

PICASSO PIECES

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PICASSO PIECES

LESSON PLAN	PICASSO PIECES
UNIT 1	COLOURS & FEELINGS
LESSONS	1-3
TIMING	4,5 hours

AIMS
<p>To activate previous knowledge about Picasso and paintings in general.</p> <p>To learn key facts about Picasso's life and artistic periods.</p> <p>To develop an understanding of Picasso's different styles.</p> <p>To design a portrait in different tones of blue and pink to show feelings.</p> <p>To learn about taking pictures and making a picture collage with 'Shape collage' program.</p>
CONTRIBUTION TO COMPETENCES
<p>Artistic and cultural Apply techniques, resources and conventions of the different artistic languages.</p> <p>Information handling and digital competence Access and communicate information using different supports including ICT tools to learn.</p> <p>Learning to learn Apply study skills that include strategic thinking and cooperation and self-evaluation skills.</p>

LEARNING OUTCOMES Learners will... at the end of the lesson	COGNITION
<p>KNOW: Facts about Picasso's life, paintings and styles of paintings. Different styles and colours show different feelings. How to make a digital shape collage.</p> <p>BE ABLE TO: Identify different styles and paintings by Picasso. Create an Art work similar to Picasso's and express their feelings through Art. Identify key vocabulary. Organize information. Observe and analyze a painting.</p> <p>BE AWARE OF: How colors can express feelings. Collaborate in a group. The importance of a painter like Picasso.</p>	<p>Identifying Ordering Classifying Matching Comparing Generating ideas Applying imagination Developing evaluation criteria Giving opinions and reasons Analyzing information</p>
	CULTURE
	<p>Respect and value Art and classmates' creations, opinions and feelings. Interest in Picasso's art.</p>

PICASSO PIECES

COMMUNICATION
Language of learning
<u>Vocabulary</u> Mural, painting, collage, period, style, dove, bull, sadness, happiness, circus, harlequins, jugglers, clowns, Cubism, masks, war, isolation, reviewer, Feelings: scared, worried, happy, sad, surprised, doubtful, in love, bored, calm, peaceful, angry, exhausted. <u>Communication structures</u> I think she/he is thinking in... I feel... When I look at this picture, I feel... I like this picture because it is... There is... I like... The... can be better. The picture was taken in... (a place) Past tense
Language for learning
Expressing feelings. Describing paintings. Evaluating classmates' paintings. Giving opinions. Reporting past facts.
ASSESSMENT CRITERIA
Can the learners... ...Differentiate styles of Picasso's art? ...Observe and analyze a painting? ...Create an Art work similar to Picasso's and express their feelings through Art? ...Work in pairs/groups cooperatively? ...Give positive comments about classmates' creations?

PICASSO PIECES

LESSON PLAN	PICASSO PIECES
UNIT 2	CUBISM & 'LAS MENINAS'
LESSONS	4-12
TIMING	7,5 hours

TEACHING AIMS
<p>To review content previously learnt.</p> <p>To introduce Cubism and shapes as a whole.</p> <p>To develop the learners creativity.</p> <p>To help learners to take decisions in a democratic way in order to create a group work.</p> <p>To know about Picasso's paintings in detail.</p>
CONTRIBUTION TO COMPETENCES
<p>Artistic and cultural Can understand, perceive and value critically, different cultural and artistic forms of expression. Can apply the techniques, resources and conventions of different artistic languages.</p> <p>Learning to learn Can handle effectively an array of resources to transform information into personal knowledge.</p> <p>Mathematical Can use and relate the tools and the forms of expression of mathematical thought and to reason mathematically in order to produce and interpret different types of information.</p>

LEARNING OUTCOMES Learners will ...at the end of the lesson	COGNITION
<p>KNOW: Cubism as a painting style. Shapes are part of Cubist movement. Agree with their classmates to create a collaborative work. 2D shapes and 3D shapes are drawn in different ways</p> <p>BE ABLE TO: Distinguish Cubism style from other painting styles. Observe and describe a painting. Identify key vocabulary. Organize information. Link information between their environment and shapes. Transform a 2D shape into a 3D one.</p> <p>BE AWARE OF: How to appreciate different styles of art. How to collaborate in a group. Shapes are used in their environment.</p>	<p>Identifying Comparing (Cubism and Realism) Analyzing classmates' creations Applying imagination Describing (portraits) Developing and applying evaluation criteria. Locating and organizing information.</p>
	CULTURE
	<p>Respect and value Art and classmates' creations, opinions and feelings. Interest in an artist as an international painter.</p>

