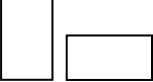



# **PICASSO PIECES**

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October-December 2010

<b>UNIT 1: COLOURS &amp; FEELINGS</b>	<b>Session: 1</b>	Timing: 90 min
<b>SESSION AIM:</b> To introduce Picasso’s life and works of art.		
❖ <b>This indicates the activity can be used for assessment.</b>		
<b>ACTIVITY 1</b> (About 15 min) <b>Plenary</b>	<b>RESOURCES NEEDED</b>	
<ul style="list-style-type: none"> <li>• <b>Brainstorming.</b> <ul style="list-style-type: none"> <li>- Ask learners to tell you what they know about Picasso.</li> <li>- Ask learners to tell you what other famous painters they know.</li> <li>- Ask them what kind of Art they think Picasso did.</li> <li>- Ask them 2 or 3 questions from the quiz (WS 1.1) in order to activate previous knowledge about the artist.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard or IWB.</li> </ul>	
<b>ACTIVITY 2</b> (About 30 min) <b>Plenary</b>	<ul style="list-style-type: none"> <li>• Projector and computer.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Digital presentation:</b>  ‘Who is Picasso?’ <a href="http://prezi.com/6oqhbgsoqbiq/picasso/">http://prezi.com/6oqhbgsoqbiq/picasso/</a> <ul style="list-style-type: none"> <li>- Download it or do it on-line.</li> <li>- Follow the slides and look closely at the paintings which illustrate the sentences.</li> <li>- Ask learners to look and find things in the pictures according to the words in the text. For example, the doves or other details you find in the illustrations.</li> </ul> </li> </ul>		
<b>ACTIVITY 3</b> (About 15 min) <b>Individual</b>	<ul style="list-style-type: none"> <li>• WS 1.1</li> <li>• Projector and computer (optional).</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Picasso’s quiz.</b> <ul style="list-style-type: none"> <li>- Give out Worksheet 1.1 and help them to answer the questions with the digital presentation projected again.</li> </ul> </li> </ul>		
❖ <b>ACTIVITY 4</b> (About 30 min) <b>Individual</b>	<ul style="list-style-type: none"> <li>• WS 1.2 &amp; 1.3</li> <li>• Scissors and glue.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Time line.</b> <ul style="list-style-type: none"> <li>- Use the time line to evaluate the information children have learned about Picasso.</li> <li>- Give out Worksheet 1.2 and 1.3. Learners read the sentences on Worksheet 1.2 and stick the correct drawing in the boxes on Worksheet 1.3.</li> <li>- Show the digital presentation again on the board and/or stick the images around the classroom.</li> <li>- Give them support with scaffolding on the board or on small pieces of paper to help them to discuss the right order of the pictures. Help is also provided in the worksheet.</li> </ul> </li> </ul>		

<b>UNIT 1: COLOURS &amp; FEELINGS</b>	<b>Session: 2</b>	Timing: 90 min
<b>SESSION AIM:</b> To design a portrait using only one colour to express a feeling.		
