

Kindergarten Art Lesson

Cubism

Date: Spring 2018

Grade: Kindergarten		Subject: Art					
Materials:		Technology Needed:					
<ul style="list-style-type: none"> • White cardstock with outline of black butterfly printed on it (20) • Spring colored construction paper cut into shapes (blue, lime green, pink, yellow, orange) <ul style="list-style-type: none"> ○ 6 containers, one for each table (to put cut paper in) • Glue sticks (1 for each child) • Picture of Picasso • Picture of Picasso's cubism art • Example of the art we will be doing 		<ul style="list-style-type: none"> • Document Camera to project pictures of artwork 					
Instructional Strategies:		Guided Practices and Concrete Application:					
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </td> </tr> </table>		<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table> <p>Explain:</p>		<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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Standard(s)		Differentiation					
<p>4.1.2 Know the different techniques used to create visual art.</p> <p>4.1.6 Use visual art materials and tools in a safe and responsible manner.</p> <p>4.4.1 Know that visual art has both a history and specific relationship to various cultures.</p>		<p>Below Proficiency:</p> <ul style="list-style-type: none"> • Allow students more time. • Let them color their shapes instead of gluing. • Give them larger shapes. <p>Above Proficiency:</p> <ul style="list-style-type: none"> • Have students cut their own shapes. • Have students draw their own big picture then make their own cubism artwork. <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> • Leave lesson as is. <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students will see example of cubism, picture of Pablo Picasso, and an example of what they are creating. • Auditory: Students will hear about Picasso and cubism and directions will be stated orally. • Tactile/Kinesthetic: Students will be using their hands to create with the glue stick and small pieces of paper. 					
Objective(s)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)					
<p>By the end of the lesson, students will have an understanding of cubism art through Pablo Picasso's work and will create their own butterfly art using cubism.</p> <p>Bloom's Taxonomy Cognitive Level: Understanding</p>		<ul style="list-style-type: none"> • Students will be expected to follow artwork procedures. • Students will be expected to use their glue stick only one paper. • Students will be expected to walk from place to place. • Students will be using materials with respect. 					
Classroom Management- (grouping(s), movement/transitions, etc.)		Classroom Management- (grouping(s), movement/transitions, etc.)					
<ul style="list-style-type: none"> • Students will begin at the carpet. • Students will be dismissed to their table spot one by one as they are gathering their paper. • Students will clean up and transition back to the rug to share their artwork. • Throughout the project work time students will be seated or standing next to their table spot. 		<ul style="list-style-type: none"> • Students will be expected to follow artwork procedures. • Students will be expected to use their glue stick only one paper. • Students will be expected to walk from place to place. • Students will be using materials with respect. 					
Minutes	Procedures						
10 minutes	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Print 20 butterflies on white cardstock • Cut up colored construction paper into shapes for students to glue • Put construction paper into six different containers, one for each table • Get out glue sticks • Print picture of Pablo Picasso and a couple examples of his work 						
1 minute	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Students will be seated at the carpet. "How many of you have heard of Pablo Picasso?" <ul style="list-style-type: none"> ○ Check if any students have any background knowledge on Pablo Picasso. • "Pablo Picasso is a famous artist. He has created so many beautiful works of art and today, we get to be like him and create our own work of art, using his famous technique called cubism. Are you guys ready to become artists like Pablo Picasso and create something beautiful?" 						

