Freehold Boro High School

Cubism Lesson Plan

TEACHER: Christa Turek

DATE: February 24th 2011

GRADE: 9-12 Fine Art 1

NEW

DOMAIN: Shading

CONCEPT: Shading can Create Contrast

SUBJECT: Contour Line Drawing in Pencil

PROBLEM STATEMENT: Students will create a line drawing, which when broken into sections and shaded in a contrasting light/dark pattern, will create a "shattered effect" similar to techniques used in the artistic movement of Cubism.

OBJECTIVES:

* To gain an understanding of the artistic movement of Cubism and the artwork of Pablo Picasso and Henri Matisse
* To use patterns of shading in order to create light/dark contrast and develop the "shattered effect" as a way to enhance the composition

ANTICIPATED SKILLS:

* To be able to master the concept of blending pencil lines using 3-5 values in order to shade areas of a picture in a smooth manner
* To understand how contrast can create interest within a composition by carefully planning out where each contrasting shade with go so that dark is next to light and light next to dark
* Learning to develop an interesting composition by carefully planning the placement of an object

VOCABULARY:

* Cubism
* Henri Matisse
* Pablo Picasso
* Shading
* Values
* Contrast

MATERIALS: White Paper, Penls, Erasers, Rulers

VISUALS: Examples of Cubist works Henri Matisse and Pablo Picasso, 3 Dimensional shape shading handout, teacher's example of completed project

MOTIVATION:

* Cubism was a 20th century [art movement](http://en.wikipedia.org/wiki/Art_movement), pioneered by [Pablo Picasso](http://en.wikipedia.org/wiki/Pablo_Picasso) and [Henri](http://en.wikipedia.org/wiki/Georges_Braque) Matisse
* In cubist artworks, objects are broken up, analyzed, and re-assembled in an abstracted form. Instead of depicting objects from one viewpoint, the artist depicts the subject from a multitude of viewpoints to represent the subject in a greater context.
* Values are different ranges of dark to light that are used in shading and creating the illusion of dimension
* When using values in a light/dark pattern, contrast can be created and in this case will be used to develop an abstract "shattered effect" or to make the still life look like it is drawn on a piece of broken glass

DEMONSTRATION:

* Students will listen to a brief history of the Cubism movement.
* They will view visuals on the overhead showing them how shading can create contrast and will see examples of Cubist work as well as examples of the project they will be creating.
* Using white drawing paper and a pencil, students will choose a still life object to draw a basic outline of in an interesting composition.
* They will then decide how to break up the still life image into geometric shapes in order to depict the subject in a different viewpoint. The shapes should reflect other shapes found within the still life to create a puzzle-like or broken glass-like image.
* Students will begin shading each individual section with 3 to 5 light to dark values
* They will carefully plan out the placement of each light or dark shaded area in order to create contrast.

DO NOW: (For students to answer at the beginning of each class as they evaluate their own work on a daily basis before moving on to the next step.)

Day 1. Is my still life object placed in an interesting way so that it can create a good composition? Explain why or why not and decide if drawing it differently would make a better composition.

Day 2. I the way in which I broke up my image the best way I could have done so? Does the way it was broken up reflect the shapes found within the image and give it a "shattered" or puzzle-like look?

Day 3. Is the way I am shading each area giving it a smooth appearance? Did I use 3 to 5 values of shading within each section?

Day 4. Am I thinking about the placement of each dark and light before I shade it to create contrast? Could I make some areas dark to create better contrast.

Day 5. Are there any areas that i could improve on? Is my shading gradual in each section? Did I use enough contrast in each area? Does my project reflect the Cubist style and give a "shattered effect?"

CLOSURE/EVALUATION:

1. Did students show an understanding of cubist style by showing still life in multiple fractured planes?

3.. Did students create interest through value contrast and composition layout?

2. Did students create a variety of values using shading techniques?

GRADING RUBRIC: On the Following Page