



# **LESSON OVERVIEW**

Pablo Picasso (1881-1973), was a Spanish artist who spent most of his adult life in France. Regarded as one of the greatest and most influential artists of the 20th century, he is known for starting the Cubist movement. Cubist art depicts real people, places or objects, from an array of viewpoints. Exploring cubism, students will create self-portraits focusing on shape, viewpoint and composition.

#### **INSTRUCTIONAL OBJECTIVES**

- Learn about Pablo Picasso and his artwork.
- Explore Cubism
- Develop skils with drawing portraits
- Discuss contemporary Art

### **SUPPLIES**

- Paint
- Canvas Paper
- Brushes
- Pensils
- Canvas board or cardstock
- Examples of Picasso portraits

#### PABLO PICASSO







Pablo Picasso (1881-1973) was a Spanish artist who spent most of his adult life in France. His father was a painter who specialized in illustrations of birds. In his youth, Picasso showed a passion and skill for drawing. According to his mother, his first word was "pencil" in spanish. Picasso received artistic training from his father in figure drawing and oil painting. But his style changed as he experimented with different ideas. Pablo Picasso and Georges Braque developed a style called Cubism. They painted objects from different points of view in the same painting, so that they looked abstracted. Cubism was a revolutionary new approach to representing reality and one of the most influential styles of the twentieth century. Learn More





# **LESSON PLAN**

- 1. Introduce Pablo Picasso's life and his influences. Look at Cubist style next to realistic portraiture and ask students to compare and contrast.
  - What do you notice, how are these styles different?
  - Why would an artist chose to paint this way?

Talk about values in art at the time and how Picasso and others were interested in pushing the boundaries of representation.

2. Using mirrors create a self portrait on canvas paper with pencil. Show how to draw a face in correct proportions using lines and proportion guidelines. Have some samples on hand and/or have a diagram of a face and the breakdown of proportions of how a face is rendered.

'A head,' said Picasso, 'is a matter of eyes, nose, mouth, which can be distributed in any way you like.'

- 3. Then, using scissors students can cut up the image they have created. Next, lay out the pieces and arange them to create a new face. Glue them onto a surface an fill in blank space to create a finished portrait.
- 4. Introduce paint and color mixing strategies. Using paint students connect all the features into a face.
- 5. Add a background.

EVA+: Practice Drawing Feature from different perspective or draw a city scape from multiple view points.











# **KEY IDEAS THAT CONNECT TO NATIONAL CORE ARTS STANDARDS:**

Based on National Core Arts Standards visual Arts Requirements (3rd Grade).

#### VA:Cr3.1.3a:

Elaborate visual information by adding details in an artwork to enhance emerging meaning.

#### VA:Re8.1.3a:

Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

#### VA:Re.7.2.3a:

Determine messages communicated by an image.

<u>a</u>

## STUDIO HABITS OF THE MIND:



# **ADDITIONAL REFERENCES**

Click on links to learn more.

- https://www.pablopicasso.org/
- https://www.pablopicasso.org/cubism.jsp
- http://www.artnet.com/artists/pablo-picasso/
- https://www.britannica.com/biography/Pablo-Picasso

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