

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.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. 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

Text Dependent Questions	Answers
What role did Picasso’s father play in his life? Use the biographical information on page 240.	Pablo Picasso’s father was an art teacher who encouraged his son to paint and draw. This helped Picasso become one of the greatest artists of the 20th century.
Compare the paintings on page 241. 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 realistic, lighter, softer colors, but when he was 56, he was more imaginative, abstract in his style and used darker colors.
Style is a way of doing or creating something. According to page 240, why did Picasso’s painting style change?	He was always trying new and different styles during different periods of his life.
What are the names of the three cubist paintings on pages 244-245? When were they painted?	Portrait of D.H. Kahnweiler, 1910; We and Our Dog, 1911; Three Musicians, 1921
Picasso’s painting styles differ during his “Blue Period,” “Rose Period,” and “period of Cubism.” What does “period” mean? (Pgs. 242-246)	A period refers to the span, or amount of time, that something has a beginning and end, and it differs from other time before it and after it. Picasso’s life is divided into periods to explain when he painted in different styles using specific colors, shapes, or subjects.
Reread pages 242-243. 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 his best friend died, so he was sad and used lots of blue because he thought of his friend. However, when he fell in love, he painted in warmer, rosy, happier colors and this became his Rose Period.

<p>On page 242, the author writes, “This meant his paintings were controversial.” What does controversial mean?</p>	<p>Controversial means people disagree. Some people thought Picasso’s blue paintings were beautiful, but some thought they were too strange, including Picasso’s father, so the paintings were as controversial.</p>
<p>Look at the painting titled <i>Family of Saltimbanques</i> on p. 243. What connection can you make regarding what Picasso chose to paint and his style during this period? Reread the text on p. 243 to support your answer.</p>	<p>In this piece of art, the use of softer, blue colors was used. Also, based on the clothing it seems like the family belongs to a circus because I was able to find information about Picasso’s Rose Period, which was about circus people in his paintings.</p>
<p>Reread page 244. What best describes the style of cubism?</p>	<p>People and things do not look real in cubism. Shapes and color are used to represent different parts that look funny because eyes, noses, and mouths moved around, as if a face was broken.</p>
<p>Why was cubism “one of the most important periods in the history of modern art?” (Page 244)</p>	<p>Artists painted people and things to look different than of years before Picasso shocked people with his art and things that didn’t look the way people supposed to look.</p>
<p>Look at the 3 pieces of art on pages 244 and 245. How did Picasso’s style of cubism change over time?</p>	<p>It became much more colorful and flat. Picasso allowed people to identify the subjects in his art more easily.</p>
<p>On page 246, the artist discusses Picasso’s great imagination. How was Picasso imaginative throughout his career?</p>	<p>Picasso used his imagination to create new art. He showed his originality. He tried new art that changed his painting style throughout his career.</p>
<p>Compare and contrast the paintings of Picasso’s best friend, Jaime Sabartés, on page 246. What similarities and differences do you notice?</p>	<p>Both paintings show an older man with a large nose. However, Picasso’s painting is in the style of cubism, while Sabartés’ nose is painted by the ear, while Dobson’s painting is a photograph and looks like a photograph.</p>
<p>The author states on page 247, “He was a great painter, but he was great at other things, too.” Other than his paintings, what else did Picasso make?</p>	<p>He not only painted, but he made sculptures, drawings, beautifully colored dishes and costumes and scenery for plays.</p>

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided
<p>TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text</p>	<p>Page 240 - style</p>	<p>Page 240 - twentieth century Page 242 - starving Page 244 - shocking Page 245 - flatter, statues, monuments Page 247 - sculptures, scenery, museum</p>
<p>STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text</p>	<p>Page 240 - period Page 241 - portrait Page 242 - mood, controversial Page 244 - cubism/cubes Page 247 - biography</p>	<p>Page 244 - modern art Page 245 - chiseled Page 246 - originality</p>

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 grouping strategy, such as

Picasso’s Periods of Art

|

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

structured

“Pair-Share.”



- Students can work in pairs, small groups, or independently to create a Double Bubble Map to compare and contrast two of Picasso’s paintings.

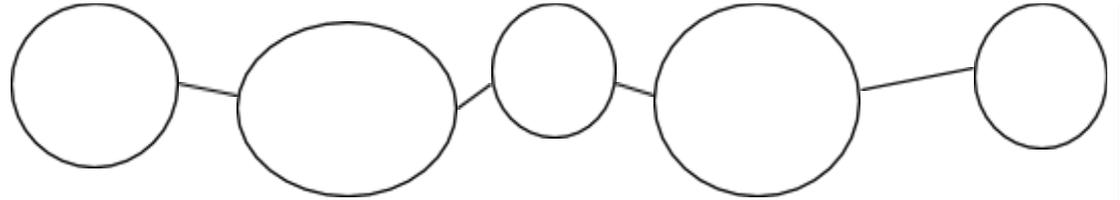
Students will

write a

short review of the two paintings using information collected on the Double Bubble Map.

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 _____.

Name _____ Date _____

“Picasso”

1. What role did Picasso’s father play in his life? Use the biographical information on page 240.
2. Compare the paintings on page 241. How did Picasso’s paintings change from when he was 15 years old to 56 years old? What’s similar? What’s different?
3. Style is a way of doing or creating something. According to page 240, why did Picasso’s painting style change?
4. What are the names of the three cubist paintings on pages 244-245? When were they painted?
5. Picasso’s painting styles differ during his “Blue Period,” “Rose Period,” and “period of Cubism.” What does “period” mean? (Pgs. 242-246)

