



Picasso Inspired Portrait

Project Directions & Reflection Worksheet

Use this worksheet to help guide you through the art creation process.

Your Name: Mrs. Girardin

General Directions: We have studied Cubist portraits by Picasso, highlighting the characteristics, techniques, mediums. It is now your turn to attempt to create a portrait in the same style. Follow the directions below for each step but feel free to BE CREATIVE!!

Step 1: Gathering Information:

Although we have looked at some of Picasso's Cubist portraits as a class, go to the Weebly - Portraiture tab - Picasso subheading and find the links to further explore Picasso's work. Really look at his pieces and identify how he uses the characteristics of Cubism and his personal style. Choose three of Picasso's portraits and decide upon one highly descriptive word that describes the mood of the subject that Picasso was trying to capture. Write your findings below:

Title of Picasso's Piece <i>(you must also copy the image link here)</i>	Nude-Half Length 1907+Pablo+Picasso+%28Spanish+artist%2C+1881%E2%80%931973%29+Nude+Half+Length+1907.bmp	Woman with Book Pablo+Picasso+Woman+with+Book+1932+%282%29.jpg	Maya with Dolls Pablo+Picasso+Maya+with+Dolls+Picasso+and+Marie%27s+daughter%2C+Mar%C3%ADa+de+la+Concepci%C3%B3n%2C+called+Maya%2C+was+born+on+5+September+1935..bmp
Mood Conveyed <i>(use ACT words!)</i>	heavyhearted	distracted, pensive	suspicious
What elements or design principles help Picasso convey this mood? Explain!!	The similar, subdued colors give this woman a pensive, doleful look. Picasso uses browns that fade into yellows to convey the fact that something is on this woman's mind. Additionally, the shape of her eyes looks, to me, as if she is looking down - thinking of something else. Perhaps she may be even a tiny bit embarrassed to face the artist or the viewer.	The colors in this piece are vibrant and bright, especially when compared with the piece above. Although the subject in this painting also seems to be thinking inwardly about something, her thoughts seem to turn more to the positive. Her body language, supported by the colors used, suggest self-confidence. The shape of her eyes suggests that she is looking out into the distance as though her mind were elsewhere, yet her eyes are open and her level gaze tells the viewer that she is not at all ashamed of herself nor her thoughts.	The shape of the eyes of the girl in the painting seems as if she is squinting a tiny bit. This makes me think she is suspicious of the artist. We know that Picasso only saw Maya on weekends and never married her mother so perhaps we see some unease on the part of the little girl and her father. The colors are bright which may suggest that the little girl is happy with the dolls and not scared of the artist but there seems to be some reservation in the shape of her lips (straight) and the thick lines/patterns that we see throughout the piece.

Pick one of the three pieces you explored above and share your findings with a classmate. Does he/she agree with your findings? Do they see what you see? Do they see anything else that you didn't? Look at your partner's selected piece, write down your own findings below:

Partner's Name	Mr. Girardin
Title of Picasso's Piece <i>(this must be one of your partner's selections)</i>	Lee Miller 1937+Pablo+Picasso+%28Spanish+artist%2C+1881%E2%80%931973%29+Lee+Miller.bmp
Their Thoughts on the Mood Conveyed <i>(what your partner saw in the piece and their explanation)</i>	Mr. G saw anger in this piece. He said the predominant blue color (along with the contrasting yellow) made him think of intense emotions. He also said that the shape of the mouth and jaw line looked like the subject was clenching her jaw suggesting anger. Lastly, he said that the narrowing of her eyes looked like she was directing her anger towards someone either in the room or in her thoughts.
Your Thoughts on the Mood Conveyed <i>(what you saw in the piece and your explanation)</i>	Although I see what Mr. G saw, I disagree. I see contentment on the face of an old lady. Where he saw a clenched jaw, I see saggy jowls from a lifetime of smiling. The line in the neck make me think she is nearing the end of her life as does the blue color. However, the yellow hat suggests that she has happy memories (since it is on her head - like a thought would be on someone's mind). The fact that the eye is facing backwards seems to suggest that she is reminiscing on her past and that she is pleased with the memories. The squinty eyes do not seem angry, they seem to be indicative of a smile to me.

