# Cubism

## Enduring Understandings:
There are many different perspectives of what is art and what is successful (perfect).

## Essential Questions:
1. What is cubism? How did cubism influence 20th century art culture? Who was Pablo Picasso and why is he important?
2. Who was Pablo Picasso? How am I like Pablo Picasso?

## Materials and Resources:
See RESOURCES Page for Details

## STEM Resources Needed:
- Rubik’s Cubes
- Straws
- Unifix Cubes (or Cheeze Its)
- Masking Tape (or Chalk)

## Week(s)

<table>
<thead>
<tr>
<th>ELA/Reading &amp; Gifted Communication</th>
<th>STEM &amp; Gifted Algebraic Thinking</th>
<th>Additional Cognitive Activities</th>
<th>Affective Gifted Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Have students create an individual web and teacher create class web of Pablo Picasso placing items from readings and/or items they may already know—continue to add items as knowledge grows. Read Preface, Chapters 1 &amp; 2 of Who Is Pablo Picasso? Discussion Questions: How is Pablo Picasso a problem solver? On blank sheet of paper, draw a bull, but start with the feet, do the same thing but this time cut out a</td>
<td>1. Introduce Cubism by using ideas from first 40 seconds of video: Pablo Picasso: Cubism <a href="https://youtu.be/RINf5XZDcQs?list=PLZcr0uD-JLA0COr0hwKQg8Dbiwh5BBIiZXi">https://youtu.be/RINf5XZDcQs?list=PLZcr0uD-JLA0COr0hwKQg8Dbiwh5BBIiZXi</a> Then play the video to give background knowledge. Pablo Picasso: Cubism You may pause the video to ask for opinions &amp; ideas before the video reveals the “answers” (stop at 5:00)</td>
<td>Self-Portrait ***Be sure to do the Self Portrait before you talk about Picasso’s style, we want the kids to draw the portrait’s in a realist form (they will probably get frustrated...that is okay, it is part of our goal to show them art is not &quot;perfect&quot;). Create a self-portrait (from the shoulders up) Hang up the portrait or keep the self-portrait for a lesson later in the unit. Reflection: What do you like best about your self-portrait? Why? What do you like the least? Why</td>
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### STEM & Gifted Algebraic Thinking

- **Stage 1**
  - **Self-Portrait**: Must be done before you talk about Picasso's style. We want the kids to draw the portrait's in a realistic form (they may get frustrated...that is okay, it is part of our goal to show them art is not "perfect").
  - **Additional Cognitive Activities**: Introduce Cubism by using ideas from first 40 seconds of video: Pablo Picasso: Cubism [https://youtu.be/RINf5XZDcQs?list=PLZcr0uD-JLA0COr0hwKQg8Dbiwh5BBIiZXi](https://youtu.be/RINf5XZDcQs?list=PLZcr0uD-JLA0COr0hwKQg8Dbiwh5BBIiZXi). Then play the video to give background knowledge. Pablo Picasso: Cubism. You may pause the video to ask for opinions & ideas before the video reveals the “answers” (stop at 5:00).

### Additional Cognitive Activities

- **Discussion Questions**:
  - How is Pablo Picasso a problem solver?
  - On blank sheet of paper, draw a bull, but start with the feet, do the same thing but this time cut out a}

### Affective Gifted Activities

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- **Discussion Questions**:
  - How is Pablo Picasso a problem solver?
  - On blank sheet of paper, draw a bull, but start with the feet, do the same thing but this time cut out a
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<th>picture of a pig, but start with feet.</th>
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<td>HW –</td>
<td>Describe the painting of &quot;The Old Man and the Guitar&quot; pg. 22 –check with your Art teacher to borrow for the discussion or find an online picture.</td>
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<td>Create your own &quot;blue&quot; piece. Extra Discussion questions- why do you think he enjoyed drawing spirals? Besides being talented, why do you think his painting of &quot;Science and Charity&quot; was so well done? What is the significance of Bullfights in Picasso's paintings? The use of the color blue came from what event(s)? Name some things that make you blue.</td>
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  - Create your own "blue" piece.
  - Extra Discussion questions:
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    - The use of the color blue came from what event(s)? Name some things that make you blue.

