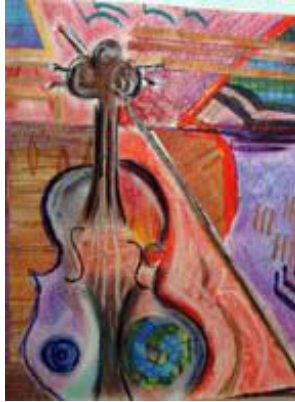


## **Picasso Still Life**

Pablo Picasso has always been associated with the development of the Cubist movement in Modern Art. He and Georges Braque were leaders in this new painting style. Cubism essentially breaks up natural objects into geometric forms. In this style the objects resemble some parts of the objects painted; some parts of the objects, however, are moved to a different location in the composition. Collage as a style was brought to prominence by Pablo Picasso and Georges Braque developed in tandem with Cubism.



**Target Grade:** 8

**Goal (Terminal Objective):** Students will define Cubism as an art style. Students will recognize the impact of the work of Pablo Picasso and Georges Braque. Students will create a still life drawing/collage in the Cubist style.

**Objective:** The student will develop an understanding of the Cubistic style of painting and its impact on the history of art.

The student will compare ways in which Picasso and other artists used still life as an art form.

The student will be exposed to methods of classifying various artistic movements.

The student will recognize the influence of Cubism on contemporary art.

The student will understand that collages have existed for centuries in such forms as valentines and travel pictures.

Students will discuss the first mainstream artists to make collages were the Cubists.

The student will create a fabric and paper collage drawing in the Cubist style.

### **National Standards:**

Visual Arts Grades 5-8 Content Standard 1: Understanding and applying media, techniques, and processes

Visual Arts Grades 5-8 Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Grades 5-8 Content Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others **Language Arts**

### **Cross Curriculum Connection**

**Purpose:** Students will become aware of variations of media, techniques, and

processes used to investigate pattern and texture in an artwork. Students will become familiar with artists known for the development of the Cubist style. Students will become familiar with the still life, as subject matter for creating artwork popularized by the artists of Northern Europe during the Late Renaissance. Students will use collage and drawing skills to create a “Cubist-like” artwork.

**New Vocabulary:** geometric shape, stylized, collage, pattern, repetition, Cubism, Impressionism, Renaissance, Classical

**Materials:**



#22-2016 Oil Pastel



#22-4101 Half-size colored square pastel



#22-8808 Acrylic Gloss & Varnish



#22-8815 Acrylic Matte Medium

Matt board, oak tag, or heavy white paper, still life objects, fabric or wallpaper samples

**Time:** This lesson may be modified from one to five hours, depending upon the size and complexity of expectations.

**Introduction and Motivation (Set):**

View the work Cubist artists, focus on Georges Braque and Pablo Picasso.

View still life paintings from various time periods, including Impressionism and

Renaissance works. Compare and contrast with the work of Picasso and Braque.

View Cubist collage and discuss materials incorporated into these collages.

Discuss the friendship of Braque and Picasso and their collaborations on the development of the Cubist style and the art of collage.

View all artworks and discuss lines and shapes viewed in the exemplars.

Discuss how artists portray reality from personal or stylistic approaches. Pose questions such as: How might a Cubist interpret a bowl of cherries and oranges? How can an artist change the point of view of a composition?

**Instruction:**

Teacher will create still life setting in the center of the classroom.  
Teacher will demonstrate selecting a point of view for the still life by walking around the still life and sketching from various points of view.

Teacher will demonstrate drawing a large linear sketch of the still life. Teacher may demonstrate cubist approach to disassembling objects on paper.

Teacher will demonstrate using oil pastels to color in the shapes.

Teacher will demonstrate tracing paper selection to use as a pattern for fabric or wallpaper scraps to be cut to adhere to the collage.

**Activities:**

**(1) Guided Practice:**

1. Students render several sketches of the still life set-up from various points of view.
2. Students will select sketch for the final product. Students will redraw this sketch on 12"x18" white drawing paper.



3. Students will use oil pastels to color in some of the spaces in the design.



4. Students will use collage techniques with either fabric or wallpaper scraps to add to the negative space in the artwork. Students will use tracing paper to trace the negative spaces to be filled with wallpaper or fabric scraps.



5. Students glue fabric or wallpaper scraps to background drawing. Students may use oil pastels to further embellish their artwork.



(2) Independent Practice and Check for Understanding: Teacher circulates among working students visually recording students demonstrating understanding of objectives and provides reinforcement.

(3) Closure: Students will compose a writing component describing, in depth, the characteristics of the Cubist style and the innovations they provided to their piece.

### **Evaluation:**

Level One -- The finished Cubist collage drawing very successfully portrays the characteristics of a Cubist work of art. The student successfully identifies the contributions of Georges Braque and Pablo Picasso. The student very successfully identifies the characteristics of a still life and compares the work of Braque and Picasso to the still life paintings of the Renaissance. The student critically reflects and evaluates his or her sketch to select one for the final project. The student works independently and remains on task. The finished student artwork considers the characteristics of the Cubist style. Excellent craftsmanship is evident.

Level Two -- The finished Cubist collage drawing demonstrates a good portrayal of the characteristics the Cubist style. The student provides some evidence of knowledge of the contributions of Georges Braque and Pablo Picasso. The student identifies the characteristics of a still life and compares the work of Braque and Picasso to the still life paintings of the Renaissance. The student adequately evaluates his or her sketch to select one for the final project. The student works independently and remains on task. The finished student artwork considers the characteristics of the Cubist style. Good craftsmanship is evident.

Level Three -- The finished Cubist collage drawing demonstrates a good portrayal of the characteristics the Cubist style The student provides some evidence of knowledge of the contributions of Georges Braque and Pablo Picasso. The student somewhat identifies the characteristics of a still life. The student adequately evaluates his or her sketch to select one for the final project. The student needs coaxing to work independently and remain on task. The finished artwork shows some evidence of knowledge of the still life style. Adequate craftsmanship is used.

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Level Four -- The finished Cubist collage drawing demonstrates a good portrayal of the characteristics the Cubist style The student provides some evidence of knowledge of the contributions of Georges Braque and Pablo Picasso. The student identifies the characteristics of a still life and compares the work of Braque and Picasso to the still life paintings of the Renaissance. The student adequately evaluates his or her sketch to select one for the final project. The student works independently and remains on task. The finished student artwork considers the characteristics of the Cubist style. Good craftsmanship is evident.

**Extension:** Surface may have three-dimensional objects glued onto it as a relief design.

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