<b>ACTIVITY 1</b> (About 15 min) <b>Plenary</b>	<b>RESOURCES NEEDED</b>	
<ul style="list-style-type: none"> <li>• <b>Feelings &amp; colours.</b> <ul style="list-style-type: none"> <li>- Show different paintings or pictures with similar tones in the whole image. Ask learners what they feel when they look at them. Provide them with some scaffolding. Write on the board feelings learners recognise in L1 or L2.</li> <li>- Images can be found Googling blue period and rose period or going to these links to find images to show them:  <a href="http://www.artchive.com/artchive/P/picasso_blue.html">http://www.artchive.com/artchive/P/picasso_blue.html</a>  <a href="http://en.wikipedia.org/wiki/Picasso%27s_Blue_Period">http://en.wikipedia.org/wiki/Picasso%27s_Blue_Period</a>  <a href="http://frommalves.multiply.com/journal/item/163/163">http://frommalves.multiply.com/journal/item/163/163</a>  <a href="http://en.wikipedia.org/wiki/Picasso%27s_Rose_Period">http://en.wikipedia.org/wiki/Picasso%27s_Rose_Period</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Projector and computer.</li> </ul>	
<b>ACTIVITY 2</b> (About 1 hour) <b>Individual</b>	<ul style="list-style-type: none"> <li>• White DIN-A 3 cards and temperas.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Blue &amp; pink creations.</b> <ul style="list-style-type: none"> <li>- Check learners understand the word ‘portrait’ and ‘landscape’.</li> </ul> </li> </ul>  <ul style="list-style-type: none"> <li>- Ask learners to create a portrait which shows how their partner feels. Tell them to use just one colour, depending on the mood of their partner.</li> <li>- Put some music like Enya to help learners to increase their motivation and creativity. It can be easily found in <a href="http://www.goeat.com">www.goeat.com</a></li> </ul>		
<b>ACTIVITY 3</b> (About 15 min) <b>In pairs</b>	<ul style="list-style-type: none"> <li>• WS 1.4</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Peer-evaluation.</b> <ul style="list-style-type: none"> <li>- Give out worksheet 1.4.</li> <li>- Explain to them how to complete it with some examples on the board like ‘<i>What’s the painter’s name?</i>’</li> <li>- Give examples of positive assessment. Learners assess their classmates in a positive way. They have a word bank on the worksheet to help them.</li> </ul> </li> </ul>		
❖ <b>ACTIVITY 4</b> (If there is enough time) <b>Individual or in pairs</b>	<ul style="list-style-type: none"> <li>• WS 1.5</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Fact file.</b> <ul style="list-style-type: none"> <li>- Give out worksheet 1.5.</li> <li>- Look at the pictures with learners and ask them questions like ‘<i>what title would you give the picture?</i>’, ‘<i>Who is in the picture?</i>’, ‘<i>How do you think she/he feels?</i>’</li> <li>- There are word and sentences banks on the worksheet. Print the same scaffolding and stick it on the wall.</li> </ul> </li> </ul>		

<b>UNIT 1: COLOURS &amp; FEELINGS</b>	<b>Session: 3</b>	Timing: 90 min
<b>SESSION AIM:</b> To consolidate learners' art work and to create a collage.		
<b>ACTIVITY 1</b> (About 15-20 min) <b>Plenary</b>	<b>RESOURCES NEEDED</b>	
<ul style="list-style-type: none"> <li>• <b>Having a look at our Art creations.</b> <ul style="list-style-type: none"> <li>- Show learners their own portraits and ask them what they feel when looking at the portraits.</li> <li>- Introduce the collage topic by displaying their portraits in different positions.</li> </ul> </li> </ul> 	<ul style="list-style-type: none"> <li>• Art paintings from the previous session.</li> </ul>	
<b>ACTIVITY 2 &amp; 3</b> (About 45-50 min) <b>Individual &amp; groups</b>		
<ul style="list-style-type: none"> <li>• <b>Being photographers.</b> <ul style="list-style-type: none"> <li>- Encourage learners to take pictures of their own paintings to make a digital collage.</li> </ul> </li> <li>• <b>Building a collage.</b> <ul style="list-style-type: none"> <li>- Learners stick their blue and pink paintings on a paper mural.</li> <li>- They can do it however they like in a creative way.</li> </ul> </li> </ul> <p><b>Different option:</b></p> <ul style="list-style-type: none"> <li>- Show learners how to do a collage through 'collage shape' program. They can do it in the computer lab or the teacher can do it while they do the mural collage one. <a href="http://www.shapecollage.com/">http://www.shapecollage.com/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Photography camera.</li> <li>• Art paintings from previous session.</li> <li>• Blue tack.</li> <li>• Computer/s and printer.</li> <li>• Example in T.R 1</li> </ul>	
<b>ACTIVITY 4</b> (About 15 min) <b>Individual</b>		
<ul style="list-style-type: none"> <li>• <b>Reviewing feelings.</b> <ul style="list-style-type: none"> <li>- Matching words with pictures. There can be more than one interpretation.</li> <li>- Hand out worksheet 1.6 to consolidate adjectives describing feelings.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• WS 1.6</li> </ul>	
❖ <b>ACTIVITY 5</b> (About 30 min) <b>In pairs</b>		
<ul style="list-style-type: none"> <li>• <b>Fact file.</b> <ul style="list-style-type: none"> <li>- If you didn't have enough time to do the Fact File during the last session, you can do it now. Give out worksheet 1.5. The activity is explained in the previous session's teaching notes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• WS 1.5</li> </ul>	

<b>UNIT 2: CUBISM &amp; MENINAS</b>	<b>Session: 1</b>	Timing: 90 min
<b>SESSION AIM:</b> To appreciate different art styles through Art and Mathematic language.		
