

edTPA Lesson Plan Template

Learning Segment Title: Picasso Cubist Self-Portrait

Grade: 6th grade

Context:

Students in the class: __35__ Males: __19__ Females: __16__

Students with IEPs: __1__ Students with 504 Plans: __2__

English Language Learners: __3__

Language Proficiency Level (# of students at each level):

Beginning: __1__ Intermediate: __2__ Advanced: _____ Advanced High: _____

Central Focus: The central focus for this learning segment is (function) [identifying the characteristics of Cubist portraits], specifically [Cubist, geometric, simplified, fragmented, and abstract] (vocabulary), within a [Cubist self-portrait].

In order to [identify] how and why [characteristics of Cubist portraits] are used (syntax), students will [explain] instances of [these characteristics through their newly learned vocabulary by writing about their artwork]. The purpose for teaching this content is that being able to [identify the characteristics of Cubist portraits] will help students [understand] and [analyze] the characteristics of Cubist portraits (discourse) by creating their own Cubist self-portraits.

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Content Standards

TEKS: (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: (A) identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) create original artworks based on direct observations, original sources, personal experiences, and the community;

(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

(A) create written or oral responses to artwork using appropriate art vocabulary

ELPS: (if applicable) [(2) The student is expected to: (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;

(3) The student is expected to: (E) share information in cooperative learning interactions; (G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade appropriate academic topics;]

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Learning Objectives:

SWBAT #1: (function) [Identify the characteristics of Cubist artworks of Picasso]

SWBAT # 2: (vocabulary) [Define the words Cubism, simplify, fragment, geometric, and abstract]

SWBAT #3: (discourse) [Demonstrate understanding by creating Cubist self-portraits]

SWBAT #4: (syntax) [Discuss and explain their portraits through their newly learned vocabulary by writing about their artwork]

Language Demands	Language Supports
Function [Identify the characteristics of Cubist artworks of Picasso]	[I will support student learning through a guided observation and discussion of Picasso portraits]
Vocabulary [Define the words Cubism, simplify, fragment, geometric, and abstract]	[I will support student learning by: - Guiding them through observation and discussion - Guiding them through the art project with step-by-step instruction]
Discourse [Demonstrate understanding by creating Cubist self-portraits]	[I will provide students with step-by-step instruction with visual examples and demonstration of each step]
Syntax [Discuss and explain their portraits through their newly learned vocabulary by writing about their artwork]	[I will recap the vocabulary words discussed throughout the class and write them on the board to help students create a written response about their self-portraits]

Focus/Attention-Getter (5 min.): To begin my lesson, I will ask students to raise their hands if they have heard of the artist Pablo Picasso. Next, I will ask to share what they know about him. No matter the response, I will go around the room with examples of his Cubist portraits and ask them what they see.

Background Information/ Lesson Rationale (2 min.): [I will provide background information for the students by explaining a brief history of Cubism and why it is important to us today. I will go on to share the following: Cubism is an art movement that was started in 1907 by artists Pablo Picasso and his friend Georges Braque in France. Picasso experimented with art by simplifying objects and people into geometric shapes, where the name Cubism comes from. He was interested in showing these objects at multiple perspectives at the same time, rather than making the art realistic. We can observe this in his artworks: Portrait of Dora Maar (1937), Untitled 1938, Child with Flower (1945).

Faces are broken down into fragments and simple lines, eventually adding bolder, more vibrant colors.

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Input/Presentation/ Modeling (5 min.): [I will be demonstrating/ doing a walkthrough of the project with the class. Additionally, I have created inspiration/examples that I will also draw on the whiteboard, along with two examples of finished self-portraits to show the class. This assignment is student-centered so I will be walking around the room when I'm not demonstrating, and students can discuss their work with peers as well.



Guided Practice (10 min.): Students will - Pick 3 different colored 3x4" rectangles of construction paper. This will be our two eyes and nose.