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  - The use of the color blue came from what event(s)? Name some things that make you blue.

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| Read Chapter 3- stop after Picasso pets and show a picture of Velazquez and Picasso's Las Meninas Have students compare and contrast the two pieces of art Explain how this might tie into Picasso's "Rose period." Show a picture of Gertrude Stein in real life and Picasso's Stein portrait- have students compare and contrast the artwork How was the Stein portrait a changing point for Picasso's art? Other discussion questions – What does the statement "Rose is a rose is a rose."?
|  | 1. **Straw Polygons**-Intro to perimeter. (Model measuring straws before beginning this lesson)
Using straws cut into lengths of 2, 4, and 6 inches, along with pipe cleaners connectors cut into 2-inch pieces, students explore perimeter by making polygons with sides of various lengths. They measure and record the lengths then draw the shapes in their math notebooks, annotating the length of each side along with the total perimeter. Using premeasured lengths makes it easy to quickly check if students are adding up the sides correctly.  
2. **Perimeter All Around Us**
"Keep the Animal in the Gate"- use a stuffed animal or an action figure to place inside the
| Do The Cube: Solve for the Cross - Lesson 1
https://docs.google.com/document/d/1_kT9luszGe00xI5STlprX1ZvLIO2gG0mkz2LPGUX4/edit
Or use the stages below from you can do the cube Stage 2-Solve for the White Cross
| Read Ish by Peter Reynolds
Students draw a house, a tree, a boat and a vase; have students create their own –ish art, encourage students to let their creativity flow and not feel like their artwork has to look like a photograph. Share drawings to see the uniqueness in each one. Have a brief class discussion about how the kids felt during each drawing session (self portrait and ish art).
<table>
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<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>What are outsiders to society?</td>
<td>Picasso became good friends with Matisse. Think of someone who is a competitor of yours but is also a friend. Write three sentences about this person.</td>
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<td>Who was Pablo Picasso? Read Chapter 4.</td>
<td>Picasso became good friends with Matisse. Think of someone who is a competitor of yours but is also a friend. Write three sentences about this person.</td>
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<tr>
<td>How did the relationship between Picasso and Braque develop?</td>
<td>Picasso became good friends with Matisse. Think of someone who is a competitor of yours but is also a friend. Write three sentences about this person.</td>
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<td>Create a web and describe the new art style of or add it to your existing web</td>
<td>Use tape (or chalk outside) to craft seven large polygons. Each side is marked with a letter. Working in groups of three, students use yardsticks and tape measures to record the length of each side, and then they add them together. This activity really helps cement the notion that perimeter is the sum of individual sides added together. After measuring the floor polygons, students move about the room measuring the perimeter of everyday items such as rugs, cabinet doors, their desks, etc., and recording them in their math journals along with an annotated diagram. Discuss the concept of perimeter as used in the lesson. Ask for student definition of perimeter. Students will add the definition to notebooks.</td>
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<td>Show pieces of George Braque's work- 4 pieces- have students write their own titles for each piece. Then share with whole group actual artwork names</td>
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<td>Using rulers, measure how big his 8 foot by foot picture was.</td>
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<td><a href="https://youtu.be/jN_GmgeU5cw">https://youtu.be/jN_GmgeU5cw</a> Read the first part of this book, up until the guests begin to move the tables, (stop video at 3:22) to my class. Tell the class that they are going to help Mrs. Comfort set her tables so everyone is happy. Each group of two students gets eight squares that represent the tables and 32 smaller squares for the guests. Each table must have the same number of chairs on each side. Students work very hard, and exasperation always gives way to delight when they realize that the only way to get 32 places at the table is</td>
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<td><a href="https://docs.google.com/document/d/1_kT9luszGe00xISStlprX1ZvLIO2gGomkgzzLPoGUX4/edit">https://docs.google.com/document/d/1_kT9luszGe00xISStlprX1ZvLIO2gGomkgzzLPoGUX4/edit</a> Or use Stage 3- Solve for the White Corners from you can do the cube <a href="http://www.youcandothecube.com/secret-unlocked/solution-stage-three.aspx">http://www.youcandothecube.com/secret-unlocked/solution-stage-three.aspx</a></td>
<td>1. Plan Dinner Party Seating Read Spaghetti and Meatballs for All! or show this video reading of the book.</td>
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<tr>
<td>2. Do the Cube- Solve for the Cross-Lesson 2 <a href="https://docs.google.com/document/d/1_kT9luszGe00xISStlprX1ZvLIO2gGomkgzzLPoGUX4/edit">https://docs.google.com/document/d/1_kT9luszGe00xISStlprX1ZvLIO2gGomkgzzLPoGUX4/edit</a></td>
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<td>Ish Activities Continued Don’t Squish My Ish Have a class discussion about how Roman reacted to his brother. Help students see how their reaction can play a big part in situations. Brainstorm a list of things that people can say that are hurtful or mean (ex. That’s a terrible drawing. Can’t you add? Oh, you got a D on that?) In their journals, have student pick one mean comment they might hear one day and write about how they can change their reaction so</td>
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Play roll a Picasso (on students first role they find out which shape face they draw, on the next rolls, they draw the part of the face wherever the dice lands, example in the dice lands in the lower left corner of the face on the second role that is where they draw the eye.)

