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| **Unit Title** | Shape: Picasso Pop Can Portraits  | **Grade Level** | 5th grade |
| **Lesson \_ of \_****Length** **Of** **Lesson** | 2 of 71 of 2 lessons: 40 minutes | **Content Areas Integrated in this Unit:****Visual Arts****Geometry** | X Art Drama and Theatre Arts Comprehensive Health Physical Education Mathematics  Music Reading, Writing, and Communicating Science Social Studies |

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| **Objectives** | Use vocabulary accurately for describing shapes and art basic elements. Students will learn about shape and explore how artists use shape to explore art. |
| **Learning Targets** | VA.1.CR1.3. Generating, organizing, and developing artistic ideas and work.VA.2.CR2.3. Experiment with various materials/tools to explore personal interests in work of art/designVA.3.CR3.3. Using art vocabulary, describe personal artistic choices; and personal reflection and refining |
| **Essential Questions** | What shapes are present in Picasso’s portraits? Looking at different artist work, can you see and identify shapes? In completing your own art work, can you identify shapes? |

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| **Procedures** | **Materials** |  **Books/Websites** |
| Day 1: Teacher will display art vocabulary on whiteboard, students will take notes in their notebooks. Discussing vocabulary and what it means. Vocabulary: shape, geometric shape, organic shape. Teacher will start by displaying different shapes (wood and plastic) on the round table, as students gather around. Students will sit in groups of 4 and have paper shapes to discuss and make creations.Teacher will discuss how shapes can overlap or be left alone. Teacher will display different artist work on projector (Paul Klee, Clay Cartouches, and Paul Cezanne) and have students identify shapes they see. Geometric? Organic? Students to explain using correct vocabulary in descriptions.Day 2: Teacher will review previous lesson and vocabulary discussed. Teacher will begin by exploring the Cubist works of Pablo Picasso. Analyzing Picasso’s head art by using website.Students will identify shapes they see and discuss Picasso’s art. What does his art portray? Is there a message in his art? Etc. Whole class discussion.Teacher will also display YouTube video on Picasso’s head creation. Students will discuss their thoughts and feelings.Teacher will introduce art project. Show example (shown below) of crushed can art. Teacher will give step by step instructions on how project will be done. Step 1: Teacher will have pop cans and whole class will proceed outside. Have students crush the cans by squeezing them in while bending the tops down. Students will step on the cans to flatten them. Have students start looking for features in the crushed cans that might resemble a Picasso style portrait. Step 2: Back in classroom, teacher will demonstrate how to draw a one-point perspective interior room on the construction paper. Add contrasting patterns on the walls and floor by drawing with marker and colored pencil.  Step 3: Once patterns are completed on construction paper, students are ready to decorate their cans. Using puffy paint, students can add facial features and details on their crushed cans using markers. They can then go over the details and add others with the puffy paint. Cans should dry overnight. Once dry, glue cans to perspective paper backgrounds with hot glue. | Wood & plastic shapesPaper shapesConstruction paper Empty soda cans  Construction paper  Colored markers  Colored Pencils  Puffy Paint  Hot glue gun | <https://www.google.com/search?q>=picasso+head&sa<https://www.youtube.com/watch?v>=CTNwQ-TPPyk |

**Assessments**: After completion of art project, students will write about their art creation, using correct vocabulary.

