



ARIZONA
HISTORICAL
SOCIETY

3GR
POSTCARD CONTEST ART LESSON:
PABLO PICASSO - CUBISM

This lesson plan was created to be a part of the Arizona Historical Society's Annual Postcard Contest. This is a great project to use across ELA, Art, and Social Studies standards. Check out our website for contest information such as rules, deadlines, lesson plans/activities, and more!

<https://arizonahistoricalsociety.org/education/ahs-postcard-contest/>

If you would like to submit lesson plans, extension activities, photos of your students participating, questions, or any other content to our Education Dept. Please email: krex@azhs.gov. We would love to hear from you!

Lesson Title: Cubism and Arizona State Symbols

Objectives:

- Students can explain the basic elements of cubism.
- Students can explain the importance of Cubism.
- Students can explain who Pablo Picasso is.
- Students can name up to 5 of Arizona's state symbols.
- Students can create a piece of cubist art reflecting one of Arizona's state symbols.
- Students can reflect and explain their art in paragraph form.

AZ Standards: 3rd Grade

Visual Arts:

- **CR.1.a:** Create imaginative artwork and add details.
- **CR.1.b:** Investigate personal ideas through the artmaking process.
- **CR.2.c:** Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
- **CR.3.a:** Elaborate visual information by adding details to an artwork.
- **RE.7.a:** Use art-specific vocabulary to speculate about processes an artist used to create a work of art.
- **RE.9.a:** Distinguish your preference for an artwork from your evaluation of that artwork.

ELA:

- **3.RI.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **3.RI.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- **3.RF.4:** Read with sufficient accuracy and fluency to support comprehension.
- **3.W.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- **3.WF.1:** Demonstrate and apply handwriting skills.
- **3.WF.3:** Know and apply spelling conventions and patterns.
- **3.SL.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **3.SL.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Social Studies:

- **3.SP3.6:** Construct arguments and explanations using reasoning, examples, and details from sources.
- **3.H1.1:** Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.

Pre-Assessment: Pre-reading

Materials:

- *What is Cubism?* Reading Passage (See Doc 1A at the end of this packet)
- Highlighters, pencils, etc. to annotate the passage

Activity:

- Pass out Reading passage for students to preview. Have them underline any words that they do not know or would like to know what it means.
- Discuss those words and their meanings, then make sure that all the yellow highlighted words have been discussed and defined before reading the passage as a group.

Mini lesson Title: Cubism

Video: Pablo Picasso - Cubism: <https://www.youtube.com/watch?v=6ivxYbZnlw>

Discussion: Using open ended essential questions, do a **THINK-PAIR-SHARE Activity** with students and let them know that you may be calling on them to tell the class what their partner said for their answer.

- **Example Questions:**
 - What is Cubism art?
 - Can you give an example of something that could be made into this form of art?
 - Who helped develop this type of art?
 - What are key features of Cubism?
 - Now that you have read a passage and saw the video on Cubism, what are two things that you learned that you didn't know before today?

Guided Practice: AZ State Symbols Cubist and Abstract Art

Supplies:

- Paper
- Pencil
- Black Marker (outlines)
- Erasers
- Crayon, color pencils, or something to color with.
- Examples of AZ state symbols (You can find some great ideas [here](#), would be a great brainstorming activity to do as a class as well, they don't have to be official symbols just things we think about when we think Arizona)
- Rulers, jars, and other objects to help geometric shapes.
- Project examples (EXAMPLES 1B-4B attached below)

Procedure:

1. Students will select one of the state symbols that they would like to turn into a piece of cubist art.
2. Take a second to go over some of the key elements of cubism:
 - a. Simple shapes
 - b. Overlapping
 - c. Contrasting colors (warm vs cool, dark vs. light, black vs. white)
3. Have students draw their picture first. **See example 1B.**
4. Have students use rulers, jars, and other materials to make geometric shapes. **See example 2B.**

*NOTE: **Remember to keep it simple and not too small! You want to be able to make different solid and patterned areas.*
5. Have students pick different spaces to fill in with different patterns. Not all of the spaces need to have patterns and mix it up! **See example 3B.**
6. Color in the spaces, try to use contrasting colors with the main picture and the background to make it easier to make out the original picture. **See example 4B.**
7. After students complete their artwork, have them use the **Artist Interpretation Template (DOC 1C attached below)** template to help them explain their artwork. Once these are written and edited, attach the final draft of their paragraph to the art either on the back or at the bottom.