<p>COMMUNICATION</p>
<p>Language of learning</p>
<p><u>Vocabulary</u></p> <p>Shapes: square, triangle, oval, rectangle, circle, star, diamond, semi-circle, hexagon, sphere, cube, pyramid, cylinder, prism, trapezium. Parts of a painting: top, middle, below... Adjectives: dark, light, small, big... Down, across, mural, character, silhouette, lines, equal, piece, sketch, tone, saturation, make, design...</p> <p><u>Communication structures</u></p> <p>The... and the... are similar because they are... I've got a... Who's got a...? It is formed by... Who's in 1, 1? It is the Weeping Woman I like/prefer... colour. Let's mix... with... to make it darker/lighter. I can... copy accurately. My favourite painting is... because I like...</p>
<p>Language for learning</p>
<p>Identifying and describing paintings. Comparing paintings. Suggesting improvements. Stating preferences. Justifying opinions. Evaluating classmates' paintings. Giving opinions. Giving instructions.</p>
<p>ASSESSMENT CRITERIA</p>
<p>Can learners...</p> <p>...Differentiate styles of Picasso's and other painters' art? ...Observe and analyze a painting in detail. ...Create a collaborative art work similar to Picasso's and analyse it. ...Work in pairs/groups cooperatively? ...Give positive comments about a classmate's work?</p>

LESSON PLAN	PICASSO PIECES
UNIT 3	LET'S MEET PICASSO
LESSONS	13-15
TIMING	3 hours

TEACHING AIMS
<p>To review previous units. To develop collaborative group work to achieve a common target (Museum instructions). To develop their sense of orientation. To understand Picasso's work in greater depth through observation at a Museum. To design a stamp.</p>
CONTRIBUTION TO COMPETENCES
<p>Artistic and cultural Apply her/his basic knowledge of the different cultural and artistic forms of expression to appreciate its intrinsic value.</p> <p>Learning to learn Apply study skills that include strategic thinking and cooperation and self-evaluation skills.</p>

LEARNING OUTCOMES Learners will ... at the end of the lesson	COGNITION
<p>KNOW: The museum of Barcelona has a brief summary of Picasso's art. How to look round the Museum of Picasso in Barcelona and observe the painter's work closely.</p> <p>BE ABLE TO: Identify different styles and paintings by Picasso. Create a work of Art similar to Picasso's. Organize information. Observe and analyze a painting in detail. Follow instructions in order.</p> <p>BE AWARE OF: How important a painter Picasso was. Collaborating in a group. Feeling self-confident when discussing Picasso's paintings linking previous learning.</p>	<p>Identifying. Classifying. Matching. Comparing. Imagining. Applying knowledge and imagination. Developing evaluation criteria.</p>
	CULTURE
	<p>Respect and value Art. Need of close observation to appreciate and understand Art.</p>

COMMUNICATION
Language of learning
<p><u>Vocabulary</u> Room in a museum, made of, plant, best. Words related to Picasso's art from previous units.</p> <p><u>Communication structures</u> This painting makes me feel... Nice to meet you, see you soon, do you feel like..., I think this is... This painting is from Picasso's _____ period.</p>
Language for learning
<p>Expressing feelings. Describing paintings. Giving opinions. Identifying Picasso's art. Following directions. Answering questions.</p>
Language through
<p>Postcard language. E.g. Nice to meet you, see you soon, do you feel like..., Negotiating.</p>

ASSESSMENT CRITERIA
<p>Can the learners...</p> <p>...Look round a Museum and respond to art work? ...Observe and analyze paintings? ...Identify and classify Picasso's work? ...Design a stamp? ...Differentiate styles of Picasso's art? ...Work in pairs/groups cooperatively?</p>