



**Title: *Abstract Cardboard Sculpture; inspired by Pablo Picasso***

**Schedule:** School Year 2015-2016, Grades K-5, one class period of approximately 60 minutes

**Materials & Space:** Recycled cardboard shapes (pre-cut), scissors, Sargent Art® Metallic Tempera Paint - set of 4 colors, paint cups for distributing paint, paintbrushes in various shapes and sizes, wash tub for quick and easy clean up, covers or scrap paper for protecting desktop when painting (optional), pencils, take home info paper (included)

**Big Idea:** Art is a visual language for meaningful expression; the creative choices of the artist communicate important ideas and intent in their original works of art.

**Student Learning Assessment**

<b>Learning Objectives</b> <i>What I want my students to know and be able to do</i>	<b>Assessment Criteria</b> <i>What I will observe in my students - traits that can be seen and/or heard</i>
1. Observe the art of Pablo Picasso and introduce the biography of the artist	<input type="checkbox"/> May recognize or explore the artwork and artistic style of Picasso and may study or discover basic biographical information
2. Practice artmaking skills by creating a free-standing, 3D sculpture	<input type="checkbox"/> Demonstrate age-appropriate skills and safety in designing, constructing and painting <input type="checkbox"/> Construct a three-dimensional and free-standing sculpture
3. Develop further understanding of abstract art by reflecting on their own artmaking process and responding to the artworks created by others	<input type="checkbox"/> Communicates working understanding of abstract art through studio work and class discussions <input type="checkbox"/> Reflects on the studio process by giving a relevant and thoughtful title to finished sculpture <input type="checkbox"/> Participates in the observation and discussion of peer artwork

**Vocabulary**

**Sculpture:** *a three-dimensional work of art made by carving, modeling or joining materials*

**Abstract Art:** *“A trend in painting and sculpture in the twentieth century. Abstract art seeks to break away from traditional representation of physical objects. It explores the relationships of forms and colors, whereas more traditional art represents the world in recognizable images.”* Dictionary.com, The American Heritage® New Dictionary of Cultural Literacy, Third Edition Copyright © 2005 by Houghton Mifflin Company.

Elements and Principles to consider with this lesson:

**Shape/Form:** *Shapes are flat or 2D, Forms are 3D and seen from all sides*

**Balance:** *the visual weight of an artwork; may be radial, symmetrical or asymmetrical*

**Space:** *an empty place or surface, or a three-dimensional area in which something exists*

### **Washington State Visual Arts Standards connected to the lesson**

Component 1.2: Develops arts skills and techniques.

- Practice skills and techniques for creating sculpture

Component 1.3: Understands and applies arts genres and styles of various artists, cultures, and times.

- Identifies artworks by Picasso, abstract artworks, and applies this knowledge in artmaking and discussion

Component 2.3: Applies a responding process to an arts performance and/or presentation

- Responds to the work of others through a thoughtful observation and analysis using age-appropriate art vocabulary and concepts

Component 3.1: Uses the arts to express feelings and present ideas

- Presents ideas and expresses feelings at beginning levels using appropriate artistic symbols

### **Lesson Procedures for *Abstract Cardboard Sculpture; inspired by Pablo Picasso***

Prior to the beginning of the lesson, organize and prepare studio art materials and classroom environment for students, consider distribution of materials and clean up area, display visual reproductions of Pablo Picasso's artwork if available and set up the PowerPoint presentation: *Picasso 2015*

Greet and welcome students.

**Opener:** Have the students gather in carpet area or at assigned desks in preparation for observing the PowerPoint presentation. Ask the students if they know who Pablo Picasso is? Can they point out any of his artworks in the room? Where have they heard about him or seen his artwork before? Pablo Picasso is one of the most famous and influential artist of all time and his artwork is the inspiration for the project today.

**PowerPoint Presentation: *Picasso 2015***

Present Picasso presentation using PowerPoint and *Teacher's Notes*.

*10 minutes*

Introduce the artist and share background info about his life and his artwork through the powerpoint presentation. Provide opportunities for students to observe and discuss the artwork at their own pace through an age-appropriate guided discussion. Use the *Teacher's Notes* that accompany the *Picasso 2015* presentation to provide facts, insight, inspire questions and guide conversations as is age-appropriate.

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**Formative Assessment Checkpoint for Objective 1:**

*Objective:* Observe the art of Pablo Picasso and introduce the biography of the artist, WA Arts Standards Learning Component 1.3

*Criteria:* Students can recognize works of art by Picasso or point out distinctive qualities of his art style. Students may connect with a general biography, including when and where the artist lived.

