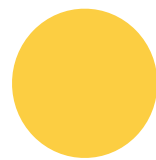
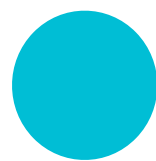


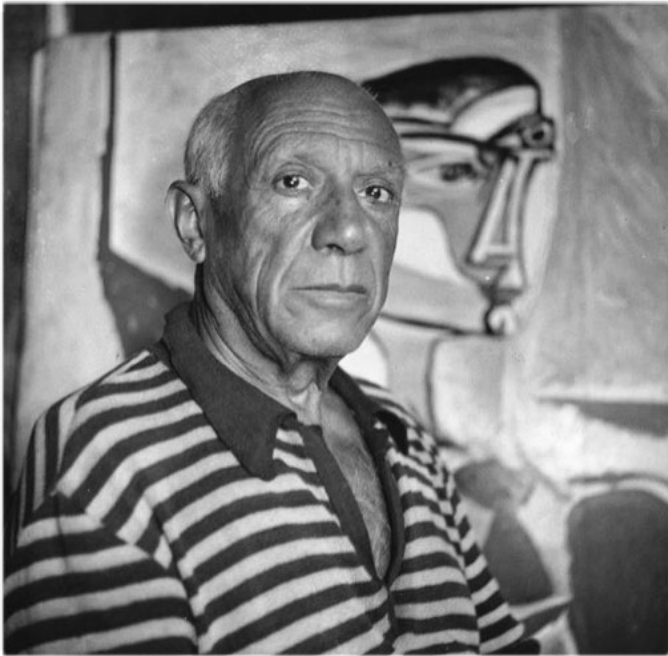
DEEP SPACE SPARKLE



PICASSO

ROSE & BLUE PERIOD HEARTS

About Pablo Picasso



Pablo Picasso was born in Spain in 1881. He had trouble in school but his father, an art teacher, didn't mind as Pablo preferred to draw instead.

He moved to Paris to attend art school when he was 23. He was quite poor and painted sad scenes. This was called his BLUE PERIOD. Picasso experimented with his art and along with a friend, he created CUBISM. Cubists painted objects from many angles and ignored round shapes and the rules of perspective.

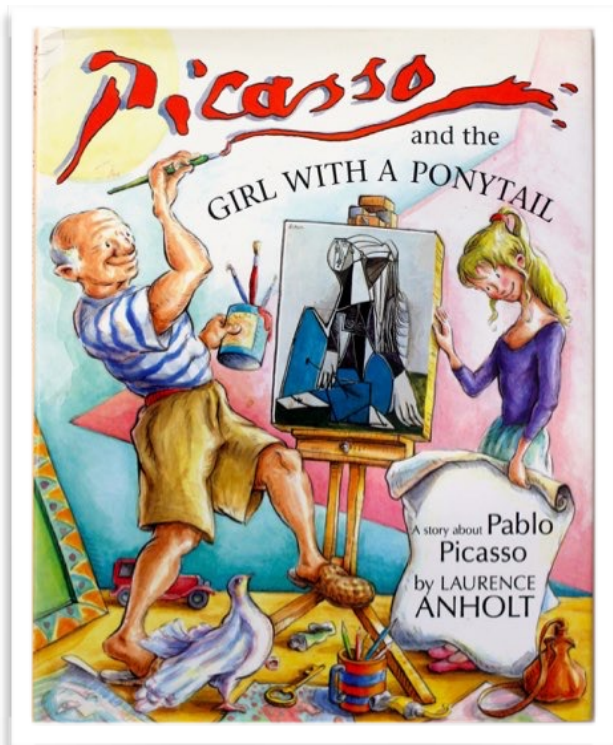
SURREALISM

Picasso painted mostly from his imagination or memory and preferred to paint people whose lives were important to him. He loved animals and even named his daughter, Paloma, which is the Spanish word for Dove.

Did you know...