Step 2: Developing Ideas:

You now must think about the subject of your portrait. You may choose to create a self-portrait or a portrait of someone else. Regardless, you must spend some time thinking about a mood you wish to portray. Think carefully about this; look deep into your own mind, or ask probing questions of your subject. Once you have thought about it, complete the second column below. Then discuss your thoughts with a classmate and have he/she reflect upon your ideas and give your feedback. *(Share this document with your partner through Google forms.)*

Question	Your Thoughts	Peer Response to Your Thoughts
Who is your subject?	Mrs. G (self portrait)	Good choice!
What mood will you portray?	mirthful/jocund	Sounds like fun and... what an exquisite vocabulary!
Why have you chosen to portray this mood?	Although I try to have fun in class, I still have to be kind of serious and get stuff done. However, when I am not in school, I can be very lively and entertaining.	Yes, you do seem to smile quite a bit and take a great deal of joy in reminding me to take out the trash.
What elements or design principles will you use to help you convey the mood of your subject?	The shape of my features, especially my eyes and mouth. The colors I will use will be bright and the lines will be firm and clear.	I would agree with using bright colors to express this mood, perhaps yellow.
Why have you chosen these elements or design principles?	I plan on making some crazy faces and my eyes and mouth are the most expressive part of me. Bright colors	Yes, you do make some great crazy faces. In addition, I would suggest making your black lines narrow, so as

	are usually associated with an outgoing and lively atmosphere, which is similar to the mood I am trying to capture. I plan on using black to outline my features, which will contrast nicely with the bold colors I plan on using.	to not overpower your colors and to provide more "emotion" from the eyes and mouth.
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After discussing your preliminary thoughts with a peer, have you chosen to change anything? **Explain why or why not.**

After talking about my ideas with Mr. Girardin and reading his suggestions, I decided to vary the black outline of my features using both thick and thin lines. I agree that too many thick lines might overpower my color and perhaps make the portrait look too serious.

Step 3: Exploring Options:

Now that you have a firm grasp of the subject, the mood you are conveying, and the way you are thinking about doing it, you are ready to begin gathering images. Take several pictures of your subject, focusing on individual features as well as the entire face or torso. Be sure to capture multiple angles of each feature from varying distances. *See the how-to video on the Weebly for further guidance.* After you have the pictures you need, complete the following:

What were the challenges you faced in obtaining your photographs?	I felt awfully silly so I needed to find a private place so I would feel less self-conscious.
How did you overcome these challenges?	I made sure Mr. G was out of the room and just went wild!

Step 4: Planning, Developing and Refining Ideas:

At this point, you should have several photos of your subject. Using your iPad, paper and a pencil, begin to plan out a complete portrayal of your subject by using various features from several different photos. *See the how-to video on the Weebly for further guidance.* **TAKE YOUR TIME** with this step. Keep exploring and trying different combinations. As you near the completion of your pencil sketch, consult with two different classmates.

Classmate #1's Name	Mr. Girardin
How does the artist use simultaneous perspective? flatted space perspective?	Although there are a lot of different sizes and reversal of features, there really isn't a lot of simultaneous perspective. The feature are all pretty much portrayed from a full frontal facial view. Since you told me you are going to use triangles and geometric shapes in the background then color them with the complementary colors of the adjoining feature, I think the piece will look fairly flat. I would caution against using too much gradient value change to prevent the appearance of depth.
What mood do you think the artist is trying to convey? How does he/she convey that mood?	Crazy, but in a good way!
Describe something the artist did well.	You did a nice job changing the sizes of different facial features, such as the two eyes and two ears.

Describe something the artist may want to correct or improve.	Add some simultaneous perspective.
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Classmate #2's Name	
How does the artist use simultaneous perspective? flattened space perspective?	
What mood do you think the artist is trying to convey? How does he/she convey that mood?	
Describe something the artist did well.	
Describe something the artist may want to correct or improve.	

