

Common Core Georgia Performance Standards

(CCGPS implementation year 1: 2012-2013)

ENGLISH LANGUAGE ARTS

GRADE 3

ELACC3RL7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

ELACC3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons

GRADE 4

ELACC4RL7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

ELACC4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

ELACC4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons

GRADE 5

ELACC5RL7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

ELACC5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

WIDA English Language Proficiency Standards

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE 3

ELA3R3: The student uses a variety of strategies to gain meaning from grade-level text.

ELA3W1: The student demonstrates competency in the writing process.

ELA3W2: The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

GRADE 4

ELA4R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA4W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA4W2: The student demonstrates competence in a variety of genres.

GRADE 5

ELA5R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA5W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA5W2: The student demonstrates competence in a variety of genres.

VISUAL ARTS

GRADE 3

VA3CU.2: Views and discusses selected artworks.

VA3PR.3: Creates artworks based on personal experience and selected themes.

VA3AR.1: Discusses his or her artwork and the artwork of others.

GRADE 4

VA4CU.2: Views and discusses selected artworks.

VA4PR.1: Creates artworks based on personal experience and selected themes.

VA4AR.2: Uses a variety of approaches to understand and critique works of art.

GRADE 5

VA5CU.1: Investigates and discovers personal relationship to community, culture, and the world through creating and studying art.

VA5CU.2: Views and discusses selected artworks.

VA5PR.1: Creates artworks based on personal experience and selected themes.

VA5AR.2: Uses a variety of approaches to understand and critique works of art.

National Standards

ENGLISH LANGUAGE ARTS

NL-ENG.K-12.4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

NL-ENG.K-12.6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

NL-ENG.K-12.12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

VISUAL ARTS

Standard 1: Understanding and applying media, techniques, and processes

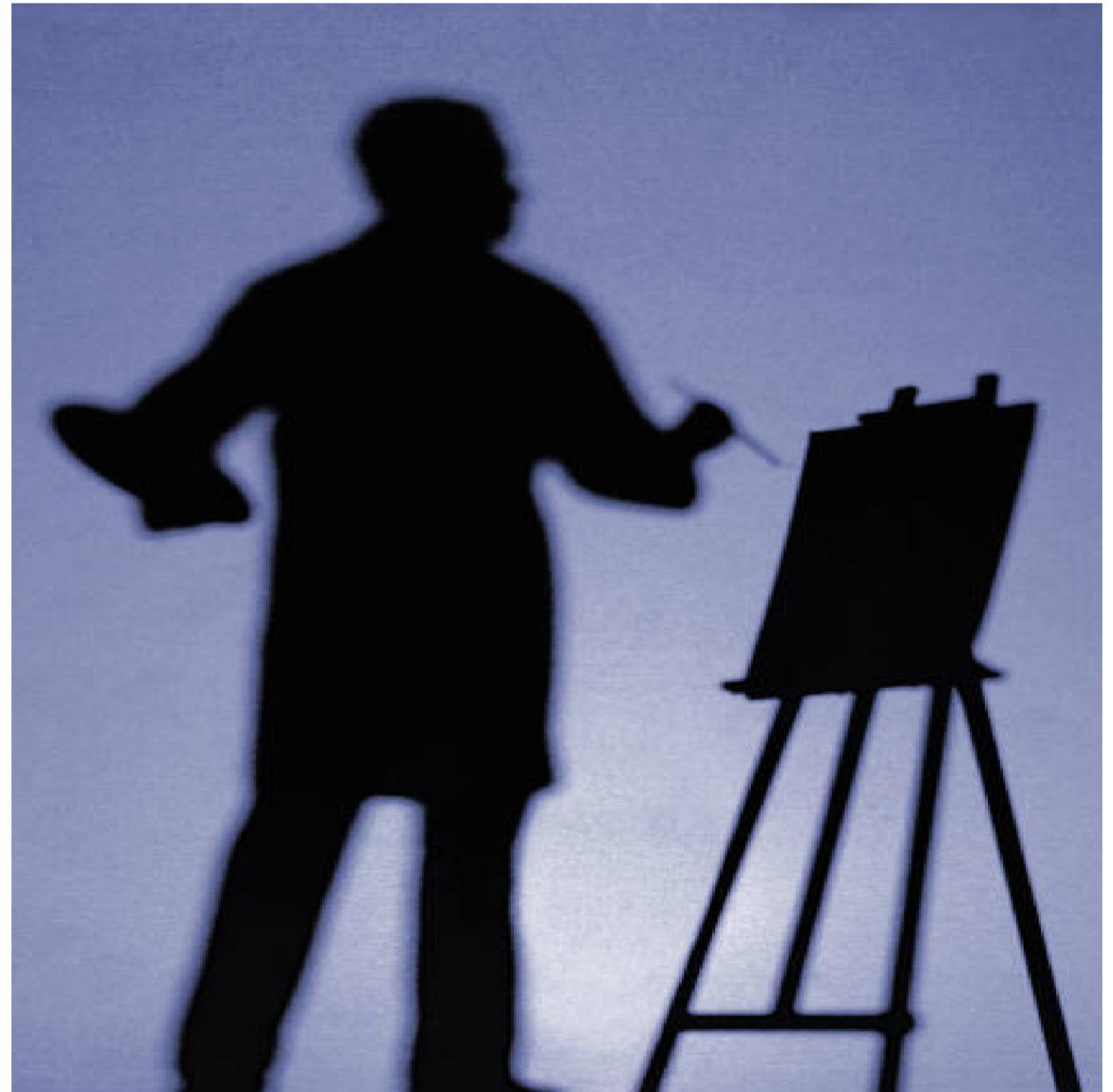
Standard 6: Making connections between visual arts and other disciplines

