**Grade 2-4, Cubism Star (Texture)**

Name: Miss Susanna

Grade level and subject: Grades 2-4 Art

Time: 12:05-12:50 PM

Date: Tuesday, January 2, 2018

**Instructional Objectives:**

The student will be able to…

* Name Pablo Picasso as the leader of Cubism at beginning of the second class and end of both classes at review time.
* Identify Cubism as a style of art where “objects are broken up and reassembled (in abstract form)” in class review time.
* Create a Cubistic star on paper, filling in each shape with a different real or implied texture.
* Explain the difference between real and implied texture in class review times.

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**Materials Needed**

1. White paper with five dots to create star
2. Sharpie markers
3. Rulers
4. Pencils
5. Scissors
6. *Who was Pablo Picasso?* (Picture book by True Kelley), optional
7. Picture of cubistic Pooh bear (can be found online)
8. Glitter glue sticks
9. Yarn
10. Fabric scraps
11. Sandpaper
12. Felt
13. Wallpaper
14. Tissue paper
15. Random items from art closet that have texture

**Scope and Sequence of Lesson**

**Hook / Anticipatory Set:**

(Hold up picture of cubistic Pooh bear.) What happened to Winnie the Pooh? (He’s broken.) It looks like someone broke him in to pieces and tried to reassemble him, but the pieces did not quite line up! This style of art is called Cubism. Cubism is when we break a picture into pieces and reassemble it into an abstract form. We could think of abstract as the idea that the reassembled pieces do not quite line up.

**Lesson**

**Introduction:**

* Talk about Pablo Picasso telling a few facts from the book *Who was Pablo Picasso?* (Examples: lived to be 90 years old, did art until his death, 55,000 pieces of art, changed styles of art often, became most famous for Cubism, etc.)
* Stress Cubism as a style of art where “**Objects are broken up and reassembled in abstract form”**
* Discuss how Cubism showed up in newspapers, sculpting, and even architecture. (Wikipedia has a variety of pictures under “Cubism,” but be cautious about the pictures you choose to show your class.)
* Today we are going to create a cubistic star while we focus on an element of art we have not yet talked about. It is TEXTURE.
* Have students feel hair, clothes, table, shoe soles, etc., and share words that describe what they feel. (Rough, smooth, bumpy, etc.) That is what we call texture, real texture.
* Sometimes we see something that looks like texture, but when we feel it, there is no texture. This is called implied texture. We could think of it as fake texture. (Write TEXTURE on the board, then two arrows coming down from it. One arrow is pointing to REAL and the other to IMPLIED.) We see this often in pictures. (Show examples of implied texture.)

**Direct Instruction / Modeling:**

* “Alright, pick up your papers, your rulers, and pencils. When I see everyone’s in the air we will begin.”
* Teach them how to lay their rulers to connect the dots. “First we are going to make a tepee. . . Now, chop off the top of your tepee by drawing a line straight across the paper connecting these two dots. Someone from another Indian tribe came and cut off the top of your tepee! ;) Finally, another tribe comes and places a big X on the remainder of your tepee. (Connect the two bottom legs of the star.)
* Alright, lay your pencils down and pick up your sharpies. Trace the pencil lines with your sharpie.
* This next part is really fun! We are going to fold our papers two times in any random way. So look at your paper and notice where your lines are. Now we are going to close our eyes and try to fold our papers where there is no line. Pick up your paper, close your eyes, . . . and FOLD! Open your eyes and open your paper. Let’s do it again! Close your eyes, . . . and FOLD!
* Alright, you will want to trace those two lines with sharpie as well.
* Now we are ready to begin the texture. We will make some REAL texture and some IMPLIED texture.
* (Decide ahead of time in which order to do textures! Sample:
	+ Sweater scraps (implied, lay paper on top of textured piece and color over the top)
	+ Sweater scraps (real, glue it on)
	+ Sand paper (implied, by coloring over it)
	+ Sandpaper (real, two different kinds)
	+ Yarn
	+ Felt
	+ Wallpaper
	+ Chair or another surface with texture (implied, by coloring over it to show the texture)
	+ Glitter glue (I had them do this at the very end of either the first or the second class, so it could dry until we came back to the project a week later.)
* Wherever you are at the end of the first class, tell the students to bring two textured things from home for the next class. Discuss things like leather, netting, hair, fabric, buttons, plastic, balloon pieces, etc.

**Assignment:** Create a textured Cubistic Star

**Discussion questions:**

Who started Cubism?

What does Cubism look like?

**Closure:**

Bring two textured things to class next week! (In the second class, review Pablo Picasso and Cubism. Read from the book *Who was Pablo Picasso?* While students work on art (if possible). As a hook to the second class show them something you found that shows reflections of Cubism. Encourage them to look for Cubism around them in the days ahead. Two of mine spied Cubism at a dining place they ate at over the weekend!)

**Self Evaluation**

*Rating: 1 – inadequate, 4 – needs improvement, 6 – satisfactory, 8 – very good, 10 – excellent*

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| **Area** | **Rating** | **Comments** |
| Success in reaching objectives |  |  |
| Student interest and motivation |  |  |
| Variety of student interaction |  |  |
| Classroom management |  |  |
| Differentiated instruction |  |  |