- When Picasso fell in love, he painted happier events like circuses and children. This was called his ROSE period.
- Picasso created more than 20,000 pieces of art in his lifetime.
- Picasso achieved much fame in his lifetime
- He put a date on every piece of artwork he created because he wanted to create a timeline of his work

Literature Connections



Picasso and the Girl With A Ponytail by Laurence Anholt

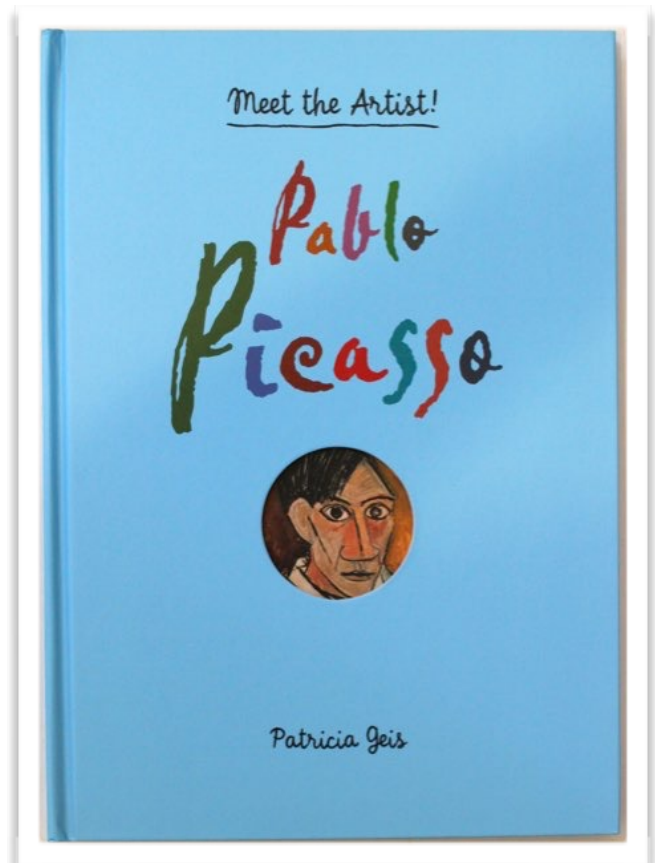
As with many of Anholt's books on famous artists, this story tells the story of Picasso from a child's point of view. In this case, young Sylvette David who became a muse for Picasso during his cubism period.

Although *The Portrait of Dora Maar* is a surrealist piece of art, this book ties in nicely with Picasso's portrait process.

If you can find a copy of Picasso's portrait of Sylvette, your students will enjoy seeing it portrayed in the book.

Picasso by Patricia Geis

This is a new non-fiction release. It's a great book to have after the kids finish the art project. Kids can lift flaps, create a piece of art and move images while learning about Picasso's wide range of art styles and mediums.



BLUE PERIOD

WHAT IS THE BLUE PERIOD?

Spanish artist, Pablo Picasso, used shades of blue to paint a series of paintings between 1900 and 1904.

Picasso used shades of blue and blue-green with occasional additions of warm colors. He painted this series in Paris but all the paintings were inspired by his home country of Spain.

Picasso painted images of poverty, beggars, street urchins, the elderly and the frail. Although he sold few paintings during this time, many consider this series his most popular.

Picasso started painting in blue after the death of his good friend. During this time in his life, Picasso was poor, unsuccessful and very open to new ideas for his art. Many painters in Paris at this time were painting in new directions. Henri Matisse's influence with Les Fauves (The Wild Beasts) lead Picasso to experiment with new styles, too.