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Famous Artists • Pablo Picasso • Mood • Cubism • Persuasive Writing



Impersonating Picasso

This lesson invites students to use their knowledge of famous artists and their works to recreate their favorite piece or make one of their own. In learning more about the lives of famous artists, students are able to understand where they draw their inspiration from and the techniques that they use.

Essential Question:
What influence did mood have in Picasso's paintings?

Process

Part 1 – Building Background

- In guided reading groups (or whole group), read and discuss the lives of several different painters such as Pablo Picasso, Claude Monet, and Leonardo DaVinci.
- Picasso was born Oct 25, 1881 in Malaga, Spain.
- Picasso's father was a painter, and recognized that Picasso was much better than him by the time he was 13.
- Picasso's paintings often depicted and mirrored his life and what he observed.
- Picasso settled in Paris in 1904. He was fascinated by the city's Bohemian streets. He often expressed that human misery by portraying blind figures, beggars, and alcoholics in his paintings. It was at this time that he also experienced the death of a close friend. Hence, the various shades of blue that dominated his work for the next few years and conveyed a somber tone.
- In 1905-06, Picasso met Fernande Olivier, the first of many companions to influence the theme, style, and mood of his work. This happy relationship changed his palette to pinks and reds, bringing in distinctive beige or "rose" tones. The subject matter also is less depressing. Here are the first appearances by the circus performers and clowns, which he visited several times a week, and appear often in later stages of his career.
- In late 1906, Picasso started to paint in a unique manner that was inspired by Cezanne's flattened depiction of space and his friend Georges Braque. Picasso began to express space in strongly geometrical terms. These initial efforts at developing this almost sculptural sense of space in painting are the beginnings of Cubism.
- By the late '30s, Picasso was the most famous artist in the world. He was called upon to depict the brutality of fascist aggression in the Spanish Civil War with his monumental "Guernica" painting. Many other paintings from this period reflect the horror of war.
- Pablo Picasso died on April 8, 1973. Señor Picasso died without a will. His son Claude was named executor of the estate. His first duty was to find a home for the 76,000 items left at the time of his death.

Part 2

- View several different pieces of Picasso's artwork from the different periods and discuss how they are different and why (students should recognize rose, blue, and cubist periods of his work).
- Discuss how tone and color change the "mood" of a piece of artwork and discuss how it conveys a message.
- Discuss symmetry and geometry in Picasso's cubist artwork and how he found beauty in the oddity of the shapes. How does cubism relate to 3-D objects and paintings? What effect to do you think he was trying to achieve?
- Have students create their own "era" and give it a color/shade. Ask them to think of something in their own personal life that they would like to represent and use their own shade to express themselves.
- For students who have a difficult time finding something to draw, have them recreate one of Picasso's pieces.