❖ <b>This indicates the activity can be used for assessment.</b>		
<b>ACTIVITY 1</b> (About 15 min) <b>Plenary</b>	<b>RESOURCES NEEDED</b>	
<ul style="list-style-type: none"> <li>• <b>Realist and Cubist paintings</b> <ul style="list-style-type: none"> <li>- Show realist and cubist paintings to learners. <a href="http://gwendabond.typepad.com/bondgirl/2008/10/artsy.html">http://gwendabond.typepad.com/bondgirl/2008/10/artsy.html</a> <a href="http://www.fotopedia.com/albums/oPKBWIG6lKg/entries/vGmrTh_euxc">http://www.fotopedia.com/albums/oPKBWIG6lKg/entries/vGmrTh_euxc</a></li> <li>- Ask them to find differences and similarities between them. For example: The ____ has more lines/ brighter colours/ smaller circles. They both have curved lines/ dark colours/ squares.</li> </ul> </li> <li>• <b>Different option:</b> <ul style="list-style-type: none"> <li>- Give out cubist and realist paintings printed from the websites mentioned above and ask learners to look for the main differences and similarities between both kinds of pictures.</li> <li>- Ask for feedback using language of similarities and differences above.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Computer and projector.</li> <li>• Flashcards with cubism and realistic paintings (from websites)</li> </ul>	
<b>ACTIVITY 2</b> (About 10 min) <b>Groups of 5</b>		
<ul style="list-style-type: none"> <li>• <b>I've got a... Who's got a...? Differentiated games</b> <ul style="list-style-type: none"> <li>- Cut and laminate the flashcards on game 2.1.A and 2.2.B. Choose game A or B depending on students' needs.</li> <li>- Get the learners into groups of 5.</li> <li>- Hand out the 10 flashcards to every group.</li> <li>- Explain to learners how the game works: the main objective is to listen for definition of the shape they have at the top of the flashcard. When they hear it, they describe their shape and then ask who's got the one they have at the bottom of the same card. E.g. <i>'I've got a red ellipse, who's got a white triangle?'</i> The learner with the white triangle answers <i>'I've got the white triangle, who's got the yellow circle?'</i></li> <li>- Ask them to share the cards out and play.</li> </ul> </li> </ul> <p><b>Option:</b> shuffle the cards and play the game again.</p>	<ul style="list-style-type: none"> <li>• Game and flashcards 2.1.A &amp; 2.2.B (T.R.)</li> </ul>	
<b>ACTIVITY 3</b> (About 45 min) <b>Groups of 4</b>		
<ul style="list-style-type: none"> <li>• <b>Shaping composition.</b> <ul style="list-style-type: none"> <li>- Give out one envelope containing coloured and shaped cards to each group. There must be different colours and different shapes in every envelope.</li> <li>- Ask them to build a landscape, city, portrait or whatever they like with the cards given.</li> <li>- They need to stick the cards on a DIN-A 3 card.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Envelopes with and coloured and shaped cards.</li> <li>• DIN-A 3 cards. (One each group)</li> </ul>	
<b>ACTIVITY 4</b> (About 20 min) <b>Plenary</b>		
<ul style="list-style-type: none"> <li>• <b>Feedback.</b> <ul style="list-style-type: none"> <li>- Pick up all the shaping compositions and stick them around the classroom.</li> <li>- Ask them to describe the paintings. E.g. <i>'What's in this picture? Is it a landscape? Is it a portrait?'</i> Introduce shape adjectives when descriptions of compositions take place. E.g. <i>'there is a triangular roof', 'There are rectangular buildings... (Triangular, square, rectangular, pentagonal, hexagonal, circular, octagonal).</i> Write word band and sentences on board.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Shaping composition previously done.</li> </ul>	

<b>UNIT 2: CUBISM &amp; MENINAS</b>	<b>Session: 2</b>	<b>Timing: 90 min</b>
<b>SESSION AIM:</b> To develop Math skills through Art and language.		