*Process:* Observed during the commentary connected to powerpoint discussions and through teacher-directed questions about the art and artist throughout the presentation

**Studio Project: *Abstract Cardboard Sculpture***

Students will construct and paint an original abstract sculpture with cardboard shapes

30 minutes

DEMONSTRATE - Share teacher example of project, and demonstrate construction method to join cardboard shapes together by cutting a slit in two shapes and piecing together in a plus sign. Use elements and principles vocabulary such as **shape** vs. **form**, **balance** and **space** to describe the construction process while demonstrating techniques.

DESIGN - Begin work on the studio project by selecting at least 2 pre-cut, cardboard shapes. Imagine your project in your mind. Picasso was inspired by the people and things in his everyday life.

*Where do artists get ideas for their artworks?*

CONSTRUCT - Examine and consider the possibilities of the shapes selected. How will these shapes fit together? Use the scissors to cut a small slit in each shape and fit shapes together in a plus sign. No glue is necessary. For younger students, consider pre-cutting slits or providing additional help to safely cut cardboard shapes. The focus of the construction process is selecting shapes with intention in order to create a new and original sculpture. If the shape is free-standing, move on to the next step. If not, revise before moving on. Students should write their names on the bottom of the sculpture and leave this area unpainted in the next step.

*How do my creative choices, like the shapes I chose, or my use of space, express my idea and then intent of my work?*

*How do you know when the creative process is complete?*

Students may want to consider a title for their sculpture as they are working on designing, constructing, and painting their sculpture.

*What can a title of an artwork tell us about  
the meaning or purpose of a work?*

PAINT - Use one color of metallic paint to paint cardboard sculpture. Use construction paper provided to protect work surface if needed. Paint the artwork as a 3D object (as a

whole, not in pieces). Sculpture is not flat, it is viewed from all sides. Provide paintbrushes and pre-filled jars for paint. Students using the same color may want to sit together to paint.

### **Formative Assessment Checkpoint for Objective 2:**

*Objective:* Practice artmaking skills by creating a free-standing, 3D sculpture, WA Arts Standards Learning Component 1.2

*Criteria:* Students demonstrate age-appropriate cutting and construction skills, responsibility with materials and safety with tools. The artwork is an original design that was created with intent. The work is three-dimensional and a free-standing form.

*Process:* Observe and listen to students as they work and make choices for their artwork

REFLECT - Pass out pencils and “About this artwork” take-home info sheet, provided. There is a space for students to write their name and the title of their work. Young students may need assistance writing titles. Students should carefully consider the title of their work. This paper will stay with the sculpture during the drying time.

CLEAN UP - Allow time for students to clean up their studio space, return materials and wash hands as necessary. Unused paints can be returned to their original containers for reuse. Place paint cups and messy paintbrushes in the wash tub to be washed after class or at the end of the studio with student or volunteer help.

RESPOND - Allow time for students to walk around the room and observe and discuss the finished works of art. It is like going to a gallery opening in their own classroom. Students may share positive feedback with one another and ask questions about the finished artworks as is age-appropriate for the class. Comments may be shared individually and with the whole group.

*How do we perceive, respond to and engage with art?*

*How can we “read” and interpret a work of art?*

### **Formative Assessment Checkpoint for Objective 3:**

*Objective:* Develop further understanding of abstract art by reflecting

on their own artmaking process and responding to the artworks created by others, WA Arts Standards Learning Components 2.3, 3.1

*Criteria:* Creative choices show thoughtfulness and intention. Distinctive and meaningful qualities can be identified. The title is relevant. Participates in observation and discussion of peer work.

*Process:* Observe and listen to students as they consider their own work and the work of their peers. Ask for additional details about their process or finished art. Comments may be shared with the teacher, a classmate or the whole-group. Students can specifically relate the shapes and forms in their sculpture, and the title of their work with the finished project.

### **Conclusion of lesson**

Students will move finished artworks to drying area, if necessary, using the paper underneath the sculpture as a tray to carefully transport project. Remember to keep take-home info sheet with the project.

Thank students. Wrap up.

Final Reflection on Today's Art Lesson:

*What part of the art lesson stands out to you?*

*What will you remember about today's art lesson?*

*What is something new you learned about Pablo Picasso?*

*What was your greatest challenge with your sculpture?*

*What was your biggest accomplishment?*

*Did anything surprise you today?*

*Do you think you could teach someone else how to build a sculpture?*

*What do you want to learn more about?*

*“Every child is an artist”*

**Pablo Picasso**