



TEAM Lesson Plan 3rd Grade

Teacher:	
Class:	1 Class Period
Course Unit:	
Lesson Title:	Picasso & Perspective

LESSON OVERVIEW	Summary of the task, challenge, investigation, career-related scenario, problem, or community link
Cubism is a technique that uses multiple or contrasting viewpoints. In this lesson students will draw a still life from three different viewpoints. Students will define the drawing by separating it with four lines and adding color to each section. This lesson will allow students to enhance drawing skills while investigating Pablo Picasso's Cubist approach.	

STANDARDS	Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.
<p align="center">Tennessee State Standards for Art</p> <p>1.1 Use a variety of tools in a safe and responsible manner. 1.5 Recognize and demonstrate levels of craftsmanship.</p> <p>2.2 Use the elements and principles of art to communicate ideas. 2.3 Develop an awareness of the function of art in their environment. 4.1 Relate works of art to different times, civilizations, and places. 5.1 Recognize that artists create work for a variety of reasons. 6.1 Experience similarities and differences between the visual arts and other arts disciplines.</p> <p align="center">Common Core Connections for Integrated Subject- Mathematics</p> <p>2.MD1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, and measuring tapes.</p>	
OBJECTIVE	Clear, Specific, and Measurable – NOT ACTIVITIES Student-friendly
<ol style="list-style-type: none"> The student will define Cubism. The student will create an 11" x 16" drawing based on a still life. The student must draw the still life from at least three different viewpoints within the classroom. The student will create a well-balanced drawing that contains at least two colors in each section of the drawing. 	
ASSESSMENT / EVALUATION	Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective Formative / Summative Performance-Based / Rubric Formal / Informal
<p>Informal Assessment- the teacher will walk around to monitor student behavior to ensure they are on task. Self- Assessment- the student will score their work on a rubric.</p>	

MATERIALS	Aligned with the Lesson Objective Rigorous & Relevant
<ol style="list-style-type: none"> 11" x 14" Drawing paper Pencils Erasers 	<ol style="list-style-type: none"> Colored pencils Ruler Objects for still life
ACTIVATING STRATEGY	Motivator / Hook An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.

<ol style="list-style-type: none"> 1. The teacher will begin the class by discussing Pablo Picasso and Cubism. 2. The teacher will split students into four groups. Each group will receive an image of one of Picasso's Cubist pieces. 3. As a group students will interpret the piece and share their conclusions with the class. 4. The teacher will guide the discussion and will emphasize Cubist features of each group's image. 	
INSTRUCTION	Step-By-Step Procedures – Sequence Discover / Explain – Direct Instruction Modeling Expectations – “I Do” Questioning / Encourages Higher Order Thinking Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension
<ol style="list-style-type: none"> 1. See set. 2. The teacher will show a pre-made example of the project and state the objectives for the class. 3. The teacher will lead a demonstration of sketching a still life from various viewpoints. As the teacher moves to different areas in the room, he/she will continue layering one sketch on top of another. 4. While demonstrating, the teacher will remind students of various drawing techniques. 5. Each table will contain 11” x 14” drawing paper for each student. After the demonstration, students will retrieve a pencil and eraser from the materials station. 6. Students will begin sketching the still life. After sketching from one viewpoint students will move to another area until they have drawn from three different viewpoints. 7. Once the drawings are complete, students will retrieve a ruler and colored pencils from the materials station. 8. The teacher will instruct students to use the ruler to divide their paper with four even lines. 9. Students will choose two colors for each section and will color in the shapes of each section using colored pencils. 10. Clean up will occur during the last 10 minutes of class. 11. Students will return materials and will place their work in the appropriate class bin. 	
ALTERNATE/ EXTRA ACTIVITIES	
<ul style="list-style-type: none"> • Instead of choosing two colors for each section students could use complementary colors to fill in the shapes of each section. • To create a stained glass effect students could outline their drawing in black Sharpie. • If the teacher is on a budget the still life can consist of found objects from the classroom. 	

CLOSURE	Reflection / Wrap-Up Summarizing, Reminding, Reflecting, Restating, Connecting
<ol style="list-style-type: none"> 1. The students will define Cubism. 2. The students will reflect in their journal about the differences between drawing from one viewpoint versus drawing from three viewpoints. 	
CROSS-CURRICULAR CONNECTIONS	
<ol style="list-style-type: none"> 1. Mathematics 2. History 	

Extended Learning	
<p>Book:</p> <ul style="list-style-type: none"> • <i>Just Behave, Pablo Picasso</i> by Jonah Winter. <p>Online Enrichment:</p> <ul style="list-style-type: none"> • MoMo Online Pablo Picasso: http://www.moma.org/collection/browse_results.php?criteria=O%3AAD%3AE%3A4609&page_number=3&template_id=6&sort_order=1 • Artsconnected Cubism: http://www.artsconnected.org/resource/list#query=cubism&f_InstitutionTitle=All%20Institutions&d_InstructionalMethod=All&d_Grade=All&w_HasThumbnailMedia=on&w_DisplayResourceType=All&w_Culture=All&w_DisplayCreator=&f_av_DisplayCreator=&combosort=relevance_desc&sortby=relevance&order=desc&perpage=20&page=1&category=work&spelling=true <p>Additional Activity:</p> <ul style="list-style-type: none"> • Dick Blick Picasso-Inspired Soft Sculpture http://www.dickblick.com/lesson-plans/picasso-inspired-soft-sculpture/ 	
<p>For additional lesson plans and activities, visit us online at www.fristkids.org.</p> <p>This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher. The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at www.fristcenter.org.</p>	
	

