

Cubist Self-Portrait

8th grade

Project Description: Students will learn about Cubism as well as Cubist art. Students will participate in an art history lesson discussing cubism and its relation to society, in art as well as literature. Students will then create a Cubist self-portrait using different mediums.

Project Rationale: Students have already studied different ways of creating self-portraits, including realism and abstraction. In this lesson, students will be exploring how Cubism can be representative of real objects including the self. Students will be learning about a critical period in art history including artists like Pablo Picasso, Juan Gris and Georges Braque. Students will also be learning about Cubist literature and writers like Max Jacob and Gertrude Stein.

Objectives:

1. Students will be able to identify Cubist art, architecture and literature.
2. Students will learn about working with more than one medium on the same piece of art.
3. Students will create a self-portrait, using more than one medium, in the Cubist style

Materials:

Scrap paper/construction paper cut into small squares

Glue

Scissors

Charcoal or pastels

11x14 white paper

Mirrors

Visual Examples of Picasso's *Guernica*, *Three Musicians*, Juan Gris' *The Coffee Mill*, and Georges Braque's *Woman with a guitar*.

Motivation:

Students will be shown Picasso's *Three Musicians* and asked a couple of questions:

1. Tell me what you see.
2. Why do you think the painter painted these objects this way?

Students will then be asked if they can explain what Cubism is. After being given a chance to answer, they will be given a definition of Cubism and shown other examples of Cubist art including Georges Braque's *Woman with a Guitar*. They will then be asked the same questions as they were asked about the Picasso painting

1. Tell me what you see.
2. Why do you think the painter chose to represent objects in this way?

Students will be shown the remainder of examples listed above and asked the same questions about each one. Students will be given the history of Cubism; from where the term originated, how Cubism didn't only define pieces of artwork but examples could also be found in music and literature. Students will be shown examples of calligrams and

given a definition of a calligram (a poem, though it can also be a phrase or single word, in which the typeface or handwriting forms an important part of the focus).

Procedure

Day 1:

Students will be presented with the art history lesson (motivation presented above). They will also be given a chance to brainstorm sketches of what they might want their self-portrait to look like. It should be explained that the self-portraits do not have to be realistic, as cubist paintings were not always realistic. However, there will be mirrors available to those students who would like to use them for inspiration.

Day 2: Before students arrive the following materials will be on their desks: glue, scissors, a pile of “cubed” pieces of construction paper, boxes of pastels (black and gray) or charcoal, scissors and 11 x 14 sheets of white paper (one per student). When students arrive they will be reminded of the art history lesson from the previous day via the instructor asking questions: Who can remind the class what Cubism means? How about some examples of Cubist work (art or literature)? Is Cubism a realistic representation? After the refresher, the instructor should explain that the charcoal is there so that students can experiment with using mixed media, if they so choose. However, they should be told that the charcoal isn’t to help them “draw” the portrait but to add to the portrait. Students should be using the construction paper to form the face and should be reminded of the following things: craftsmanship and composition. Students will start working on their Cubist self-portraits on Day 2.

Day 3: Students should continue working on self-portraits and finishing them. Portraits will be hung on a bulletin board in the classroom or adjacent hallway so that students can see everyone’s work.

Day 4: Critique. Now that all work is hanging on the bulletin board and students have had a chance to look at it, they will participate in a critique. Student’s names will be put in a hat and then each student will draw a name. The name they draw is the person they will be critiquing. They will be given 5 minutes to think about the following questions: Do you think this person was “successful” with their representation of themselves in their self-portrait? Do you think this person was “successful” in using the cubist style? Do you think the composition is “successful”? Then the instructor should go around the room and ask students to answer these questions based on the artist’s work they are critiquing.

Assessment:

See Attached Rubric

Student Assessment:

Following the critique, students will be asked to write down a piece of paper a self-evaluation. Students will answer the following questions:

- A. What is Cubism?
- B. Name a painting by Pablo Picasso
- C. Do you think your composition is successful and why?

D. Do you think your Cubist self-portrait is successful and why?

Rubric

Criteria	4	3	2	1
Craftsmanship and quality of work	Excellent craftsmanship and quality. Work exceeds expectations.	Great craftsmanship and quality. Work meets expectations.	Good craftsmanship and quality of work. Work does not meet all expectations	Poor craftsmanship and poor quality of work

<p>Effort and completion level.</p>	<p>Major effort was visible in this project. Student continually worked hard throughout project to ensure completion.</p>	<p>Some effort was visible in this project. Student meets expectations.</p>	<p>Very little effort visible in this project. Student did not meet expectations.</p>	<p>No effort visible in the completion of this project.</p>
<p>Participation in classroom critique</p>	<p>Excellent verbal participation in the classroom critique. Student was helpful, polite and articulate when speaking about other student's art work.</p>	<p>Great participation in classroom critique. Student was helpful when speaking about other student's art work</p>	<p>Average participation in classroom critique. Student was not articulate when speaking of other student's art work.</p>	<p>No participation in classroom critique.</p>