Display the Artwork:**Gallery Walks:**

- Invite other classes to come and walk through your art gallery. Tell them that your students learned about Cubism, Arizona State Symbols and they wanted to share what they learned in the form of art. Students can go to each piece and let the artist tell about their artwork. They may use the back interpretation paragraph to help them. Invite other VIPs of your school to see the wonderful interpretations of Cubism and Arizona state symbols. You can also do this by class if you choose.

Bulletin Boards/Wall Displays:

- Attach student interpretation paragraphs at the bottom of the artwork and display the art on the bottom so viewers can read the artist's thoughts on their art project. Have students pick on artwork that is not their own and tell one element of cubism that they noticed the artist used, what they liked most about that piece, how they would have done the same design differently, or anything that would require the students to analyze art for content and art elements.

DOCUMENT 1A: WHAT IS CUBISM? READING PASSAGE

Today, you have an opportunity to learn about some amazing things that happened in the early 1900s. A new art form was emerging in Europe, and Arizona was about to finally become the 48th state in the Union. Read this passage to learn more about Cubism art and the artists that made it famous. You will also read about how Arizona became a state and adopted symbols to help people learn more about them.

What is Cubism?

Cubism is a style of painting that was developed in the early 1900s. Up to this point, most art looked very real, and you wanted your artwork to look exactly like things in the real world or **realistic art**. Pablo Picasso and Georges Braque were the two artists who invented **Cubism**. They believed artists should create more than realistic art. You should be able to make art with different shapes, colors, and viewpoints or **abstract art**.

Cubism is a style of art that takes landscapes, objects, and people and transforms them into geometric shapes. It can show things rearranged, in a broken mirror effect, or from multiple viewpoints. Take a look at the cubist paintings below to see some examples!



Three Musicians, 1921, Pablo Picasso



Mandolin and Guitar, 1924, Pablo Picasso

Who created Cubism art?

Pablo Picasso was born in Spain on October 25th, 1881. From an early age, he loved to draw, and by the age of eight, Pablo Picasso could draw more realistically than his art teacher. He was brilliant at drawing and loved coloring, doodling, and he could draw almost anything. He is also known as a **sculptor, printmaker, ceramicist, and theater set and costume designer**. Taking chances and experimenting helped him become one of the best-known figures in the 20th-century art world.

Georges Braque was born in France on May 13th, 1882. He was trained to become a house painter and decorator like his father and grandfather during the day, and at night, he went to art school to learn how to paint more artistic pieces. Braque is well-known for

his art as a **painter**, **collagist**, **printmaker**, and **sculptor**. Starting in 1909, he worked closely with Pablo Picasso in developing what we now call Cubism. He liked that this new art style provided multiple perspectives of a single object and how he could use shading and colors to make an object look **two-dimensional** and **three-dimensional** at the same time.

What are the characteristics of Cubism?

Cubism has 4 main characteristics that help us decide whether a piece of art is Cubism.

- **Abstract art**
- Simple, **geometric** shapes
- Rearranged/Broken Mirror effect
- Multiple **perspectives**

Some of the main basic geometric shapes that cubist artists use include

- **Circles/spheres**
- **Cylinders**
- **Squares/rectangles**
- **Triangles**

Cubist artists use many different **color schemes** when creating art. Still, **monochromatic colors** were used a lot to not distract the viewer from the artist's primary interest—the structure of the subject itself. Hues of tan, brown, gray, cream, green, or blue were preferred in most of Picasso and Braque's art.

Why is Cubism so important?