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10 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • “Before we begin to learn about cubism, we are first going to learn about our artist, Pablo Picasso. He was an artist who lived a very long time ago, before you or I was even born. He is from a country called France and he is very famous for his artwork. He uses a specific kind of technique within his art called cubism. Cubism began in the 1900s, again, before either of us were born. Picasso helped to develop this style of artwork. Let’s look at a piece of art that Picasso created. Turn and talk to your neighbor about what you notice about the artwork. Pay attention to the colors, the shapes, and the overall picture.” <ul style="list-style-type: none"> ○ Give students time to turn and talk. • “1, 2, 3, eyes on me! What did you notice about Pablo Picasso’s piece of art?” <ul style="list-style-type: none"> ○ Call on a few students to answer. • “Something that I noticed is that he uses a lot of different shapes in his artwork. This particular piece is called <i>Three Musicians</i>. He painted this almost 100 years ago. When one large piece of art is created using a bunch of smaller shapes, it is called cubism. Can everyone say cubism? Let’s look at the shapes that Picasso decided to use in his artwork. I am going to make a list of the all the shapes we see. If you see a shape, raise your hand so that we can add it to our list.” <ul style="list-style-type: none"> ○ Make a list of shapes (rectangle, triangle, square, circle) • “He used many shapes to make a picture of three musicians. Remember when we use smaller shapes to make a big picture it is called cubism. Today you are going to practice using the art form of cubism to create a butterfly. Here is the butterfly that I created. I want you to notice how I did not stay exactly in the lines with my shapes. Do you think it’s okay to go outside the lines? Does it still look a butterfly? Yes it does. Also, some of my shapes are overlapping, and that is completely okay too. I also used all of the colors, but you could choose to use one color or two colors. It is completely up to you how you want your butterfly to look.” • “At each of your tables there is glue sticks and a container of the construction paper shapes. You each get one glue stick. Can someone remind me how we should use a glue stick?” <ul style="list-style-type: none"> ○ Remind students how to safely and correctly use a glue stick. • “When I hand you a paper, I want you to walk back to your table spot, sit down with your paper, and write your name on the back right away. After you have written you name you may grab a glue stick and begin. “ 	
10-15 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task –connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Call on students one at a time. Give them their paper. They will then go back to their table spot and get started by writing their name and then using the glue stick to glue on their shapes. As the students are working, walk around the room having conversations with the students about their work. • “What shapes are you using in your artwork? Why are you choosing to use that shape? What colors are you using? Why are you choosing to use those colors?” • Have conversations with the students about using cubism and how their art relates to the art of Pablo Picasso. 	
5 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • As students finish ask them to begin cleaning up their area. • “All student who are finished, please finish cleaning up your area and join me at the carpet with you artwork. If you are not finished, please keep working. As you finish, clean up and come join us at the carpet with you artwork.” • Give students time to do this. • “I want you to turn and talk to someone next to you about your art. Tell them about the shapes and colors you used and how your artwork is similar or different from Pablo Picassos.” <ul style="list-style-type: none"> ○ Give students time to turn and talk. • “Now, I am going to have _____ come share his/her art work with the class. Come on up and show us what you created. Let’s look at this piece of cubism art. What shapes did he/she use in the artwork? Colors? How is it the same or different from Pablo Picasso?” <ul style="list-style-type: none"> ○ Discuss the student’s artwork. If time allows call on another student to come and share. 	
	<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) <ul style="list-style-type: none"> • Ask students about shapes that they used. Ask students about the mediums they used and how their artwork compares to that of Pablo Picasso. 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> • Review what cubism is, ask students to explain it to me as I am walking around. • Review what shapes were used at the end. • Observe if students were using the art materials correctly and safely.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p style="text-align: center;">This lesson went well. The students enjoyed it and I think that a lot of them grasped the concept fairly well. The early finishers who began their own cubism art seemed to get it, some were making sun shines and smiley faces out of the cut out shapes, which was a good way for me to tell that they understood what cubism</p>		

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was. I do, however, wish that I would have spent more time on actually talking about cubism and talking about the piece of art that we looked at. We did identify the shapes, but I think that I could have really emphasized the connection between the art and the math with cubism. It would have been a great way to do a mini math lesson within art. I am glad that Mrs. Fritz brought that up because I knew that it included math, but I did really even think about including so much math into it. I thought that as far as them actually doing the art it was good. I loved that all the butterflies were very different, some did stripped wings while others did each wing a different color, and some just put all of the colors everywhere. They all did such a great job with the glue, it was good that I gave them expectations from the beginning because I did not have any problems with students doing things that they were not supposed to. Everyone participated and I did not have to do a lot of motivating. A couple of the students did not finish in the time we had, but they had the option of finishing during free choice. We did not have a chance to do a real wrap up, but it was okay because they were transitioning to the next thing and it went well. I am proud of how this art lesson went for the most part, but I wish that I could teach this lesson again because I think I missed out on some key learning opportunities.