Materials

- paint brushes
- canvas
- acrylics
- nonfiction books (leveled) on different artists (Picasso, O'Keefe, DaVinci, Monet)
- samples of famous works from artists (including blue, rose, and cubist style paintings of Picasso)

Vocabulary

Mood

A state or quality of feeling at a particular time.

Cubism

The name given to the painting style invented by Pablo Picasso and Georges Braque between 1906 and 1914. Cubists used multiple views of objects to create the effect of their three-dimensionality, while acknowledging the two-dimensional surface of the picture plane.

Abstract

Non-subjective art, art that utilizes shape, color and texture, without representing real objects.

Symmetry

Correct or pleasing proportion of the parts of a thing

Organic/free form shapes

Shapes without straight lines or vertices

Resources

http://www.artheritageprogram.org/Picasso_ppt.pdf

<http://www.wartgames.com/themes/art/cubism.html>

Writing Extensions

- Looking at the painting students have created, persuade someone to purchase the piece of artwork. Be sure to include some of the art terms learned, and explain the personal art "era" in the paper.

Visual Art Extensions

- Have students draw (in colored pencil) a geometrical person, then have them cut it up and glue it in collage style to represent the cubist style.
- Have student replicate a famous work of DaVinci, O'Keefe, Monet, or any other famous artist they have been studying. This can be done with acrylics on canvas, or watercolors on painting paper (especially Monet).

Assessment

- The student conveyed his/her meaning through the use of art.
- The student used a color to reflect an "era".
- The student used art terms to persuade.
- The student explained their personal "era" and why they chose particular colors and subjects in their piece.

Rubric

See attached document

ESOL Modifications and Adaptations

ESOL students will need to look at the additional art work on the different artists and discuss the mood (feeling in the art work) and period (time from when the art work was created) to make sure they understand. For the writing extension, the students will orally persuade someone to purchase the piece of artwork created by the student.

ESOL Assessments

- Same as lesson with the exception on the following: Did the student persuade effectively?

Gifted Modifications and Extensions

Encourage students to research famous artists to see who was known for creating 2-D (such as drawing and painting) and 3-D (such as sculpture) art pieces (including but not limited to artist such as DaVinci, Van Gogh, and Pollock). They can create a PowerPoint that shows pictures of the artist's 2-D and 3-D art. Students may also create their own 3-D art in the style that reflects one of the chosen artists.

Gifted Assessments

- PowerPoint should show at least three artists and examples of their 2-D and 3-D art.
- Student-created sculpture should be in the theme of the artist they have chosen to emulate.

Special Education Modifications and Adaptations

When presenting information about Picasso originally, provide the students with video as well as books for the more visual/auditory learners. Have the vocabulary terms posted visually for the students, with examples of each. When creating the artwork, use developmentally-appropriate terms to describe the mood of the artwork.

Special Education Assessments

- The student conveyed his/her meaning through the use of art.
- The student used color to reflect an "era"
- The student used at least one art term to persuade.

Impersonating Picasso

	Perseverance / Completeness	Craftsmanship / Skill / Consistency	Creativity / Inventiveness	Composition	Work Habits
Advanced	Art project is as complete as the student could make it.	Artwork reflects mood and personal era and is deliberate. Advanced craftsmanship.	Artwork is innovative, completely original, well thought out, and thoroughly developed.	Advanced composition incorporating several of the design elements discussed in the lesson (warm/cool colors, cubist, symmetrical, geometrical).	Student worked in class entire period. Did not need to be reminded to focus on task. Table conversation was focused on art talk.
Proficient	Artwork is complete. Could use some finishing touches.	Artwork reflects mood and personal period. Proficient craftsmanship.	Artwork is thought out and developed throughout.	Proficient composition.	Student worked in class most of the period. Needed very few reminders to focus on task. Table conversation was focused on art talk.
Basic	Artwork is complete at the most basic level. Could be worked on further.	Artwork reflects adequate mood and personal "era". Basic craftsmanship.	Artwork has the basics.	Basic composition.	Student worked in class part of the period. Needed several reminders to focus on task. Table conversation partially focused on art talk.
In-progress	Artwork appears to still be in-progress.	Artwork appears to still be in-progress.	Artwork appears to still be in-progress.	Artwork appears to still be in-progress.	Student needed lots of reminders to focus on task. Table conversation barely focused on art talk.