Cubism remains one of the most influential art movements known. It changed a wide range of ideas as far as art was concerned in the 1910s and 1920s. It also allowed for the development of **abstract** modern art movements. It defied the rules of art and became one of the most significant breaks in art history.

Arizona becomes a state and begins to establish symbols:

While Cubism took off in Europe, some exciting things happened here in the Southwestern United States. On February 14th, 1912, Arizona finally became the 48th state to join the Union. After a while of people living in Arizona and travelers going in and out of the state, we adopted different state symbols to represent our diverse history, geography, and economy. Symbols are often adopted after a concerted effort by citizens to have an item recognized for its importance to the state. Some began when Arizona became a state, while others continued to be added by citizens later. Often, school children, citizens, or organizations lead the push to research a particular symbol and then make a request to turn the item into a symbol through our state legislature.

Fun fact: Some people say that everything is bigger in Texas. Did you know that Texas has the most state symbols? There are 70 official state symbols, ranging from the Texas Toad (state amphibian) to the Nymphaea "Texas Dawn" (state waterlily).

So, what are some of Arizona State Symbols?

Here is a list of some of the state-recognized symbols for Arizona. What else should be added to this list? Why do you think they represent Arizona?

- **Arizona State Neckwear:** The Bolo Tie. Navajo bolo ties are used to show an achievement or an important event. It is "A new symbol of the West".
- **State Amphibian:** The Arizona Tree Frog. In 1986, thousands of students studied amphibian species and voted for their favorite to become the state amphibian. The Arizona Tree Frog won by 3,000 votes.
- **State Bird:** The Cactus Wren. This bird became the official state bird in 1931 because of its native status and unique song.
- **State Butterfly:** The Two-Tailed Swallowtail. This became the state butterfly in 2001 because of its beauty and size. The swallowtail is the largest species of butterfly in the U.S.
- **State Dinosaur:** The Sonorasaurus. Fossils of this dinosaur were found in Cochise County in 1994 and became the state dinosaur in 2018. It is currently on display in the Arizona Sonora Desert Museum.
- **State Drink:** Lemonade. It became the state drink in 2019 after Garrett Glover realized that the State seal only had 4 of the 5 C's (Cattle, Copper, Cotton, and Climate), excluding Citrus. To include Citrus, he proposed making lemonade the state drink.
- **State Firearm:** The Colt Single Action Army Revolver. It became the state firearm in 2011. It is one of the most famous firearms ever and was seen by some as "the gun that won the West."
- **State Fish:** Apache Trout. In the late 1800s, this trout was abundant in the White Mountains of Arizona and was recognized for its importance in economics and recreation. It became the state fish in 1986.
- **State Flag:** The Arizona Flag. It became the state flag in 1917 and includes colors important to Arizona. It uses copper to represent the copper industries. In the flag, a copper star is going into a blue field with rays surrounding it. This is to show a setting sun. There are 13 rays to represent the original 13 colonies.
- **State Flower:** The White Blossom of the Saguaro. It is the largest cactus in the U.S. and is the state flower because it has become a symbol of the Southwest and Arizona. It became the official state flower in 1931.
- **State Fossil:** Petrified Wood. Petrified wood is formed from trees from over 200 million years ago. These trees grew in high mountain ranges in Arizona. It is

