

## Lesson plan

Supervisor	Dr LAM Bick Har
Topic	Feel the Cubism
Subject	Visual Arts
Class	Primary 6
Duration	70 mins (Double lesson)
Prior Knowledge	<ul style="list-style-type: none"> <li>● Usage of paints, color</li> <li>● Basic knowledges of Cubism</li> </ul>
Learning Objectives	<ul style="list-style-type: none"> <li>● Understand the definition and characteristics of Cubism <ul style="list-style-type: none"> <li>○ Emphasized flat and 2-dimensional picture plane</li> <li>○ Reorganize elements</li> </ul> </li> <li>● Make precise use of warm and cool color tones</li> <li>● Express students' emotions by colors</li> <li>● Develop an artwork based upon observation of surroundings</li> </ul>
Teaching Strategies	<ul style="list-style-type: none"> <li>● Cooperative learning</li> <li>● E-learning</li> </ul>

### 1. Teaching flow

Time (mins)	Teaching Objectives	Teaching Activities and Usage of resources	Innovative concepts
10mins	Revision	<p><b><u>Recapping student's knowledge of Cubism</u></b></p> <p>1. Start by showing exemplary artworks of Cubism through powerpoint to bring up the prior knowledge. Further use questions to refresh students' memories.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>- "Do you remember what are the differences between Cubism and other art styles?"</li> <li>- "Can you list out the characteristics of Cubism?"</li> </ul>	<ul style="list-style-type: none"> <li>- Use questions to guide the students to refresh the memories on basic Cubism knowledge they have learned, thereby enhancing learning motivation.</li> <li>-Students are able to</li> </ul>

- "Can you name any famous Cubism artists?"



### What's so special?

1. **Perspective**
2. **View point**
3. **Dimension**

### Do you remember?

*The Weeping Women*  
Pablo Picasso  
Oil on canvas  
60 cm × 49 cm (23 5/8 in × 19 1/4 in)

answer what they have learnt in the last lesson.

2. Teacher recap the all knowledge of cubism by showing the powerpoint from the last lesson:



Cubism, highly influential visual arts style of the 20th century that was created principally by the artists Pablo Picasso and Georges Braque in Paris between 1907 and 1914. The Cubist style emphasized the flat, two-dimensional surface of the picture plane, rejecting the traditional techniques of perspective, foreshortening, modeling, and chiaroscuro and refuting time-honoured theories that art should imitate nature.

Cubist painters were not bound to copying form, texture, colour, and space.

Instead, they presented a new reality in paintings that depicted radically fragmented objects.

Cubism derived its name from remarks that were made by the critic Louis Vauxcelles, who derisively described Braque's 1908 work *Houses at L'Estaque* as being composed of cubes.

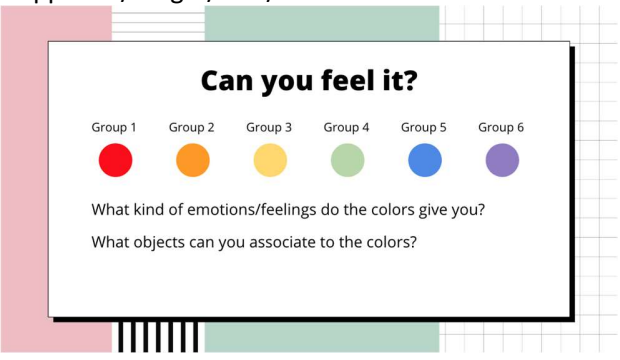
In Braque's painting, the volumes of the houses, the cylindrical forms of the trees, and the tan-and-green colour scheme are reminiscent of Paul Cézanne's landscapes, which deeply inspired the Cubists in their first stage of development.

It was, however, *Les Femmes d'Alger*, painted by Picasso in 1907, that presaged the new style; in this work, the forms of five female nudes become fractured, angular shapes.

