Kindergarten Art Lesson Cubism Date: Spring 2018

Date: Sp	pring 2018
Grade: Kindergarten	Subject: Art
 Materials: White cardstock with outline of black butterfly printed on it (20) Spring colored construction paper cut into shapes (blue, lime green, pink, yellow, orange) 6 containers, one for each table (to put cut paper 	 Technology Needed: Document Camera to project pictures of artwork
 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 	
Instructional Strategies:	Guided Practices and Concrete Application:
Direct instructionPeer teaching/collaboration/ cooperative learningGuided practicecooperative learningSocratic SeminarVisuals/Graphic organizersLearning CentersPBLLectureDiscussion/DebateTechnology integrationModelingOther (list)Feer teaching/collaboration/	 Large group activity Independent activity Technology integration Pairing/collaboration Imitation/Repeat/Mimic Simulations/Scenarios Other (list) Explain:
 Standard(s) 4.1.2 Know the different techniques used to create visual art. 4.1.6 Use visual art materials and tools in a safe and responsible manner. 4.4.1 Know that visual art has both a history and specific relationship to various cultures. Objective(s) By the end of the lesson, students will have an understanding of cubism art through Pablo Picasso's work and will create their own 	Differentiation Below Proficiency: • Allow students more time. • Let them color their shapes instead of gluing. • Give them larger shapes. Above Proficiency: • Have students cut their own shapes. • Have students draw their own big picture then make their own cubism artwork. Approaching/Emerging Proficiency:
butterfly art using cubism. Bloom's Taxonomy Cognitive Level: Understanding	 Leave lesson as is. Modalities/Learning Preferences: 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.
 Classroom Management- (grouping(s), movement/transitions, etc.) 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. 	 Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) 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	<u>I</u>
10 Set-up/Prep:	
 Print 20 butterflies on white cardstock Cut up colored construction paper into shapes for Put construction paper into six different containe Get out glue sticks Print picture of Pablo Picasso and a couple example 	ers, one for each table
1 minute Engage: (opening activity/ anticipatory Set – access prior I • Students will be seated at the carpet. "How many • Check if any students have any backgro • "Pablo Picasso is a famous artist. He has created stated at the carpet."	learning / stimulate interest /generate questions, etc.) y of you have heard of Pablo Picasso?"

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 Ineed a very long time age, before you or I was even born. He is from a country called France and he is very famuus for artwork. He uses a specific kind of chechique within his art called cubism. Cubism began in the 1900s, again, before e of us were born. Picaso helped to develop this style of artwork. Let's look at a piece of art the Ticsso created. Turn taik to your neighbor about what you notice about Pablo Picaso's piece of art?" Give students time to turn and taik. "1, 2, 3, eyes on mel What did you notice about Pablo Picaso's piece of art?" Give students time to turn and taik. "1, 2, 3, eyes on mel What did you notice about Pablo Picaso's piece of art is created using a bunch of smaller's hay more the painted this about 100 years ago. When one large pice of art is created using a bunch of smaller's hay the space tast as the same site of the authors. Low years ago, when one large pice of art is created using a bunch of smaller's hay first and the uses a lot of the alth shapes wese set. If you zee a labare, rise your hand so that we can add it to our list." Make a list of the alth shapes wese set. If you zee a labare, rise your hand so that we can add it to our list." Make a list of the althor you are glory 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 (din not say exactly in the lines with my shapes. Do you think it's to go outside the lines? Does it shall bok a butterfly? Fist I does. Also, some of my shapes. To use colors, it is completely to you how you you you you are glory and that is completely oxis too. I also used all of the colors, but you could chose to use one color or two colors, it is completely to you how we should use a glue stick?" Retire what you appe and what you appe and what you apper, and write you name you you areal glue stick		Date: Sprin	IB 2018		
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 * "1, 2, 3, eyes on mel What did you notice about Pablo Picaso's piece of art?" Call on a few students to answer. "Something that I noticed is that he uses all 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 shap its called ubbins. Can every one say cubbins? Let's look at the shapes shalt Piscaso decided to use in his artwork. Tam going to make a list of shapes (rectangle, tringle, square, circle) "He used many shapes to make a picture of three musicians. Remember when we use smaller shaps to to rease a butterfly. He used than to notay you are going to practice using the art form of cubism to create a butterfly. He to all cost shapes to lake use is stall look a butterfly? Yes it does. Also, some of cubism to create a butterfly. He to look." "A teach 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?" "A teach of your tables there is glue stick and a correctivue 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 the back right away. After you have writen you name you may grab aglue stick and begin." 10-15 Explore: (Independent, concreate practic/application with relevant learning tak – connections from content to real-life experiences, reflective questions, probing or clarifying questions) Call on students one at a time. Give them their paper. They will then go back to their table spot and get started by writher area and the using the glue stick to glue on their shapes. As the students are working, walk around the room having conversations with the student	minutes	 "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 h artwork. He uses a specific kind of technique within his art called cubism. Cubism began in the 1900s, again, before eith of us were born. Picasso helped to develop this style of artwork. Let's look at a piece of art that Picasso created. Turn ar talk to your neighbor about what you notice about the artwork. Pay attention to the colors, the shapes, and the overall 			
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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

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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.