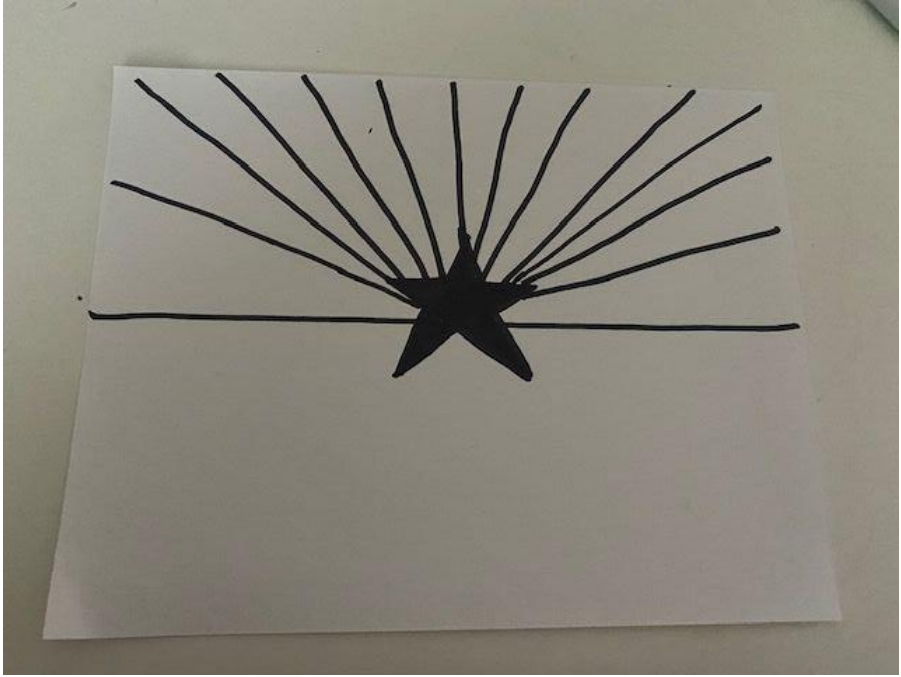
mainly found in the petrified forest in northern Arizona. It became the state fossil in 1988.

- **State Gem:** Turquoise. It has been used in Native American jewelry for a very long time. Arizona was once the world's leading area for turquoise production. It became the state gem in 1974.
- **State mammal:** The Ringtail. It was named the state mammal in 1986. During the period known as the Gold Rush, miners often kept Ringtails as pets because they were affectionate and were very good at getting rid of disease-spreading rodents and insects.
- **State Metal:** Copper. Became the state metal in 2015. A fourth-grade class at Copper Creek Elementary School proposed that Arizona should have a state metal and that the metal should be copper. This is because over half the copper output for the U.S. is mined in Arizona.
- **State Mineral:** Wulfenite. It was named after an Austrian mineralogist (A person who studies minerals), Franz Xaver Von Wulfenite. This mineral is found in Arizona and became the state mineral in 2017. It was also the theme for the 65th annual Tucson Gem and Mineral Show in 2020.
- **State Nickname:** The Grand Canyon State. It was signed as the Arizona nickname in 2011. The Grand Canyon National Park is in Arizona, which is why we have the nickname.
- **State Reptile:** The Arizona Ridge-Nosed Rattlesnake. It only lives in the Huachuca, Patagonia, and Santa Rita Mountains in the south-central part of Arizona. It is the most recent rattlesnake discovered in the U.S. and became the state reptile in 1986.
- **State Seal:** Arizona State Seal. This was adopted in 1912 and represents Arizona using 4 of the 5 C's. It depicts Climate, Copper, Cattle, and Cotton.
- **State Tree:** The Palo Verde. This became the state tree in 1954 after a group of women from six counties introduced the Palo Verde to the Arizona Legislature. It is very important to Arizona because it is a Keystone species.

