

## **Hildegard Center for the Arts “Heroes Among Us” “Give It All You’ve Got” Heroes and Visual Art**

Adapted with permission from a lesson plan  
created by the National School District, San Diego, CA

[http://www.nsd.us/edservices/classroom\\_resources/lessonplans/vapa/5VisArtsLATHm2/5VisArtsLATHm2.php](http://www.nsd.us/edservices/classroom_resources/lessonplans/vapa/5VisArtsLATHm2/5VisArtsLATHm2.php) ) -- Please visit this website for excellent resources

*For Grades 7-12 for use in Visual Arts Curriculum*

**Purpose:** The students will depict a portrait of their hero through cubism.

### **Objectives:**

- The students will assess their own artwork and describe what changes they would make for improvement.
- The students will communicate opinions or personal insights through an original work of art.
- The students will use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

National Standards that may be met:

- Students describe how different materials, techniques and processes cause different responses.
- Students use different media, techniques and processes to communicate ideas, experiences and stories.
- Students use art materials and tools in a safe and responsible manner.
- Students know the differences among visual characteristics and purposes of art in order to convey ideas.
- Students describe how different expressive features and organizational principles cause different responses.
- Students explore and understand prospective content for works of art.
- Students select and use subject matter, symbols and ideas to communicate meaning.
- Students identify specific works of art as belonging to particular cultures, times and places.
- Students demonstrate how history, culture and the visual arts can influence each other in making and studying works of art.
- Students understand there are various purposes for creating works of visual art.
- Students describe how people’s experiences influence the development of specific artworks.
- Students understand there are different responses to specific artworks.

Background Knowledge (for the teacher): The teacher needs to become familiarized with the following artists' names and styles for the anticipatory set:

- Salvador Dali: Surrealism
- Leonardo Da Vinci: Realism
- Vincent Van Gogh: Post-Impressionism
- Frida Kahlo: Realism
- Henri Matisse: Fauvism
- Pablo Picasso: Cubism
- Pierre-Auguste Renoir: Impressionism
- Andy Warhol: Pop-Art

**Anticipatory Set:**

- The teacher will choose four to eight artists from the list above (be sure to include Picasso as one of the artists)
- The teacher can create different posters (or media) using the artwork of the artists-the website offers excellent resources.
- Divide the students into small groups and tell students they will be going on a "Gallery Walk".
- As a small group, students will visit each art station around the room and answer questions about the art posted by their teachers. The students will use the questions to guide their responses, so they must use their time effectively.
- The students will post their responses onto each poster using sticky notes.
- At the end of the Gallery Walk, students will come back as a whole group.
- The teacher will review comments and have a class discussion about the students' observations.

**Procedures:**

- The teacher will bring the Picasso poster to the front of the room.
- Teacher and students will review comments.
- Teacher will introduce Pablo Picasso and demonstrate the cubism style.
- Students will be able to experiment with creating cubist artwork as a result of the demonstration.
- Teacher will later present elements of "Abstract" and "Profile" in cubism.
- Using samples of cubist art, the teacher will lead the students on a guided discovery activity exploring abstract art, realism, combinations of abstract and realistic traits, angles, profile and frontal view.

- The teacher will brainstorm with the students to define “hero” and list the characteristics of a hero (distinguishing between a hero and a person who’s famous or an idol).
- The students will be asked to identify a person they would identify as a hero (this person may be local).
- Using the theme of “Heroes”, the students will take the cubism art style learned and create a portrait of their hero. Assign students to find a portrait or photo of their hero.
- Once the students have obtained a portrait of their hero, ask the students to create their own cubist art with their hero as the inspiration.
- Students will write an artist statement about their artwork and the hero they have selected.

**Closure:**

- Students will share their hero portrait with a partner.
- Students will use vocabulary learned in this lesson to describe their portrait to their partner.

**Assessment:**

- Visual evidence of cubism in completed artwork.
- Teacher will listen to students give an oral description of their portrait using appropriate vocabulary.