<b>ACTIVITY 1</b> (About 15 min) <b>Plenary (class divided into two)</b>	<b>RESOURCES NEEDED</b>	
<ul style="list-style-type: none"> <li>• <b>Think link.</b> <ul style="list-style-type: none"> <li>- Divide the whole class into two teams.</li> <li>- Ask learners to look for two objects with similar shapes.</li> <li>- Write on the board sentences like <i>'The TV and the bag are rectangular'</i> or <i>'the pyramid and the instrument are triangular'</i>.</li> <li>- Project on the board template 2.2 or print it in DIN-A 3 and stick it on the board.</li> <li>- Give them points if they can link two objects in a sentence. They don't have to use perfect English but rephrase their sentences correctly.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Computer and projector or DIN-A 3</li> <li>• Template 2.2 (T.R)</li> </ul>	
<b>ACTIVITY 2</b> (About 35 min) <b>Individual</b>		
<ul style="list-style-type: none"> <li>• <b>From 2D to 3D.</b> <ul style="list-style-type: none"> <li>- Show learners how to transform a 2D shape into a 3D one with the example provided in the teaching resources 2.3.</li> <li>- Give out worksheet 2.1</li> <li>- Ask learners to look at the different shapes provided in the worksheet.</li> <li>- Ask them draw light lines in one direction (slightly curved) to make a crescent shape on the right hand side.</li> <li>- Explain to them that to give a three dimensional aspect they need to go over the first lines with more lines going the other way, criss-crossing.</li> <li>- Ask them to add a shadow in order to give a more realistic volume shape.</li> <li>- Display the finished 3D drawings on the board and ask learners if the 2D shapes now look 3D.</li> <li>- Make some positive comments about the lines and shading.</li> </ul> </li> <li><b>FAST FINISHERS:</b> <ul style="list-style-type: none"> <li>- Give out worksheet 2.2 and ask them to do the same as in previous worksheet with a different shape.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Example 2.3 (T.R)</li> <li>• WS 2.1</li> <li>• Pencils and colours.</li>   <li>• WS 2.2</li> </ul>	
❖ <b>ACTIVITY 3</b> (About 40 min) <b>Pairs</b>		
<ul style="list-style-type: none"> <li>• <b>3 in a row. Differentiated templates.</b> <ul style="list-style-type: none"> <li>- Hand out templates 2.4.A and 2.4.B, depending on learners' needs.</li> <li>- Hand out three in a row board game to each pair provided in template 2.4</li> <li>- Ask learners to make the dice to play the game. Ask them to cut out the counters provided in the same worksheet.</li> <li>- Ask them to play 3 in a row. They need to throw the dice and put their counter on the board game. The first one completing 3 in a row (vertically, horizontally or diagonally) is the winner.</li> <li>- Hand out worksheet 2.3.</li> <li>- Ask learners to complete the grid as long as they play in order to record their succeeds.</li> <li>- Model an example on the board to exemplify the way they should record the shape names.</li> </ul> </li> <li><b>Different option:</b> <ul style="list-style-type: none"> <li>- If learners don't have time to make the dice, make some before the lesson.</li> <li>- The template can also be printed in black and white. Then learners would use dark grey, light grey, and so on.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Templates 2.4.A &amp; 2.4.B (T.R)</li> <li>• Board game 2.5 (T.R)</li> <li>• WS 2.3</li> <li>• Scissors.</li> </ul>	

<b>UNIT 2: CUBISM &amp; MENINAS</b>	<b>Session: 3</b>	Timing: 90 min
<b>SESSION AIM:</b> To develop and consolidate knowledge about Picasso's paintings through Art and language.		