with Mrs. Comfort’s original plan. Finish the book (or video) allowing students to confirm their results.

they don’t let their Ish get squished.

Ish not Dish
Remind students of how Roman’s brother treated him in the book Ish and the affects it had on Roman. Using Ish not Dish scenarios have partners act out situations where they choose to be encouraging rather than discouraging.

4

| Who was Pablo Picasso? Read Chapter 5
| Discuss the next new trend that Picasso and Braque developed.
| Collage means "to stick". Why was their painting /creating interrupted?
| Homework – create a collage that describes you. Do not put your name anywhere on the collage, we will try to guess which one belongs to which classmate. |
| 1. Playing with Area
| Model area using Unifix Cubes, ask students to explain what the word area means. Add AREA to unit definitions in notebook. Use Cheeze-Its (or unifix cubes) to compare and contrast the area and perimeter of different polygons. Students discover that the exact same 20 crackers can yield many different perimeters while the area always remains 20. See what happens to the perimeter when they create zigzag designs. (Rice Chex can also be used)
| Measure your name
| First they use the square centimeter graph paper to write out their names. Next they find the area and perimeter of each letter and add those together to find the area and perimeter of their entire name. Students love to compare the sizes of their letters and names. Having your students in cooperative groups for this is key because when one student has trouble visualizing how a letter m can be made out of squares, a group member is always there willing to lend a hand. |
| Do The Cube: Solve for the Cross-Lesson 3
| https://docs.google.com/document/d/1_kT9luszGe00xISStlprX1ZvLO2gOMkgzzLPoGUX4/edit
| Or use Stage 4- Solve for the Middle Layer from you can do the cube
<table>
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<th>5</th>
<th>Who was Pablo Picasso? Read Chapter 6-7.</th>
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<td>Describe why the ballet &quot;Parade&quot; was a failure.</td>
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<td>Picasso was booed for his costume design in the ballet Parade. People at that time just weren’t ready for something so different. Pretend you are a costume designer. You have just been hired by the director of The Three Little Pigs and the Big Bad Wolf. Pick one of the characters and design a costume that would be similar to something Picasso may design. Share around.</td>
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<td>Look at the Guernica painting on page 74-75 (picture in Picasso art folder)</td>
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<td>Discuss the sadness revolving around the war and the time period.</td>
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<td>Start collecting materials for STEM project. See STEM Project folder for details.</td>
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|     | Do The Cube: Solve for the Cross-Lesson 4  
https://docs.google.com/document/d/1_kT9luszGe00x1SSlprX1ZvLIO2gGOnkgzzLPoGUX4/edit  
Or use Stage 5-Solve for the Top Layer from you can do the cube  
Intro to Mosaics with Pixels  
1. Pull up the following image on your smart board. Be sure to zoom all the way in (use “Ctrl +” to do this). Guide students into figuring out the image.  
https://en.wikipedia.org/wiki/Photographic_mosaic#/media/File:Mosaicr_seagull.jpg  
Guide the students into understanding that each tiny picture in the image performs a duty of color for the larger picture but not all pictures are created from little pictures though.  
2. Show this video, pausing to discuss the concept of pixels.  
https://www.youtube.com/watch?v=1pUajT8jAM |
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| **Continue discussion of peace from chapter 7**  
Picasso creature a picture of a dove that now symbolizes peace worldwide.  
Find (Research opportunity-Mackin Via) or draw a picture of another symbol that is recognized around the world.  
Read The Girl with the Ponytail?  
Response "What does the model think of this type of portrait."  
"What do master's think?"  
Write a letter from that person's point of view.  
Students pretend to be the child from a story- Write a letter to a friend about your experience being a model for Picasso. |
| **Do The Cube: Solve for the Cross-Lesson 5**  
https://docs.google.com/document/d/1_kT9luszGe00xISStlprX1ZvLIO2gGo/kgzzzLPoGUX4/edit  
Or use Stage 6- Position the Yellow Corners from you can do the cube  

