p>GO OVER DIFFERENT SHAPES</p>
20 min (Artmaking)	<p>Picasso Portrait Shapes copied on colored paper</p> <p>Students will cut</p> <ul style="list-style-type: none"> <li>Triangle</li> <li>Square</li> <li>Rectangle</li> <li>Oval</li> <li>Half Circle</li> <li>Circle</li> <li>??</li> </ul> <p>Students will identify and cut out the correct one I call out! To then glue it to a large 12 by 18 piece of black paper</p>	<p>Mapping out Picasso Portrait</p> <ul style="list-style-type: none"> <li>Using shape sheet as reference</li> <li>head outline</li> <li>Use rulers/Draw/Color?\</li> </ul> <p>Show example/Reference student progress throughout work time</p>	<p>Mapping out Picasso Portrait</p> <ul style="list-style-type: none"> <li>Using shape sheet as reference</li> <li>Use ruler to make head outline</li> <li>Draw/Color?Cut out shapes to develop facial features</li> <li>Glue to Newsprint Rough Draft</li> </ul>
2-5min (Cleanup)	<p>Okay, Cleanup, Hands on your head</p> <ul style="list-style-type: none"> <li>Clean up star</li> <li>Art Star</li> </ul>	<p>Okay, Cleanup, Hands on your head</p> <ul style="list-style-type: none"> <li>Clean up star</li> <li>Art Star</li> </ul>	<p>Okay, Cleanup, Hands on your head</p> <ul style="list-style-type: none"> <li>Clean up star</li> <li>Art Star</li> </ul>

8 min (Lesson/Vocab/Poem )	Sides of the carpet identifying the shapes on the board.	Look at Picasso Art <ul style="list-style-type: none"> <li>• I can see a_____.</li> <li>• I spy with peers on carpet different shapes</li> </ul>	
5 min (Assessment/Exit Ticket/CLO review/Lineup/Exit Speech)	Exit Ticket <ul style="list-style-type: none"> <li>• Identify shape on flash card to line up</li> </ul>	Answer Question before lining up <ul style="list-style-type: none"> <li>• What is cubism?</li> <li>• Who is PAblo Picasso</li> </ul>	Answer Question before lining up <ul style="list-style-type: none"> <li>• What is cubism? Who is Picasso?</li> </ul>

## Day 3

kR\_\_\_ kF\_\_\_ 1A\_\_\_ 1M\_\_\_ 2A\_\_\_ 2D\_\_\_ 3G\_\_\_ 4W\_\_\_ 5P\_\_\_

5 min (Transition/Greeting/CLO)	<b>K-1: <u>Presentation</u></b> REad definitions of Cubism/review Picasso's story  Put tape on the carpet on either side of the gallery <ul style="list-style-type: none"> <li>• Students pick a side that they connect to.</li> </ul> Ask Questions: <ul style="list-style-type: none"> <li>• <u>Which artist has more triangular shapes?</u></li> <li>• <u>Which artist has more square shapes?</u></li> <li>• <u>Which artist do you like better?</u></li> </ul> Use Sentence stem poster and have students from each side state their	<b>2-3:<u>Presentation</u></b> Put tape on the carpet on either side of the gallery <ul style="list-style-type: none"> <li>• Students pick a side that they connect to.</li> </ul> Ask Questions: <ul style="list-style-type: none"> <li>• Which artist has more geometric shapes?organ ic forms?</li> <li>• Which artist has more quadrilateral?</li> <li>• Which artist do you like better?</li> </ul> Use Sentence stem poster and have students from each side state their opinions. <ul style="list-style-type: none"> <li>•</li> </ul>	<b>4-5:</b> Put tape on the carpet on either side of the gallery <ul style="list-style-type: none"> <li>• Students pick a side that they connect to.</li> </ul> Ask Questions: <ul style="list-style-type: none"> <li>• Which artist reflects the cubist style more?</li> <li>• Which artist do you like better?</li> </ul> Use Sentence stem poster and have students from each side state their opinions.
------------------------------------	--	---	--

	opinions.		
5 min (Demo/Recap)	<p>Recap Students find their projects and sit down in seats</p> <p>Quick round of Kahoot! IF TIME</p> <ul style="list-style-type: none"> <li>• <a href="https://create.kahoot.it/details/068cf459-3092-437e-97ae-1829e64df893">https://create.kahoot.it/details/068cf459-3092-437e-97ae-1829e64df893</a></li> </ul> <p>Basic Geo Shapes</p> <p>Look at development of my example</p> <ul style="list-style-type: none"> <li>• Facial feature cut outs are added</li> <li>• Lines of my own in White crayon/pencil</li> </ul>		
20 min (Artmaking)	<p>Projects are out on tables already</p> <ul style="list-style-type: none"> <li>• Trays with Scissors Glue Facial features sheets White crayon/pencil</li> </ul> <p>Students work on filling in the rest of their Picasso Faces</p> <p>Throughout work time call out</p> <ul style="list-style-type: none"> <li>• <u>What art movement are we working on?</u></li> <li>• <u>Who's art is this project influenced by?</u></li> </ul>		

	<ul style="list-style-type: none"> <li>Ect.</li> </ul>		
2-5min (Cleanup)	Okay, Cleanup, Hands on your head <ul style="list-style-type: none"> <li>Clean up star</li> <li>Art Star</li> <li>Come to carpet</li> </ul>		
8 min (Lesson/Vocab/Poem)	Review <ul style="list-style-type: none"> <li>Picasso/Cubism</li> </ul> With alfredo maybe?		
5 min (Assessment/Exit Ticket/CLO review/Lineup/Exit Speech)	Students will then write on a sticky note the name of shape (list provided on board) and place it on an object in the room identifying it's shape  TO quietly then line up		

## Day 4

kR\_\_\_ kF\_\_\_ 1A\_\_\_ 1M\_\_\_ 2A\_\_\_ 2D\_\_\_ 3G\_\_\_ 4W\_\_\_ 5P\_\_\_

5 min (Transition/Greeting/CLO)	<b>K-1:</b>	<b>2-3:</b>	<b>4-5:</b>
5 min (Demo/Recap)			
20 min (Artmaking)			
2-5min (Cleanup)			
8 min (Lesson/Vocab/Poem)			



5 min (Assessment/Exit Ticket/CLO review/Lineup/Exit Speech)			
--	--	--	--