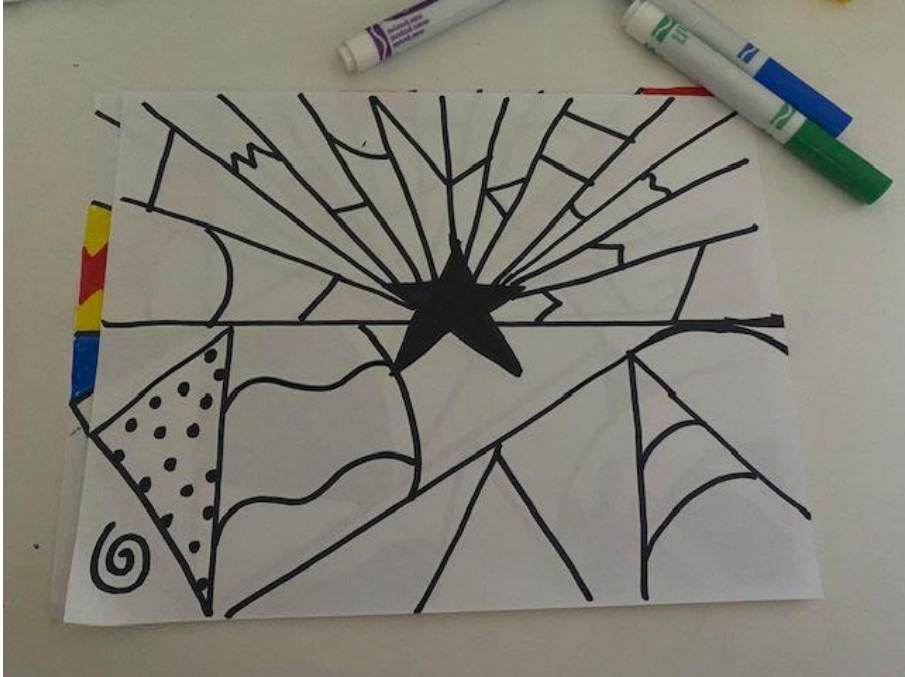
Show what you know!

It is time for you to allow your creative side to shine. Using the techniques you learned about Cubism and some of Arizona's state symbols, create a cubist-inspired art piece that includes one of Arizona's State Symbols. Good luck!

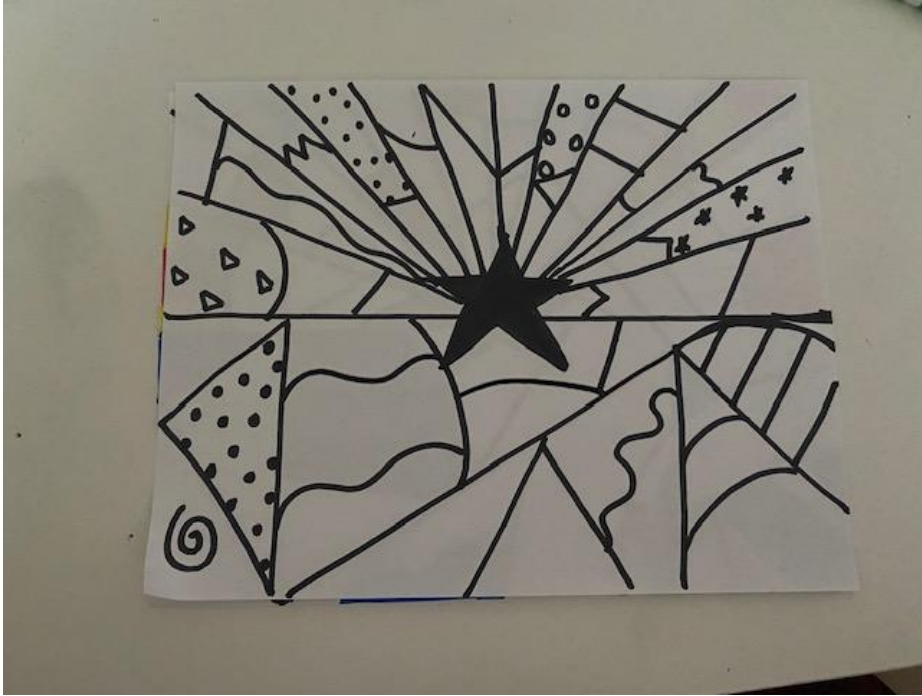
EXAMPLE 1B:



EXAMPLE 2B:



EXAMPLE 3B:



EXAMPLE 4B:



TEMPLATE FOR ARTIST INTERPRETATION PARAGRAPH

The title of this piece of art is _____
_____.

The state symbol I chose was the _____
_____.

I chose this Arizona State Symbol because _____

_____.

My art is considered cubism because _____
_____.

What I feel is the most interesting about this piece of
art is _____
_____.

What I think I would have done differently if I made
this artwork again would be to _____
_____.