After reading your classmates' reviews and reflecting on your project on your own, complete the table below:

What do you think are some of your strengths in the piece so far?	I think the placement and inclusion of my feature is turning out well. There is a reason behind my selections and I think that treason seems to come across clearly, especially after hearing what Mr. G thought of it.
What has been challenging for you so far?	The placement and size of the left eye
Will you make any changes based on your classmate's comments? Explain why or why not.	I agree with Mr. Girardin that I don't have much simultaneous perspective. I do think I included some on the nose, but I could certainly use more. I think I will add another eye, both to include the simultaneous perspective and to show that I observe a lot more than people may think.

Step 5: Finishing Ideas:

Now, you can take your pencil sketch (complete with revisions from the previous step) and completing your artwork.

See the how-to video on the Weebly for further guidance. **You should also use the table below to guide your work.**

Did you trace clean, crisp lines from your pencil sketch to form the features of your subject?	Yes. I used a combinations of thick and thin lines to to outline my features. I chose to do this in black to form a nice contrast to the colors I was planning on using.
What colors did you use for your subject? Explain why you chose those colors.	Obviously, I chose to use a lot of color to convey the fun mood I was going for. Primarily, I choose the purple combination for the smile because I wanted to convey a sense of surprise. My sense of humor is VERY sarcastic and I appreciate sly comments. Yet, I'm never mean spirited. The purple conveys the sense of surprise that people seem to have when they realize this, yet it is still feminine enough to convey a gentleness about it. Additionally, I chose red for my ear next to the open mouth because the mouth symbolizes that sometimes I will make comments to get a laugh

	without really thinking about them first and I end up embarrassed for some reason. The orange-red ear shows my embarrassment when my mouth works before my mind catches up.
Did you use crayon to add color?	Yes. I also used marker.
Did you use various value changes while coloring?	Yes.
Did you layer color upon color?	Yes.
What colors did you use for your background? Explain why you chose those colors.	I tried to choose combinations of bright colors to stay with the fun mood. I stuck to complimentary colors for the most part since I wanted high contrast.

Step 6: Final Reflection and Critique:

Reflect on your project.

What do you think you did well?	I think I took really nice pictures and traced them well. I was pleased with the way the features came together and the way I used different qualities of line to add variety.
What was the biggest challenge? How would you change it if you were to do this again?	Staying true to the mood. I kept wanting to add deeper symbolism. I also struggled with the colors - even after practicing, some did not turn out the way I imagined. Additionally, I thought I could have added more value changes in the background.
Using the rubric, what grade would you give your piece in initiative?	20 - Distinguished
Using the rubric, what grade would you give your piece in craftsmanship?	20 - Distinguished
Using the rubric, what grade would you give your piece in completion?	17 - Proficient (I think the background could have looked more like Picasso's)
Using the rubric, what grade would you give your piece in content?	20 - Distinguished
How did the peer and self review of your work throughout the process affect the creation of the artwork?	I feel having another person look at my work not only helped by having the feedback of another pair of eyes but also the fact that I was aware that someone else would be critiquing it made me work a little harder and put a little more care into it.
What are the benefits of creating an artwork as opposed to writing an essay?	I think one can explain one's self in writing on a deeper level. As a control freak, I like being able to use words to explain exactly what I mean so that they viewer understanding MY thoughts, but that is the exact reason why I love art. The artist has to work hard to put their own ideas out there but in the end it is simply to get the viewer to reflect and think on their own!
What did you learn about yourself in creating this	That I speak faster than I think. I also learned that my sense of humor is more present in the classroom than I previously thought.

artwork?	
Has your appreciation of Picasso's Cubist artwork changed? Explain.	Absolutely! Creating this art was a lot harder than it looked previously. I also appreciate it more now that I have learned more about Cubism and the world into which it was introduced!
Has your appreciation of the art making process changed? Explain.	I already knew quite a bit about it - I am the teacher after all :) - however, I do think I gained more appreciation for peer review.
Has your appreciation of visual art changed since the beginning of this year? This unit? Since we talked about Picasso? Since starting this project? Explain.	Every MOMENT I spend researching, explaining, thinking about art, I appreciate it more!! I began teaching Humanities four years ago and I can't imagine teaching anything else. Art was already a big part of my life but I love the fact that it has become the most dominant part of my life now!

Final Comments and Grade: (for Mrs. Girardin's use ONLY)