The Old Blind Guitarist, 1903



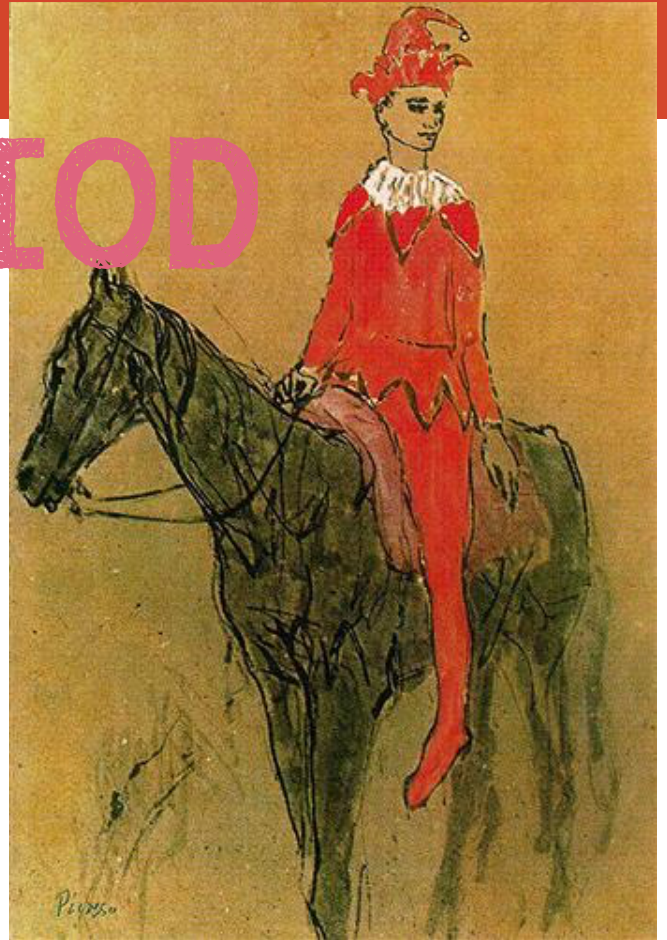
Mother and Child, 1902

ROSE PERIOD

WHAT IS THE ROSE PERIOD?

During the period of 1904 to 1906, Picasso used a vary different color palette than his previous blue and blue-green paint colors.

After the Blue Period, Picasso fell in love. Cheerful pinks and warm oranges dominated his new paintings. He painted happy events and performers. Clowns and harlequins from the circus were featured in many of his paintings.



Harlequin on horseback, 1905



Boy with bouquet of flowers in his hand, 1905



Family of acrobats, 1905



What You'll Need for making PAINTED PAPER:

- 12" x 18" white sulphite paper
- Liquid tempera paints (for a ROSE and BLUE palette, use color-mixing charts)
- Oil Pastels
- Large brushes
- Texture Tools (optional)
- Pencil and ruler

What You'll Need for Weaving:

- Dry rose or blue painted paper
- 1" strips of colored sulphite paper (blue, green and purples for BLUE weavings/yellows, reds, oranges, purples for ROSE weavings)
- Colored oil pastels for details
- Scissors & glue
- White 12" x 18" sulphite paper for backing

The Set-Up



For young students (ages 7-9) I like to have them sit on the carpet in front of the white board. Getting up close with them helps with the engagement.

For older kids, allowing them to sit at their table and chairs feels more age appropriate.

I did not read a story about Picasso for this lesson but I did talk about Picasso's Blue and Rose period.

If you have a collection of Blue & Rose Period samples, now is the time to use them. If you don't, print out the samples that I have included in this packet.

Although the children will focus on weaving techniques, one additional skill is to learn how to mix paints. I created my own mixed paints prior to my students coming in for class because they are on the young side. If you are using this lesson for third grade and above, the kids would probably love mixing their own colors. To do this, add pure black, white, blue and maybe green to a palette and allow them to create their own colors. For a Rose Period palette use Red, White, Orange and Black.