**Mosaics Continued: Pixels and Resolution**  
1.Show this video  
https://www.youtube.com/watch?v=m8c1CAT2zEI  
Discuss how pixels relate to the concept of area and perimeter.  
Discuss how resolution works and why it is important.  
2.See Read Me First and Suggested Resources page for details on completing the lesson using technology or not. |
### 3. Reflection Questions
How did you use pixels? Was it easy or difficult to build the images with the cubes? What happened when you tried with 20 cubes? 40 cubes? 60 cubes? Was the resolution affected? Explain. Did you have any obstacles to overcome when building the image? How did the image look when you finished? Did it look exactly like the original image? Explain. Then have students color in their own pictures using the one-inch graph paper.

### Who is Pablo Picasso
Read chapters 8 and 9

Writing: Final Thoughts on Picasso
Think back to everything you have learned about Picasso. What stood out to you? Think about his art, his life, and the people in it. There is no wrong answer! Have students share out.

### Stem Day 1
Day 1 – Teachers show examples of Picasso art, students work in groups to decide on what the theme of their sculpture will be. create individual plans.
See STEM Project Folder for info

### Do The Cube: Solve for the Cross-Lesson 6-Practice
https://docs.google.com/document/d/1_kT9luszGe00xISStIprX1ZvLIO2gGOmgzzLPoGUX4/edit

### Stem Day 2
Day 2 – Students share individual plans and come up with a group plan/diagram and shopping list. Students shop for materials and build their sculpture.

### Collective Rubik's Mosaic
Each student starts with one messed up Rubik's cube and a piece of graph paper. Students pick one side of the Rubik's Cube and create a mosaic picture on the graph paper. Then get together with 4 people and try to create a new mosaic picture together using 4 Rubik's cubes and 4 pieces of graph paper. Teacher collects all Rubik's cubes- teacher arranges the Rubik's Cubes- then students analyze and
<table>
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<tr>
<th>Stem Day 3</th>
<th>Creating your Own Mosaic</th>
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| Day 3 – Students share their creations. Once everyone has shared, groups write a reflection on what they liked about their sculpture and make a list of things they would change if taking on this task again. | **Show this video**-Start at 2:35  
https://www.youtube.com/watch?v=m86ae_e_ptU  
1. What do we know about Picasso so far? How does cubism relate to mosaics? How can we take what we know about area, perimeter, pixels, and resolution and apply it to our mosaic creation?  
2. Students create their mosaic using scrap paper and other materials. |
| 10 & 11 | Potential STEM Day 4 | **Self-Portrait Revised**
Watch the last part (4:58-5:29) of the [Picasso-Cubism](#) video
Take the self-portrait from the beginning of the unit. Explain that they will be using the original self-portrait to create a new self-portrait in the cubism style. They may cut, tear, “destroy” the original self-portrait in order to recreate a new self-portrait.

Reflection:
What did you do differently to create this piece of art? How did you change your original piece? How do you feel about your new self-portrait? Why do you feel this way? How are you like Pablo Picasso?

3. Present their piece of artwork to the class. Fun twist - have students try to guess what the mosaic is!

**Potentially write a poem about their mosaic***