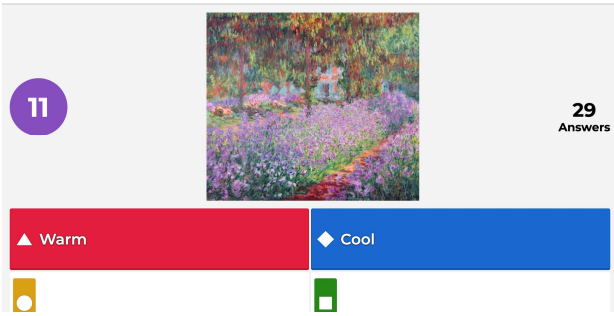
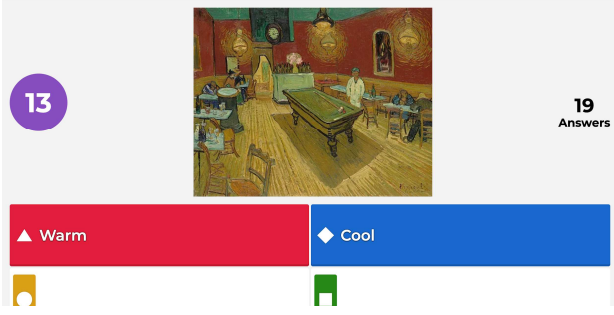
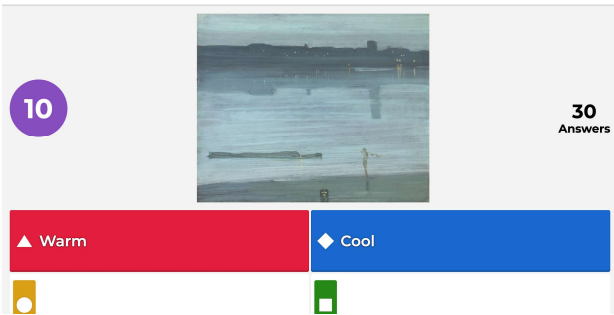
As in Cézanne's art, perspective is rendered through colour, with the warm reddish-browns advancing and the cool blues receding.

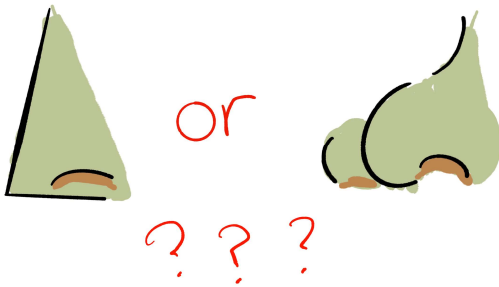
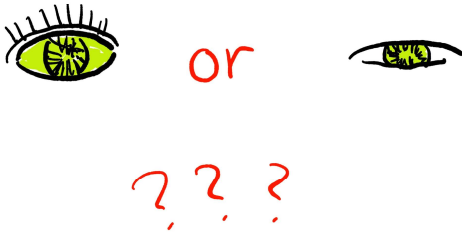


- Background - The term Cubism was first used by French critic Louis Vauxcelles in 1908 to describe Braque's landscape paintings. Painter Henri Matisse had previously described them to Vauxcelles as looking composed of cubes. The term wasn't widely used until the press adopted it to describe the style in 1911.
- Characteristic - The Cubist style emphasized the flat, two-dimensional surface of the picture plane, rejecting the traditional techniques of perspective, foreshortening,

		<p>modeling, and chiaroscuro and refuting time-honoured theories that art should imitate nature.</p> <ul style="list-style-type: none"> <li>● Definition - an early 20th-century style and movement in art, especially painting, in which perspective with a single viewpoint was abandoned and use was made of simple geometric shapes, interlocking planes, and, later, collage.</li> <li>● Famous artists</li> </ul> <p>3. Teachers introduces the new topic of today's lesson: Cool and warm colors are one of the most important elements in painting.</p>	
5mins	Lead-in	<p><b><u>Lead-in activity for color usage</u></b> Each group would be assigned a different set of colors and to say their feelings about these. An iPad will be distributed to each group for uploading their responses to Padlet and shared with the class after 5mins.</p> <ul style="list-style-type: none"> <li>● Group1: Red</li> <li>● Group2: Orange</li> <li>● Group3: Yellow</li> <li>● Group4: Green</li> <li>● Group5: Blue</li> <li>● Group6: Purple</li> </ul> <p>Teacher can provide guidance by asking students questions during the discussion time. e.g "Do you feel different emotions by seeing the Colors?" "What do you think these colors represent? Happiness/ Anger/ Sad/ Fear etc."</p> 	- Students use Padlet to share their opinions instead of raising hands so that the whole class have opportunity to involve in activity
20mins	Main	<b><u>Teaching of color usage (warm/cool)</u></b>	Students are

<p>teaching</p>	<p>1. Teacher can elaborate according to the discussion results from lead-in activity, introduce warm and cool colors to students with the color wheel. Explain why we have certain feelings towards the colors. Different colors are associated with different objects and symbolization.</p> <div data-bbox="501 539 1121 884" data-label="Image"> </div> <p>2. Teacher can further explain how warm and cool tones apply in different artworks, and provide example artworks for students. The background of the painting and Artist's story can be introduced in order to emphasize the association between emotion and color tone.</p> <p>e.g. Cool color : &lt;The Starry Night&gt; Warm color: &lt;The Scream&gt;</p> <div data-bbox="501 1305 794 1498" data-label="Image"> </div> <div data-bbox="799 1265 1075 1541" data-label="Text"> <p><b>BLUE</b></p> <ul style="list-style-type: none"> <li>• Depress, sadness</li> </ul> <p><i>Do you know the background of this painting?</i></p> <p><small>&lt;Starry night&gt; Vincent van Gogh Oil on canvas</small></p> </div> <div data-bbox="501 1574 775 1921" data-label="Image"> </div> <div data-bbox="799 1615 1075 1890" data-label="Text"> <p><b>RED + ORANGE</b></p> <ul style="list-style-type: none"> <li>• Blood, tension, rage, anger</li> </ul> <p><b>BLUE + GREY</b></p> <ul style="list-style-type: none"> <li>• Depress, sadness,</li> </ul> <p><small>&lt;The Scream&gt; Edvard Munch Oil, tempera, pastel and crayon on cardboard</small></p> </div>	<p>involved:</p> <ul style="list-style-type: none"> <li>- Explore the warm and cool colors by group discussion and group works instead of passively listening to the teachers</li> </ul>
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		<p>3. At the end of this session, Kahoot would be used to reinforce the warm and cool colors knowledge. Students join the Kahoot as a team and need to choose the correct color tone for each painting.</p> <p>&lt;The Artist's Garden at Giverny&gt;, Claude Monet: Warm or Cool tone?</p>  <p>&lt;The Night Café&gt;, Van Gogh: Warm or Cool tone?</p>  <p>&lt;Nocturne, Blue and Silver: Chelsea&gt;: Warm or Cool tone?</p> 	
<p><b>Second Lesson</b></p>			
<p>5mins</p>	<p>Revision + Exploratory stage</p>	<p><b>Revision on Cubism and warm+cool color tones</b></p> <p>1. Questions for recap knowledge learnt from the last lesson: E.g. "Do you remember what emotions do different colors represent?"</p>	<p>- Bring up questions to recall prior knowledge</p> <p>-Students are able to answer teacher's</p>

	<p>2. Teacher demonstrates how to draw in Cubism style</p> <ul style="list-style-type: none"><li>- Raise question to stimulate their imagination e.g. What is the shape of the teacher's nose?</li></ul> <p style="text-align: center;">Nose</p> <div style="text-align: center;"></div> <p style="text-align: center;">Eyes</p> <div style="text-align: center;"></div> <ul style="list-style-type: none"><li>- Demonstrate once after they have answered the question</li></ul> <p>3. Give instruction on portrait group work (4 students per group) (Draw In Cubism style learnt from 1st lesson) *Distribute drawing paper and drawing tools for students</p> <p>4. Teacher raises questions to lead students to spend 2-3 minutes on observing the features of their group mates and think about the personalities of them before they draw</p> <ul style="list-style-type: none"><li>- Features: Does he/she wear the glasses? Is he/she in short hair/ long hair? Big eyes/ Small eyes? etc.</li><li>- Personalities: What are his/her personalities?</li></ul>	<p>facial features</p> <ul style="list-style-type: none"><li>- Teacher: Support team building and collaborative process</li></ul>
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		<p>Energetic? Gentle? Thoughtful? What color can represent his/her personality? etc. *Write down all their observation at the back of the drawing paper</p>					
25mins	Main work	<p><b>Group work:</b></p> <ul style="list-style-type: none"> <li>- Students draw portraits with each other by using the characteristics of Cubism, the warm/cool color that relate to the features and personalities of a group mate</li> <li>- <u>Division of labour:</u> Student A: draw student B Student B: draw student C Student C: draw student D Student D: draw student A</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td> <td>C</td> </tr> <tr> <td>B</td> <td>D</td> </tr> </table>	A	C	B	D	<ul style="list-style-type: none"> <li>- Students apply their thinking and skills to create paintings, and at the same time can know more about the personalities of their classmates around them.</li> <li>- Group works and discussion require throughout the whole session</li> </ul>
A	C						
B	D						
5mins	Conclusion	<p><b>Conclusion and explanation of extending activity:</b></p> <ol style="list-style-type: none"> <li>1. Teacher provides feedback on student's usage of colour tones and Cubism techniques</li> <li>2. Students pin their works on board for the extending activity</li> <li>3. Extending activity: "Who is this?" (Guessing game: students can guess who is the student on the drawings and write down a name next to it, and a discussion will be continued in the next lesson.)</li> <li>4. Discussion in the <u>next lesson</u>: Teacher invites the students group by group to share their works and ideas. Students can share by answering the questions below: <ul style="list-style-type: none"> <li>- Who did they draw? What are the features and personalities of that group mate? How does your work show the characteristics of Cubism? Why did they use this color to represent that group mate? etc.</li> </ul> </li> </ol>	<p>Students are involved:</p> <ul style="list-style-type: none"> <li>- In art appreciation as an extended activity</li> <li>- Share what they have observed and learnt</li> <li>- Practice their presentation skill</li> <li>- Engage in peer evaluation</li> </ul>				

**Appendix 1 - Assessment rubrics of the artwork**

Category/ Score	5	4	3	2	1
Ideas of Artwork	Ideas are presented clearly with reasons and can express their feelings towards group mate with creative ideas	Ideas are presented clearly with reasons and can express their feeling towards group mate	Ideas are presented clearly and are relevant to the features and personalities of the group mate, and Cubism	Ideas are relevant to features and personalities of the group mate but are not Cubism	Ideas are irrelevant to the features and personalities of the group mate, and Cubism
Characteristics of Cubism	The artwork could show the characteristics of Cubism including emphasizing flat and 2-dimensional picture plane with creativity	The artwork could show the characteristics of Cubism including emphasizing flat and 2-dimensional picture plane	The artwork could represent some characteristics of Cubism	The artwork could show little characteristics of Cubism	No characteristic of Cubism is shown in the artwork
Skills of using warm/cool color	The artwork displays fully understanding on symbolization of colors	The artwork displays adequate understanding on symbolization of colors	The artwork shows basic understanding on symbolization of colors	The artwork shows lack of understanding on symbolization of colors	Student cannot display any understanding on symbolization of colors
Collaboration between Groupmates	All students in the group are engaged in the whole process of brainstorming and making of artwork	Most of the students are engaged in the whole process of brainstorming and making of artwork	Only one to two students brainstorm the ideas and the other groupmate follows their idea to make the artwork	Only two students in the group are brainstorming, doing the artwork and present. The other two have no participation	Only one student in the group is doing the artwork



**Appendix 2 - Teaching materials**

Materials use: iPad, drawing paper, oil pastels, pencils



**Appendix 3 - Teaching PowerPoint**

# Feel the Cubism

### What's so special?

1. Perspective
2. View point
3. Dimension

**Do you remember?**

*The Weeping Women*  
Pablo Picasso  
Oil on canvas  
60 cm x 49 cm (23 5/8 in x 19 1/4 in)





Cubism, highly influential visual arts style of the 20th century that was created principally by the artists Pablo Picasso and Georges Braque in Paris between 1907 and 1914. The Cubist style emphasized the flat, two-dimensional surface of the picture plane, rejecting the traditional techniques of perspective, foreshortening, modeling, and chiaroscuro and refuting time-honoured theories that art should imitate nature.

Cubist painters were not bound to copying form, texture, colour, and space.

Instead, they presented a new reality in paintings that depicted radically fragmented objects.

### Today's topic:



Warm colors  
Cool colors

Warm color/Cool color

### How do you feel about the color?

Can you link with some **objects** ?  
or **emotions**?



### Can you feel it?

Group 1   Group 2   Group 3   Group 4   Group 5   Group 6



What kind of emotions/feelings do the colors give you?  
What objects can you associate with the colors?

### Example

<b>Color</b> Red	<b>Emotion/Feelings</b> Anger	<b>Object</b> Fire
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### Let's share the ideas on Padlet!!



1. Scan the QR code and enter to Padlet
2. Share your ideas on Padlet based on the 2 questions

\* Remember to put down your group number & color before you upload your ideas

<https://padlet.com/s1138501/f2fkzeas85p68g2e>

### Let's look at the result!!!

### Result



### Warm vs Cool color

**Warm color:** Colors such as red, yellow and orange. These colors evoke warmth because they remind us of things like sun or fire.

**Cool color:** Colors like blue, green and purple. These colors evoke a cool feeling because they remind us of things like water or grass.



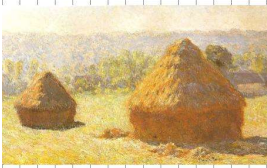
#### BLUE

- Depress, sadness

Do you know the background of this painting?

<Starry night>  
Vincent van Gogh  
Oil on canvas

- Warmth, uplifting, sunshine
- Energetic, growth, refreshment



<Haystacks>  
Claude Monet  
Oil on canvas

- **RED + ORANGE**  
• Blood, tension, rage, anger

- **BLUE + GREY**  
• Depress, sadness,



<The Scream>  
Edvard Munch  
Oil, tempera, pastel and crayon on cardboard

RED	ORANGE	YELLOW	GREEN
<b>POSITIVE</b> Passion Energy Strength Warmth Optimism Excitement	<b>POSITIVE</b> Warmth Energy Creativity Joy Vitality Strength	<b>POSITIVE</b> Optimism Warmth Energy Vitality Excitement Creativity	<b>POSITIVE</b> Freshness Growth Harmony Calmness Balance
<b>NEGATIVE</b> Anger Jealousy Aggression Pain	<b>NEGATIVE</b> Envy Covetousness Deceit Betrayal Pride	<b>NEGATIVE</b> Envy Covetousness Deceit Betrayal Pride	<b>NEGATIVE</b> Envy Covetousness Deceit Betrayal Pride
TURQUOISE	BLUE	PURPLE	MAGENTA
<b>POSITIVE</b> Calmness Balance Harmony Calmness Balance	<b>POSITIVE</b> Calmness Balance Harmony Calmness Balance	<b>POSITIVE</b> Mystery Spirituality Imagination Creativity	<b>POSITIVE</b> Creativity Imagination Spirituality Mystery
<b>NEGATIVE</b> Envy Covetousness Deceit Betrayal Pride	<b>NEGATIVE</b> Envy Covetousness Deceit Betrayal Pride	<b>NEGATIVE</b> Envy Covetousness Deceit Betrayal Pride	<b>NEGATIVE</b> Envy Covetousness Deceit Betrayal Pride
BROWN	BLACK	GRAY	WHITE
<b>POSITIVE</b> Stability Reliability Strength Endurance	<b>POSITIVE</b> Mystery Power Sophistication Elegance	<b>POSITIVE</b> Sophistication Elegance Mystery Power	<b>POSITIVE</b> Purity Clarity Simplicity Innocence
<b>NEGATIVE</b> Dullness Boredom Lack of energy Lack of interest	<b>NEGATIVE</b> Lack of energy Lack of interest Lack of energy Lack of interest	<b>NEGATIVE</b> Lack of energy Lack of interest Lack of energy Lack of interest	<b>NEGATIVE</b> Lack of energy Lack of interest Lack of energy Lack of interest

## What did you learn?

Warm colors

Cool colors



**Appendix 4 - Kahoot examples**

<Nocturne, Blue and Silver: Chelsea>: Warm or Cool tone?


<The Artist's Garden at Giverny>, Claude Monet: Warm or Cool tone?

<The Night Café>, Van Gogh: Warm or Cool tone?

<Chair Car>, Edward Hopper: Warm or Cool tone?

**Appendix 5 - Padlet**

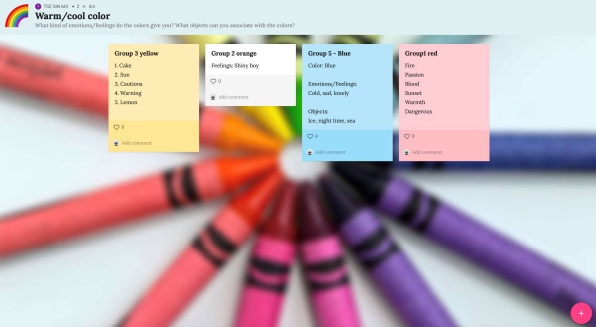
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1. Scan the QR code and enter to Padlet
2. Share your ideas on Padlet based on the 2 questions

\* Remember to put down your group number & color before you upload your ideas

<https://padlet.com/s1138501/f2fkoea85p68g2o>



**Appendix 6 - Extended activity stickers**

**Guessing Game!!!**

Your Student name: \_\_\_\_\_

Guess who this is!!! \_\_\_\_\_

**\*\*\*Stick it on the right-hand side of the painting that you are guessing.**

**Guessing Game!!!**

Your Student name: \_\_\_\_\_

Guess who this is!!! \_\_\_\_\_

**\*\*\*Stick it on the right-hand side of the painting that you are guessing.**

**Guessing Game!!!**

Your Student name: \_\_\_\_\_

Guess who this is!!! \_\_\_\_\_

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