Unit 3/Week 4

Title: Picasso

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.7; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2, SL.3.6; L.3.1, L.3.2, L.3.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Due to life events, his moods, and interests, Pablo Picasso’s painting style changed over the course of his life.

Synopsis

This excerpt from a biography explains how Pablo Picasso’s painting style changed over the twentieth century. It describes his Blue Period, Rose Period, and the period of Cubism. Because his paintings seemed so strange and different to some people, they were controversial.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| What role did Picasso’s father play in his life? | Pablo Picasso’s father was an art teacher and encouraged his son to paint and draw. This helped Pablo Picasso to become one of the greatest artists of the twentieth century. |
| How did Picasso’s paintings change from when he was 15 years old to 56 years old? What’s similar? What’s different? | When he was 15, he painted more realistically using lighter, softer colors, but when he was 56, he was more imaginative, abstract in his style and used sharper, darker colors. |
| Style is a way of doing or creating something. Why did Picasso’s painting style change? | He was always trying new and different things over different periods of his life |
| What are the names of the three cubist paintings? When were they painted? | Portrait of D.H. Kahnweiler, 1910; Weeping Woman, 1937; Three Musicians, 1921 |
| Picasso’s painting styles differ during his “Blue Period,” “Rose Period,” and “period of Cubism.” What does “period” mean? | A period refers to the span, or amount, of time. A period has a beginning and end, and it differs in some way from the time before it and after it. Picasso’s life is divided into these periods to explain when he painted in a particular style, using specific colors, shapes, or subjects. |
| Why is Picasso’s Blue Period called a “blue” period? How did his work change during his Rose Period? | In his Blue Period, Picasso was poor and starving to death, and his best friend died, so he was sad and lonely. He used lots of blue because he thought it was a sad color. However, when he fell in love, he painted with more red, rosy, happier colors and this became known as his Rose Period. |
| The author writes, “This meant his paintings were controversial.” What does controversial mean? | Controversial means people disagree about something. Some people thought Picasso’s blue paintings were great, but some thought they were too strange and different, including Picasso’s father, so the paintings were thought of as controversial. |
| Look at the painting titled *Family of Saltimbanques*. What connection can you make regarding what Picasso chose to paint and his style during this period? | In this piece of art, the use of softer, brighter colors are used. Also, based on the clothing it seems that this family belongs to a circus because I was able to connect the information about Picasso’s Rose Period, and his use of circus people in his paintings. |
| What best describes the style of cubism? | People and things do not look real in cubist paintings. Shapes and color are used to represent objects or body parts that look funny because eyes, noses, and chins are moved around, as if a face was broken into cubes or pieces. |
| Why was cubism “one of the most important periods in the history of modern art?” | Artists painted people and things to look real for hundreds of years before Picasso shocked people and painted people and things that didn’t look the way people and things were supposed to look. |
| Look at the 3 pieces of art. How did Picasso’s style of cubism change over time? | It became much more colorful and flat looking, which allowed people to identify the subject Picasso was painting more easily. |
| The artist discusses Picasso’s great imagination. How was Picasso imaginative throughout his career? | Picasso used his imagination to create paintings that always showed his originality. He tried new and different things that changed his painting style through his entire life. |
| Compare and contrast the paintings of Picasso’s best friend, Jaime Sabartés. What similarities and differences do you notice? | Both paintings show an older man with glasses and a hat, however, Picasso’s painting is in the style of cubism with the nose painted by the ear, while Dobson’s painting is realistic and looks like a photograph. |
| The author states, “He was a great painter, but he was great at other things, too.” Other than his paintings, what else did Picasso make? | He not only painted, but he made sculptures, prints, drawings, beautifully colored dishes and bowls, and made costumes and scenery for plays. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | style | twentieth century  starving  shocking  flatter, statues, monuments  sculptures, scenery, museum |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | period  portrait  mood, controversial  cubism/cubes  biography | modern art  chiseled  originality |

Culminating Task

* Re-Read, Think, Discuss, Write

*You just read about Pablo Picasso’s different painting styles throughout the twentieth century. Use text evidence to explain why the works of Picasso were exciting and different. What role did imagination play in his art?*

Answer: During his “Blue Period,” Picasso painted in blue paint to represent a sad, lonely time in his life. Because he fell in love with a girl named Fernande, his “Rose Period” marked a happier time for him, and he painted happier things in rosy colors. In the period of cubism, Picasso used shapes and colors to represent people and objects in ways that were not realistic. Though some people thought his changing styles were exciting and new, others thought they were too different and strange so his works were controversial.

Additional Tasks

* Students can work in pairs, small groups, or independently to construct a Tree Map to classify/categorize the different periods in Picasso’s life using text evidence. Include dates, symbols, and important details stated in the text and captions, and shown in the paintings. Students will share information details orally using complete sentences in a structured grouping strategy, such as “Pair-Share.”

**Picasso’s Periods of Art**

A Tree Map is used for the cognitive processing skill of classifying and categorizing information.

Rose Blue Cubism

* Students can work in pairs, small groups, or independently to create a Double Bubble Map to compare and contrast two of Picasso’s paintings. Students will write a short review of the two paintings using information collected on the Double Bubble Map.

Bold colors

**D.H. Kahnweiler**

The Double Bubble Map is used for the cognitive processing skill of compare and contrast. The center bubbles highlight similarities. The outer bubbles focus on differences.

Dark hues

Cubist

**Three Musicians**

Student Example:

Picasso’s “Portrait of D.H. Kahnweiler” and “Three Musicians” are both painted in cubist style, but I prefer the colors and subject matter of Picasso’s “Three Musicians.” His paint colors are gray, dark green hues and the subject is difficult to pick out in the muted shapes in “Portrait of D.H. Kahnweiler.” However, in “Three Musicians,” he uses gold and red to paint the guitarist in the center, and the other two musicians are clearly visible.

Note to Teacher

* If students are having difficulty thinking, speaking, and writing in compare and contrast text structure, support the learners by incorporating Thinking Maps (Double Bubble Map) to understand Picasso’s changing painting styles throughout his life. Review words that indicate similarities to compare Picasso’s paintings (*alike, as, same, both, and too*) and practice using them in CLOZE frame sentence structures: Picasso’s \_\_\_\_ and \_\_\_\_ are alike because \_\_\_\_. Review words that indicate differences to contrast Picasso’s paintings (*different from, but, in contrast to, however*) and practice using them in CLOZE frame sentence structures: Picasso’s \_\_\_\_ is different from \_\_\_ because \_\_\_.