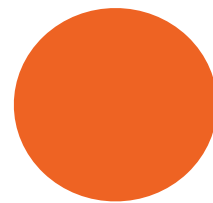
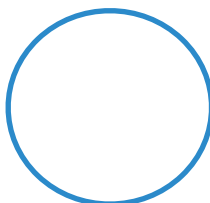
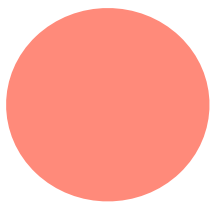
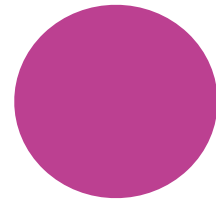
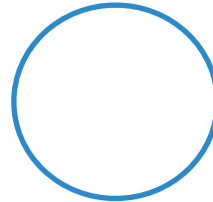
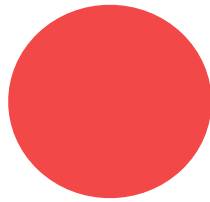
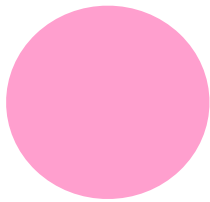
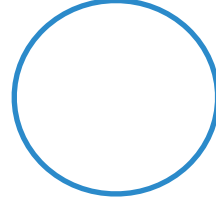
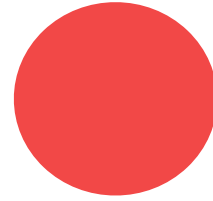
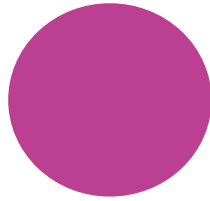
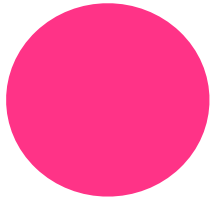
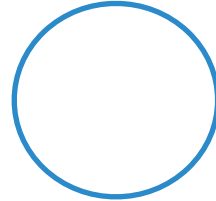
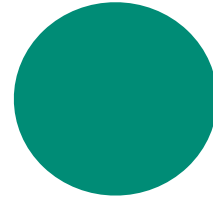
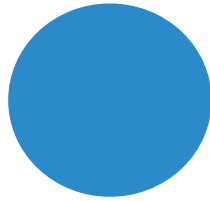
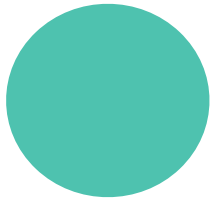
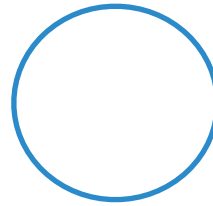
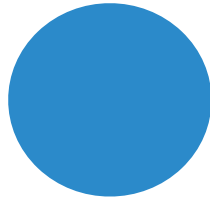
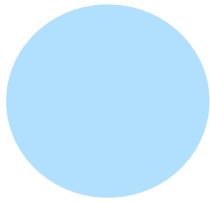
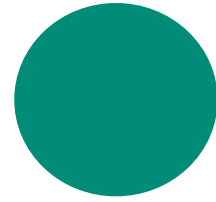
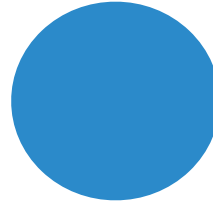
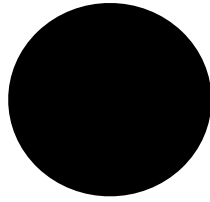
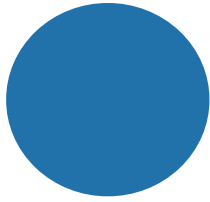
Paint-Mixing Chart

END COLOR

MAIN COLOR
2 PARTS

SECONDARY COLOR
1 PART

FINAL COLOR
Just a Touch



Making the Pattern Paper



1. Place a tray of oil pastels, Rose or Blue Paint palette, white sheet of paper, placemat and brushes and water on each table.
2. Place paper horizontally on the table.
3. Use colored oil pastels to create a pattern of lines: zig-zag, curvy, thick and thin down the paper.
4. Use the paints to color in each section.
5. When the paints dry a bit, the student can paint patterns over the paint.
6. Make sure to use the blue or the rose palette, but not both.



Weaving



1. Hand student dry sheets of painted paper



2. Fold paper in half.



2. Draw a line in pencil about 1" from the open end of the paper. Draw or cut lines starting at the FOLDED edge.



3. Place trays of ½"-1" paper strips on each table. Use either blue or rose related colors.



4. Open painted paper and weave paper strips through the open slats.



5. Turn weaving over and glue white paper to back. This keeps the weaving intact. Fold in ½ again and draw a half-heart shape. Cut.



HOW TO WEAVE

- ▶ Fold paper in half. This can be a regular piece of colored paper or painted paper. If using the painted paper, make sure the white backing of the paper is facing UP.
- ▶ Use a ruler and place along the OPEN EDGE end of the folded paper. Rulers are generally about 1" wide, so place one edge flush against the edge of the paper and use a pencil to draw a line against the other side of the ruler onto the paper.
- ▶ If you wish, draw lines perpendicular to the pencil line 1" apart. These are the cutting lines. I find that this step takes a LONG time for little kids so I have found better success demonstrating how to cut the lines without the pencil line.
- ▶ To do this, make sure to point out that there are TWO edges: the *open edge* and the *folded edge*. Open up the scissors and start cutting towards the open edge. For second graders, I might say, "Open up the mouth of your scissors and start eating through the paper to the pencil line. If the child cuts all the way off the paper, just tape it up.
- ▶ To teach the weaving step, sit down at a table with the kids surrounding you. Place the open painted paper flat on the table and show the kids how to lift up the slits.
- ▶ Take a paper strip and show the kids how to weave OVER the first strip and UNDER the second strip. Keep going until there are no more strips to weave through.
- ▶ For the second strip, begin by going UNDER then OVER. This is super hard for kids to understand. If they make the obvious mistake, let them because once they do it wrong then figure out what the right way looks like, it's such a great moment for them.
- ▶ To secure the strips from moving and shifting, glue a white piece of paper to the underside.
- ▶ It's really helpful to use watered-down school glue that is in a container and a BIG brush. It's easy for the kids to go to the GLUE table to brush the glue over the back.

