

Lesson Plan #2

Amy Saskowski

EDUC610: ARTBASICS

FOUNDATION

6th Grade- Resource

Standards:

CCSS.ELA-LITERACY.W.6.3.D: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

National Core Arts Standards- **Anchor Standard #7:** Perceive and analyze artistic work.

Art Form: Visual Arts

Other Curriculum: Writing

Materials Required: Photocopies of at least 10 paintings by Pablo Picasso (be sure to use paintings from different times in his life), whiteboard, pencils, journals

Room Set-up Required: The desks will be moved to one side of the room so that the students can sit in a circle on the floor around the 10 copies of the paintings. The

students will be situated in front of the whiteboard to see what observations the teacher writes.

Learning Objectives:

The students will increase their total number of words written. (IEP goal)

The students will define the “mood” of a story and painting.

The students will create a short story that reflects a chosen mood.

The students will become familiar with the artist Pablo Picasso.

INTRODUCTION

WHAT: Today, we are going to look at paintings (point to your eyes), think about paintings (point to the top of your head), and talk about paintings (show a talking gesture beside your mouth) to begin learning about a famous artist named Pablo Picasso.

WHY: STATE INSTRUCTIONAL OBJECTIVE

We are going to look at some paintings to help us learn about how the mood can give us a deeper understanding of a painting.

HOW: Let’s review the nine things to notice any time we are looking at paintings (facial expression, focal point, gesture, clothing, setting, objects, quantity, size, and color).

When we see characters, we notice the facial expression, focal point, gesture, and clothing. The object sometimes helps us better understand the characters.

Remember as we look at the paintings, we will look and think by ourselves first, talk with a partner second, and then have a whole group conversation last. It is important that we look and think by ourselves first so we are prepared for our conversations.

RESTATE INSTRUCTIONAL OBJECTIVE TO TRANSITION INTO LESSON: What do you see that is the same in these paintings? What do you see that is different? What are the colors used in the paintings? Are there objects which are important in the painting? What is the setting? What mood do you feel when you look at each painting? Remember to support your thinking with evidence, so be prepared to answer the question “what do you see that makes you say that?”

LEARNING ACTIVITY

1. In order to see the paintings more closely, the students play “Pass the Painting.” In pairs, the students look at one painting and have a conversation about the different elements that they observe. The students have about 2 minutes per painting. The teacher writes the observations that the students are making on the whiteboard.
2. The teacher introduces artist Pablo Picasso to the students by showing a short prepared powerpoint presentation. In the presentation, the teacher shows the students how Picasso’s art evolved during his lifetime. The teacher models what she thinks the mood might be in some of the paintings in the presentation (which were not photocopied for the lesson).

3. The teacher asks the students to define what “mood” is. (A general atmosphere of a narrative.) The teacher points to the whiteboard and reads the observations she heard during “Pass the Painting.” The teacher asks the students to have a conversation as a group now to share out what they thought was the mood of each painting. (Note: During the conversation, the teacher is constantly asking the students, “What else?” “What else have you learned?”)
4. The teacher informs the students that in today’s journal writing, the students should choose one of Picasso’s paintings, take it back to his/her desk, and reflect what mood is in that particular painting. Then, he/she will write a short story pretending to be in that painting. The teacher reminds the students she is looking for adjectives, similes, metaphors, etc. so there is a sense of mood in each student’s story.

CLOSURE

Today we learned what is the “mood” in a piece of writing or art. We learned some interesting things about the artist Pablo Picasso. The main idea to remember from our work today is how you took the time to make deeper observations to create more interesting stories. When you looked at Picasso’s paintings, did it look more interesting to you because you were trying to decide what the mood might be? What did you notice during “Pass the Painting” that you didn’t see when the paintings were just on the floor? What ideas did your partner think of that you didn’t? How will you read or listen to a story now and think about its mood? Tomorrow we will take the time to revise our stories and share them if you wish. Remind yourself that each time you practice observing visual art, you are becoming better problem solvers and better critical thinkers.