<b>ACTIVITY 1</b> (About 15 min) <b>Individual</b>	<b>RESOURCES NEEDED</b>	
<ul style="list-style-type: none"> <li>• <b>Crossword.</b> <ul style="list-style-type: none"> <li>- Hand out worksheet 2.3.</li> <li>- Ask them to work out the clues for the numbers across and down.</li> <li>- Explain to them how to complete the crossword below with their answers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• WS 2.3</li> <li>• Crossword key 2.6 (T.R)</li> </ul>	
<b>ACTIVITY 2</b> (About 25 min) <b>Plenary and pairs</b>		
<ul style="list-style-type: none"> <li>• <b>Who's who?</b> <ul style="list-style-type: none"> <li>- Project the Picasso painting key on the board and ask the learners <i>who's who?</i> (Template 2.7) (Learners can read the titles in the word bank).</li> <li>- Learners get into pairs.</li> <li>- Hand out worksheet 2.5.A and 2.5.B. Both learners have a grid with pictures that the other learner doesn't have.</li> <li>- Explain the game:</li> <li>- Both learners throw the dice.</li> <li>- Learner A asks learner B for example, <i>who's in 1, 2?</i> (depending on the numbers on the dice)</li> <li>- Learner B answers learner A for example, <b>it is the Weeping Woman</b>, and writes down the answer in the correct position.</li> <li>- Now it is learner B turn to ask learner A.</li> <li>- Check the answers in pairs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Computer and projector.</li> <li>• WS 2.5.A &amp; 2.5.B</li> <li>• Template 2.7 (T.R)</li> <li>• Dice.</li> </ul>	
<b>ACTIVITY 3</b> (About 5 min) <b>Individual</b>		
<ul style="list-style-type: none"> <li>• <b>Self-evaluation.</b> <ul style="list-style-type: none"> <li>- Give out WS 2.5.C</li> <li>- Ask them think about their content knowledge and complete the self-evaluation grid.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• WS 2.5.C</li> </ul>	
❖ <b>ACTIVITY 4</b> (About 45 min) <b>Pairs</b>		
<ul style="list-style-type: none"> <li>• <b>Shapes portrait dictation.</b> <ul style="list-style-type: none"> <li>- Give out worksheet 2.6.A and 2.6.B.</li> <li>- Ask learners to listen to your dictation provided on 2.8 (teachers resources)</li> <li>- Ask them to work in pairs to proceed with the pair dictation.</li> <li>- One learner gives the instructions and the other one draws a portrait following his partner's orders and vice versa.</li> <li>- Learners compare their pictures and correct their partner's drawings.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• WS 2.6.A &amp; 2.6.B.</li> <li>• Example of dictation 2.8 (T.R)</li> </ul>	

<b>UNIT 2: CUBISM &amp; MENINAS</b>	<b>Sessions:</b> 4 & 5	Timing: 3 hours
<b>SESSION AIM:</b> To develop collaborative work and respect partner's work through Art and language.		
