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Grade Level 6

Big Idea: Experiencing Art is a means to develop empathy for others' perspectives and experiences

First Peoples' Principle Learning is embedded in memory, history and story

Content Expectation: Element of Design: Colour – aspect of that element: Tertiary Colours

Content Expectation Image development strategy: Distortion

Curricular Competency: Create artistic works collaboratively and as an individual using ideas inspired by inquiry, experimentation and purposeful play.

*****Prior to this lesson, the children will have done discovery activities related to the Element of Design – Colour – Tertiary colours – students will have explored painting with pre-mixed tertiary colours (Primary + Secondary), created exploratory feelings paintings with the colours and analyzed the mixtures and the feelings created in a Nonjudgmental Critique.

Critical Analysis Process: Reason for choosing this image: students in grade 6 are becoming young adults and are interested in questions about the changing body

'Girl Before the Mirror' by Pablo Picasso, 1932

Retrieved from www.pablocicasso.org

Description: How would you describe what you see? Tell about the actual image and a possible story behind it.

Analysis: How has the artist used colour to explore ideas of identity? Do you think the colour adds to the feeling?

Cultural Context: Pablo Picasso used a young woman as a model to paint this distorted image. The actual woman in the painting appears young and more beautiful. The picture in the mirror looks older and her body is sagging. Some think she may be worrying about what will become of her in old age, or how others perceive her, or this may be a comment on the popular historical painting subject-matter of a woman looking at herself in the mirror. Picasso painted at a time when people questioned the purpose of realistic painting and he tried to express ideas with the distortion, which he called 'Cubism'.

Do you feel Picasso was successful with using distortion and colour to enhance the feeling or idea?

Which parts do you feel were most successful?

Informed Point of View: Does Picasso's use of colour and distortion help you understand the story and the feelings of the young woman he painted? (Big Idea and First Peoples' Principle)

Discovery:

Materials: Photo-booth set up on class computer, printer, oil pastels, blank white Bristol board.

Set-up: photo booth location and printer set up in one part of the classroom.

Introduce the Image Development Strategy: After brief introduction, students circulate through photobooth in groups of 4. One person holds up the Bristol board behind the photographing student to get a clean shot. Students help each other select and print the best of 4 images of each student in black and white. They then return to their seats and utilize oil pastels in tinted (add white) or shaded (add black) oil pastels in tertiary colours to enhance the feeling in the image.

While waiting for their turn, students can make an exploratory chart of Tertiary Colours mixed with oil pastel and tinted with white or shaded with black. As they add colour, students can be asked to think about how they would describe the feelings they are trying to achieve in their piece (First Peoples' Principle – relating to story)

Assessment: Create formative assessment for your Discovery / Practice

Nonjudgmental Critique:

Prompts:

- Find one person's work that seems to have a story. (First Peoples' Principle). Describe what you think that story might be.
- Find one person's work that used Tertiary Colours to enhance the distortion in their piece: (Content Expectations). Which parts of that use of colour do you find most successful?
- How do you feel experimentation and purposeful play made your own piece better? (Curricular Competency)
- If you spoke during the critique, place a tick beside your name on the clip board. If you did not have a chance to speak, the teacher will come to ask you some questions about your piece and your process.

Inquiry:

Can you use the Image Development Strategy of Distortion and Tertiary Colours to create an image that tells a story of something you have experienced. You will explore ideas in your sketchbook first. You may use any of the materials we used – Photography, photobooth, oil pastels, and may propose other materials to the teacher.

Process: 10 minutes: without talking, quietly think about some stories from your life you might create art work about. After 10 minutes, pair up with another person in a mini-artist circle and share ideas. Now spend 10 minutes thinking about materials and design with your sketchbook prior to starting your work. Confer with your teacher as needed.

Next Period: working session – work with instructor as needed. If you finish early, begin your reflection.

Communicating and Documenting: Curricular Competency: Express feelings, ideas and experiences through the arts.

Reflect on your process and product by answering the following questions:

- 1) Tell how you used the First Peoples' Principle that Learning is embedded in memory, history and story
- 2) Describe how you used Distortion to tell your story.
- 3) Describe how you used Tertiary colours to enhance the meaning or feeling of your piece
- 4) Tell about one part of your process or product you are happy with, and why.

Teacher will mark the art work utilizing the student's written reflection to assist their understanding of the process and product basing the rubric on the 4 Reflection Questions. Each answer will be marked on the following scale: