

## 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> <li>- "Can you name any famous Cubism artists?"</li> </ul>	<p>- Use questions to guide the students to refresh the memories on basic Cubism knowledge they have learned, thereby enhancing learning motivation.</p> <p>-Students are able to answer what they</p>

have learnt in the last lesson.



### 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)

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.

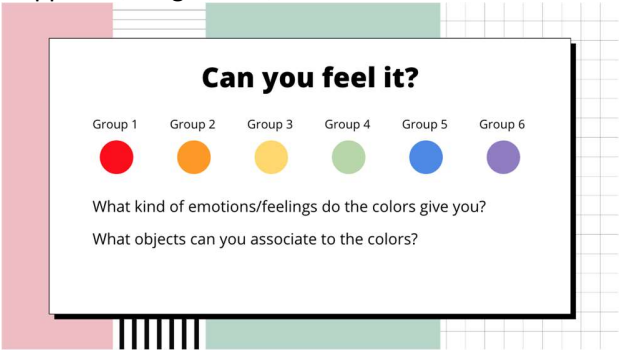
In Braque's painting, the volumes of the houses, the cylindrical forms of the trees, and the tan-and-green colour scheme are reminiscent of Paul Cézanne's landscapes, which deeply inspired the Cubists in their first stage of development.

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.

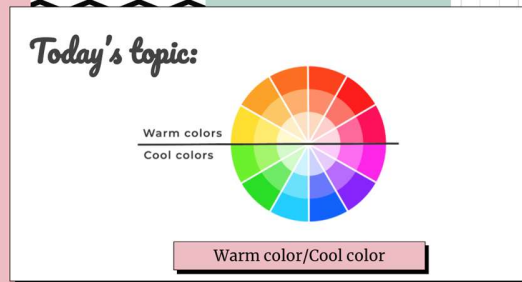


- Background - The term Cubism was first used by French critic Louis Vauxcelles in 1908 to describe Braque's landscape paintings. Painter Henri Matisse had previously described them to Vauxcelles as looking composed of cubes. The term wasn't widely used until the press adopted it to describe the style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

		<p>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 teaching	<p><b><u>Teaching of color usage (warm/cool)</u></b> 1. Teacher can elaborate according to the</p>	Students are involved:

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.

- Explore the warm and cool colors by group discussion and group works instead of passively listening to the teachers



- 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.

e.g. Cool color : <The Starry Night>

Warm color: <The Scream>



**BLUE**

- Depress, sadness

*Do you know the background of this painting?*

<Starry night>  
Vincent van Gogh  
Oil on canvas



**RED + ORANGE**

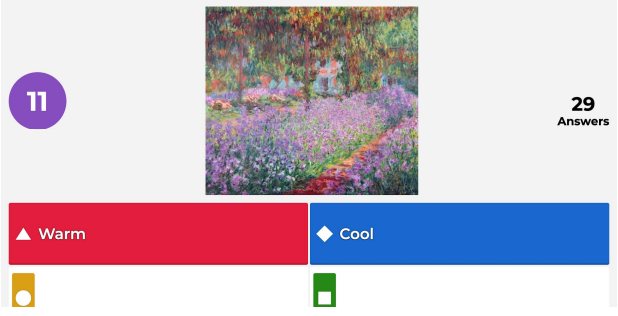
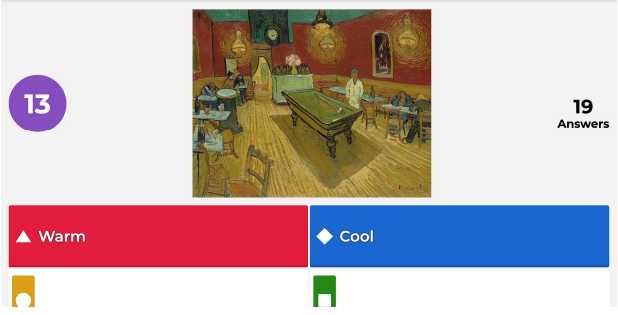
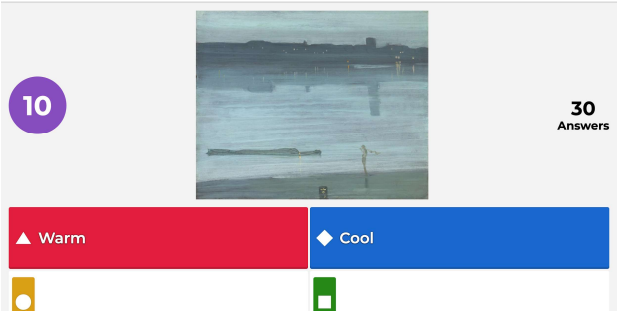
- Blood, tension, rage, anger

**BLUE + GREY**

- Depress, sadness,

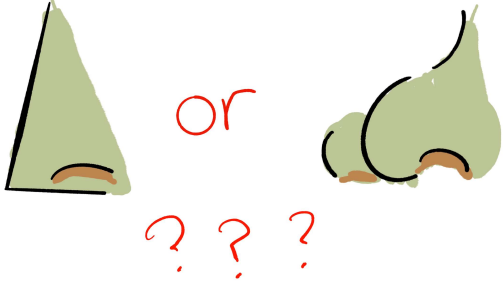
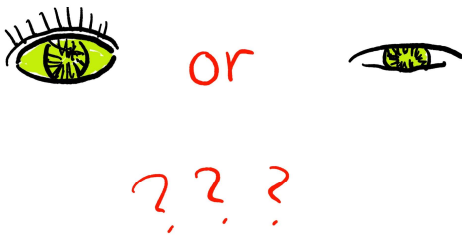
<The Scream>  
Edvard Munch  
Oil, tempera, pastel and crayon on cardboard

- At the end of this session, Kahoot would be

		<p>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> 	
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**Second Lesson**

5mins	Revision + Exploratory stage	<p><b><u>Revision on Cubism and warm+cool color tones</u></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>2. Teacher demonstrates how to draw in Cubism</p>	<p>- Bring up questions to recall prior knowledge</p> <p>-Students are able to answer teacher's facial features</p>
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		<p>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>Nose</p>  <p>Eyes</p>  <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? Energetic? Gentle? Thoughtful? What color</li></ul>	<ul style="list-style-type: none"><li>- Teacher: Support team building and collaborative process</li></ul>
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		<p>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> <ul style="list-style-type: none"> <li>Student A: draw student B</li> <li>Student B: draw student C</li> <li>Student C: draw student D</li> <li>Student D: draw student A</li> </ul> </li> </ul> <div style="text-align: center; margin-top: 10px;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 5px;">A</td> <td style="padding: 5px;">C</td> </tr> <tr> <td style="padding: 5px;">B</td> <td style="padding: 5px;">D</td> </tr> </table> </div>	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>				