**October 8, 2018 thru October 26, 2018**

**Title**  Am I blue?

**Overview** After viewing and discussing *[The Old Guitarist](http://www.getty.edu/art/gettyguide/artObjectDetails?artobj=136094)* by Pablo Picasso, students create an ATC and blue value floral painting that employs the universal language of art. Using the design elements of color, line, and shape, they express their feelings and emotions in a visual composition.

**Standard** Critical Analysis,Historical and Cultural Perspective

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| **Arts Benchmarks** | |
| Recognize universal symbols and how works of art communicate a universal language. | VA-HP-E2 |
| Identify images, colors, and other art elements that have specific meanings in cultural contexts. | VA-CA-E2 |
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**Foundation Skills** Communication, Problem Solving, Citizenship

**Student Understandings**

Students understand that symbolic visual representations, including the elements and principles of design, are used by different cultures to communicate. They develop an understanding of the universality of art in expressing human emotions and feelings.

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| **Grade-Level Expectations (GLEs)** | |
| Grade 2 | English Language Arts |
| 22. | Use a greater variety of action and descriptive words when writing for a specific purpose and/or audience (ELA‑2‑E2) |

**Interdisciplinary Connections**

Students use a greater variety of descriptive words to create an expressive portrait.

**Vocabulary**

Value, symbol, color, shape, line, form, texture

**Materials and Equipment**

Graphite,

colored pencils

markers,

ATC

90lb paper

Blue watercolor

Watercolor brushes

**Prior Knowledge**

Students use color, shape, and line in compositions.

**Lesson**

View ***The Old Guitarist***by Pablo Picasso, and engage the students in a discussion of the life and works of Pablo Picasso.

What do you think the man in this composition is feeling?

How does the artist show this feeling?

What are you feeling right now?

How could you express that in a picture?

View Pablo Picasso’s artwork titled [*Compotier avec fruits, violon* *et verre*at](http://www.worldandi.com/images_archive/265091l.jpg). Students discuss the life and works of the famed Spanish artist.

Pablo Ruiz Picasso (1881-1973) was a Spanish painter and sculptor. He showed passion and skill for drawing at an early age. His work is often categorized into periods that reflected his moods. The most common are the Blue Period (1901-1904), the Rose Period (1905-1907), the African-influenced Period (1908-1909), Analytic Cubism (1909-1912), and Synthetic Cubism (1912-1919).

Students create a watercolor value painting of a flower for the Veterans Day Program. Discuss how art communicates many things to the artist as well as the viewer. Art used to suggest an idea with the use of symbols is referred to as symbolism. It can be accomplished with the use of colors, shapes, and materials. Blue can be used to express sadness or stillness. Red can be used to show anger or action. Soft lines show peace, while sharp, hard-edged lines represent friction or noise.

**Sample Assessments**

**Formative**

Did the student capture expression in artwork?

Were the students able to achieve at least 3 values in their flower?

Were the students able to get their watercolor to flow?

**Resources**

Cain, J. (2000). *The way I feel*. Seattle: Parenting Press.

Curtis, J.L. (2007). *Today I feel silly*. New York: Joanna Cotler.

For more details on Picasso, Cezanne and these periods go to the following websites:

<http://www.abcgallery.com/P/picasso/picasso.html>

<http://www.worldandi.com/images_archive/265091l.jpg>

<http://www.getty.edu/art/gettyguide/artObjectDetails?artobj=136094>