BLUES PERIOD



Hearts by
Second Grade



PICASSO'S ROSE PERIOD
Women Hearts



DEEP SPACE SPARKLE

- By Second Graders

NATIONAL CORE ARTS STANDARDS-SECOND GRADE

CREATING

- Generate and conceptualize artistic ideas and work** — Brainstorm multiple approaches to art and design—use of various materials to make art
- Organize and develop artistic ideas and work** — Explore materials to explore personal interests in art-making—demonstrate safe use/cleaning—repurpose objects into something new
- Refine and complete artistic work**—discuss/reflect with peers about choices when creating artwork

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation**— categorize artwork based on a theme or concept for an exhibition
- Develop and refine artistic work for presentation** — distinguish between different materials or artistic techniques for preparing artwork for presentation
- Convey meaning through the presentation of artistic work** — analyze how art exhibited inside and outside school contributes to communities

RESPONDING

- Perceive and analyze artistic work-** describe aesthetic characteristics of the natural world—categorize images based on expression
- Interpret intent and meaning in artistic work** — interpret art by identifying the mood suggested and describing relevant subject matter and identifying the characteristics of form
- Apply criteria to evaluate artistic work**— use learned art vocabulary to express preferences about artwork

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art-** create works of art about events in home, school or community life
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding** —create works of art about events in home, school or community life

NATIONAL CORE ARTS STANDARDS-THIRD GRADE

CREATING

- Generate and conceptualize artistic ideas and work** — elaborate on imaginative ideas— apply knowledge to develop personal ideas in artwork
- Organize and develop artistic ideas and work** — create personal artwork—demonstrate understanding proficient use of materials—construct everyday life representations
- Refine and complete artistic work**—elaborate visually by adding detail during art-making that enhances meaning

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation**— Investigate and discuss possibilities and limitations of spaces for exhibiting artwork
- Develop and refine artistic work for presentation** — Identify exhibit space and prepare works of art including artists' statement for presentation
- Convey meaning through the presentation of artistic work** — identify and explain how and where different cultures record and illustrate stories and history of life through art

RESPONDING

- Perceive and analyze artistic work-** Speculate about processes and artist uses to create— determine messages communicated by images
- Interpret intent and meaning in artistic work** — interpret art by analyzing use of media to create subject matter, characteristics of form and mood
- Apply criteria to evaluate artistic work**— evaluate an artwork based on a given criteria

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art-** develop a work of art based on observations of surroundings
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding** —develop a work of art based on observations of surroundings

I CAN STATEMENTS FOR PICASSO HEARTS

- Today I will learn about PATTERN, so that I CAN use a variety of repeated lines and shapes to create woven heart composition.
- Today I will learn about the BLUE and ROSE PERIODS, so that I CAN create a woven heart with a color palette that fits into one of these periods.
- Today I will learn about PAPER WEAVING, so that I CAN create a Picasso inspired heart composition through combining painted paper and strips of construction paper in a woven pattern.

COMMON CORE STANDARDS FOR PICASSO HEARTS

CCSS.ELA-Literacy.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

You can have students discuss what information they have learned from the artwork presented in a children's book about Picasso. Guiding them with questions about the text can help them not only to understand what the story is about, but also what the artwork could mean to the viewer.

CCSS.ELA-Literacy.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

After reading a children's book about Picasso to introduce his style of art, ask students questions about the artwork, the story, etc. to formally assess their understanding of the text.

Artist Statement

Your name

WHAT IS THE NAME OF YOUR ARTWORK?

HOW DID YOU CREATE YOUR ARTWORK?

(What tools, supplies and techniques did you use?)

WHAT DOES THIS PIECE OF ART MEAN TO YOU?

(You can use "I" statements and talk about your inspiration and what creating this piece of art means to you)

ASSESSMENT CHECKLIST

MAIN IDEAS FROM:
ROSE & BLUE PERIOD
HEARTS

STUDENT NAME: _____

Can the student tell me about Picasso's Blue and Rose Periods?

Did the students use line to create patterns?

Did the student go under and over when weaving their paper strips for their design?