<b>ACTIVITY 1</b> (About 30 min) <b>Plenary and pairs</b>	<b>RESOURCES NEEDED</b>	
<ul style="list-style-type: none"> <li>• <b>Video (Velazquez-Picasso)</b> <ul style="list-style-type: none"> <li>- Tell learners they are going to see a painting change from one style to another.</li> <li>- Show learners the video on this link <a href="http://www.youtube.com/watch?v=fU6-UNlbdYg">http://www.youtube.com/watch?v=fU6-UNlbdYg</a></li> <li>- Give each pair the paintings laminated (one by Velázquez and one by Picasso).</li> <li>- Ask them about differences in styles of the same painting: 'Las Meninas' by Velázquez and 'Las Meninas' by Picasso. For example: 'What different painting styles can you see?' 'Who is the realist painter?' 'Who is the cubist painter?' 'What differences can you see in the same painting by different painters?' 'What similarities do you see in both paintings?' 'Can you find shapes in the paintings? Which ones?' 'What are the characters doing in the painting?' 'Choose one character, what is he/she thinking?' 'Which painting do you prefer? Why?' 'What character do you like best? Why?'</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Computer and projector.</li> <li>• Flashcards of both 'Meninas' paintings styles.</li> </ul>	
<b>ACTIVITY 2</b> (About 1 h 15 min) <b>Groups of 3 and individual</b>		
<ul style="list-style-type: none"> <li>• <b>Meninas work.</b> <ul style="list-style-type: none"> <li>- Split the learners into groups of 3.</li> <li>- Ask them to choose a worksheet from 2.7, to 2.12 depending on the silhouette they prefer to work with.</li> <li>- Ask them to transform the silhouette of Velázquez's character into one in the style of Picasso.</li> <li>- See the steps on the example 2.9. (T.R.)</li> </ul> </li> </ul> <p><b>Scaffolding:</b></p> <p>I   like   pink.   prefer   the brown colour.</p> <p>Let's mix   black   with   yellow   to make it   darker.   white         lighter.</p> <ul style="list-style-type: none"> <li>- Give them the time they need to work on the painting.</li> <li>- Play some music to help fire their imaginations.</li> </ul>	<ul style="list-style-type: none"> <li>• WS 2.5.-2.10 printed on card.</li> <li>• Temperas.</li> <li>• Scissors.</li> <li>• Example 2.9 (T.R)</li> </ul>	
❖ <b>ACTIVITY 3</b> (About 1 h 15 min) <b>Plenary</b>		
<ul style="list-style-type: none"> <li>• <b>Mural.</b> <ul style="list-style-type: none"> <li>- Cut out a big piece of paper about the size of the blackboard.</li> <li>- Ask each group to show their painting to their partners, group by group.</li> <li>- Ask learners to stick it on the mural with Blue Tack or glue on the correct side.</li> <li>- Ask them to cover a piece of the mural with geometric shapes.</li> <li>- Take a picture of the final collaborative and cooperative painting and publish it on the school's website.</li> <li>- Give the mural a title.</li> <li>- Hang the mural on a main wall of the school to show the rest of learners the Arts and Crafts work.</li> </ul> </li> </ul> <p><b>Different option:</b></p> <ul style="list-style-type: none"> <li>- If there is not enough time to decorate the mural's background with shapes, ask them to stamp it with a sponge.</li> </ul>	<ul style="list-style-type: none"> <li>• Characters from previous activity.</li> <li>• Wrapping paper.</li> <li>• Glue.</li> <li>• Temperas.</li> <li>• Sponge.</li> <li>• Blue tack.</li> </ul>	



<b>UNIT 3: LET'S MEET PICASSO</b>	<b>Sessions:</b> 1 & 2	Timing: 3 hours
<b>SESSION AIM:</b> To link and consolidate previous units and knowledge through Art and language.		