- Use a pencil to draw one eye from a frontal perspective, one eye in a profile, or side view, and a nose. The rectangles' orientation is based off student preference. Use examples provided for inspiration or to copy. Make sure to use most of the rectangle when drawing eyes and center the nose leaving some room at the bottom of the rectangle for the mouth to be added later. You can add eyelashes and eyebrows, as well.
- Trace pencil with a dark-colored colored pencil and color. Keep in mind your traits such as eye color.

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- Pick a 9x12" construction paper that is a different color than the 3 rectangles. Write your name on the back of the paper.
- Draw a head, neck, and shoulders with shirt in pencil then trace with dark-colored colored pencil. Make sure the head takes up most of the paper with some room for hair and ears to be added later.
- Take the 3 rectangles and arrange them on your paper to see where you want to glue them down. It's normal for the rectangles to overlap, to stick out of the head drawing, and to be uneven. When you've decided, glue the rectangles down.
- Draw mouth under the nose in pencil, then trace and color.
- Draw ears and hair in colored pencil, keeping in mind your own hair color, texture, and style.
- Color your shirt.
- Add color to the face and neck in geometric fragments. Leave background blank.

Independent Practice (20 min.): [After I have provided instruction or demonstration of each step, students will work independently as they choose how they draw and color themselves. Students can always ask for help from peers or myself as long as they aren't disrupting learning. After students have completed their portraits, they will write a short written response (at least 5 sentences) about their portrait, using the activity's vocabulary to describe their artwork.]

Modifications for Learners with Exceptionalities:

Students with IEPs/504 Plans: 1 Student with IEP (Mobility Issues/Wheelchair user) – After one step has been demonstrated, I will visit all students with exceptionalities starting with my student with mobility issues. This is to make sure their workspace is clear of any unnecessary materials to eliminate disruption while they work.

For the 2 students with 504s (Focusing Issues/ ADHD) I will give extra checkups to make sure they understood the instruction and are on task.

Students with Specific Language Needs: 3 English Language Learners (1 beginner, 2 advanced) After one step has been demonstrated, I will visit my ELLs to give more instruction. All three students will be given a printout with the instructions and have access to dictionaries. I will use different language if needed, as well. I will be using visual aids throughout the entire lesson that I can take to their workspaces.

Assessment (10 min.): I will be assessing the students using a rubric. The assessment is over the students' independent practice. In this rubric, I will be looking at the students' final result of their self-portraits checking to see if all steps of the portrait have been completed. Additionally, I will be looking at their finished written responses, checking that they have written at least 5 sentences and used all 5 vocabulary words properly when writing about their portraits. I will also be observing if students participated in class by sharing a comment during the guided

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observation and discussion before the project or the closure after the project and written responses have been completed.

Closure (3 min.): Once everyone has finished, I will ask everyone to leave their work at their desk and walk around the room to see their peers' artwork. After, I will ask students to recap by using the lesson's vocabulary when talking about their artwork. Students may choose to read aloud their written response.

Materials:

- 9x12" colored construction paper
- at least three 3x4" rectangles of three other colors of construction paper
- color pencils
- pencils
- glue

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Evaluation Criterion Template

Student Name _____ Sample **Date** _____ Sample

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Level Criteria Evaluated	Excellent	Proficient	Adequate	Limited*	Insufficient / Blank*
Followed directions	Student has fully completed the portrait. Student has written 5 or more sentences about their portrait.	Student has completed most of the portrait but is missing one step. Student has written 4 sentences about their portrait.	Student has completed most of the portrait but is missing two steps. Student has written 3 sentences about their portrait.	Student completed less than 50% of the portrait. Student has written 2 sentences or less about their portrait.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Showed individuality	Student gave 4 or more distinct features.	Student gave 3 distinct features.	Student gave 2 distinct features.	Student gave 1 or did not give their portrait any distinct features.	
Used vocabulary in written response properly	Student used all five vocabulary words properly in written response.	Student used four vocabulary words properly in written response.	Student used three vocabulary words properly in written response.	Student used one or two vocabulary words properly in written response.	
Participated in class.	Student shared 3 or more comments with the class.	Student shared 2 comments with the class.	Student shared 1 comment with the class.	Student did not participate in class.	

When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

<https://aac.ab.ca/materials/rubric-materials/>