❖ <b>This indicates the activity can be used for assessment.</b>		
<b>ACTIVITY 1</b> (About 15-20 min) <b>Plenary</b>	<b>RESOURCES NEEDED</b>	
<ul style="list-style-type: none"> <li>● <b>Picture of Picasso's Museum (Barcelona)</b> <ul style="list-style-type: none"> <li>- Show learners a picture of the Museum they are going to visit in the next session.</li> <li>- Ask them some questions about it and brainstorm the words around the Museum picture. For example: <i>'Have you been to the Museum before?'</i> <i>'Where is it?'</i> <i>'What's inside?'</i> <i>'What paintings do you think you can see inside?'</i></li> <li>- Show them a plan of the Museum.</li> <li>- Explain where will they start the visit and where will they finish it.</li> <li>- Tell them they will get a postcard with instructions to follow when they go to the Museum.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Picture of Picasso's Museum</li> <li>● Projector and computer</li> <li>● Plan (T.R)</li> </ul>	
<b>ACTIVITY 2</b> (About 1 hour 20 min) <b>Groups of 10</b>		
<ul style="list-style-type: none"> <li>● <b>Museu Picasso de Barcelona. Postcard.</b> <ul style="list-style-type: none"> <li>- Pretend you received a postcard at school written by Picasso inviting children to visit the museum. (Print WS 3.1 and 3.2 back to back)</li> <li>- Read the introductions aloud and tell them they are going on an adventure to look round the museum.</li> <li>- Tell them to follow every single direction on the postcard.</li> <li>- They will be able to see all the rooms by reading the instructions on the postcard.</li> <li>- Put them into groups of 10 to explore every room following the instructions.</li> <li>- Explain that each group starts 10 minutes later than the previous group with another adult. While they are waiting, they read the postcard and predict the possible answers.</li> </ul> </li> </ul> <p><b>Different option: MUSEUM'S VIRTUAL VISIT.</b></p> <ul style="list-style-type: none"> <li>- Pretend you received the same postcard.</li> <li>- Show them the museum web site: <a href="http://www.museupicasso.bcn.es">www.museupicasso.bcn.es</a></li> <li>- Go to the virtual museum site and follow the same instructions to get to the end.</li> </ul>	<ul style="list-style-type: none"> <li>● WS 3.1 &amp; 3.2 (printed back to back)</li> <li>● Projector and computer and internet connexion</li> <li>● Real stamps (optional)</li> </ul>	
❖ <b>ACTIVITY 3</b> (About 45-50 min) <b>Individual</b>		
<ul style="list-style-type: none"> <li>● <b>Create your own stamp.</b> <ul style="list-style-type: none"> <li>- Look at the stamp on postcard.</li> <li>- Identify stamp (painter and style).</li> <li>- Ask them to design a stamp on the back of the postcard.</li> <li>- Tell them to use one of Picasso's styles (realism, cubism, blue period, pink period ...) to draw the stamp design.</li> </ul> </li> </ul> <p><b>Different options:</b></p> <ul style="list-style-type: none"> <li>- Develop the art work in the Museum. There are rooms for kids and you may be allowed to do the work in them.</li> <li>- You can also put a real stamp on the postcard and send it back to school or do this at school once you have visited the Museum.</li> </ul>	<ul style="list-style-type: none"> <li>● Postcard.</li> <li>● Colours and pencils.</li> </ul>	

<p><b>ACTIVITY 4</b> (About 10 min) <b>Plenary</b></p>	
<ul style="list-style-type: none"> <li>• <b>Awards.</b> <ul style="list-style-type: none"> <li>- Display the stamps so that every learner can look at them and give prizes to them with different awards e.g. <i>'the best feeling'</i> <i>'the best drawing'</i> <i>'the best colour'</i> <i>'the best cubist stamp'</i> <i>'the best realistic drawing'</i> ...</li> <li>- There is an award on teaching resources you only need to complete, cut and laminate (optional).</li> </ul> </li> </ul> <p><b>OPTIONAL ACTIVITY</b></p> <ul style="list-style-type: none"> <li>- Encourage learners to be the guides of the Museum.</li> <li>- Provide them with sentences like <i>'In room number 1, you find the Blue Period paintings'</i> <i>'in room number 2 there are pink period paintings'</i> <i>'in rooms 8 and 9 there are a lot of meninas'</i> and so on.</li> </ul>	<ul style="list-style-type: none"> <li>• Postcards and awards (T.R 3.2)</li> </ul>