Cubism Pastel Drawing Project

Name:__________________

Pablo Picasso 1881-1973
Founder of Analytic Cubism

Analytical means to break down 'De-Construct'.

Cubism use of simple geometric shapes.

Analytical Cubism – reducing or breaking down forms into basic geometric shapes

Wilhelm Uhde Photo

Pablo Picasso Portrait of Wilhelm Uhde, 1910.
Oil on Canvas. What shapes do you see- Triangles, Diamond, Squares, Parrellogram.

Consider Colour Gradation
A gradual change in colour from dark to light.

STEP ONE: RESEARCH Analytical Cubism on-line and answer the questions on the attached sheet: Analyzing Analytical Cubism.

STEP TWO: CHOOSE your subject matter (Portrait, Landscape, Objects) and DRAW a series of at least 3 different possible conceptual sketches breaking your imagery into Analytic Cubism style. Draw a simple geometric shape to use as a tool to assist in breaking up your image. REMEMBER: Have your sketches approved by the teacher before starting your final project 18 x 24 paper.

STEP THREE: CHOOSE a colour scheme (warm, mixed, cool) incorporating different shapes as templates for the creation of your Cubism Pastel drawing.

STEP FOUR: CREATE your final image on 18 x 24 paper using by printing off a variety of subject matter that reflects your chosen issue. WRITE your Artistic Statement Template to document your artistic process.

STEP FIVE: REFLECT on your finished work by answering the following questions
1. What part of your finished project did you find most successful and why?
2. What part of your finished project did you find least successful and why?
3. If you had to do this project, what part would you change or improve on and why?
KU: Researching & Analyzing Analytical Cubism

Name of Chosen Artwork:____________________

Artist Name:________________________________

DESCRIPTION

1. Describe what the work about: (1)

2. What is the artist critiquing: Social, Environmental, Political, how are they critique., i.e. role reversal etc.: (1)

ANALYSIS

3. Choose 6 elements and principles of design and analyze how they are used in the work: (line, shape, colour, form, movement, rhythm, contrast, texture, balance, variety, proportion, unity, emphasis, space) (6)

1. - 
2. - 
3. – 
4. – 
5. – 
6. - 

INTERPRETATION

4. What feeling does the artwork evoke in you? (1)

JUDGEMENT

1. Do you like this artwork? Why or why not? (Base your answers on what you have learned) Explain.(2)
Artistic Statement Template

Artwork Title: ________________________________________

A) Influence(s) and research from past and present works:

1. Who created Analytic Cubism? (1)

2. What is Analytic Cubism? (1)

B) Mixed media techniques and visual imagery used in my work and how they support my intended visual message:

C) Reflect on your finished work by answering the following questions and hand them in with your completed work for evaluation.

1. What part of your finished project did you find most successful and why?

2. What part of your finished project did you find least successful and why?

3. If you had to do this project, what part would you change or improve on and why?
## Cubism Pastel Drawing Project

<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of the elements &amp; principles of design</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design. 0.50</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design. 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thinking/Inquiry</th>
<th>Level 1</th>
<th>Level 2</th>
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<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td>Cubism Pastel drawing</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student depicts their Cubism Pastel drawing with limited effectiveness. 0.25</td>
<td>Student depicts their Cubism Pastel drawing with some effectiveness. 0.50</td>
<td>Student depicts their Cubism Pastel drawing with considerable effectiveness. 0.75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Level 1</th>
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</thead>
<tbody>
<tr>
<td>Clarity: Discusses research &amp; influences in the research questions &amp; artistic statement</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student discusses influences in the research questions &amp; artistic statement with limited clarity. 0.25</td>
<td>Student discusses influences in the research questions &amp; artistic statement with some clarity. 0.50</td>
<td>Student discusses influences in the research questions &amp; artistic statement with considerable clarity. 0.75</td>
</tr>
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<tr>
<th>Reflective Questions: Strength, Weakness &amp; Next Step</th>
<th>Level 1</th>
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<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incomplete. 0</td>
<td>Student explains use of collage techniques in the artistic statement with limited clarity. 0.25</td>
<td>Student explains use of collage techniques in the artistic statement with some clarity. 0.50</td>
<td>Student explains use of collage techniques in the artistic statement with considerable clarity. 0.75</td>
<td>Clear and substantial answers. 0.75</td>
</tr>
</tbody>
</table>

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<tr>
<th>Application</th>
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<tbody>
<tr>
<td>Creative Process: Ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts. Preliminary Sketches (3)</td>
<td>Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5)</td>
<td>Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial &amp; shows some alternative ideas. (1-2)</td>
<td>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident &amp; shows some divergent thinking is evident. (2-3)</td>
<td>Preliminary sketches are thoroughly complete. Concepts are fully developed. Planning is exceptional &amp; shows considerable flexibility in thinking. (3+)</td>
</tr>
</tbody>
</table>

| Creative Process: Demonstration of Skill Development & following procedures including Clean Up | Incomplete. 0 | Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 0.5 | Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 1 | Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 1.75 |

| Use Elements & Principles of design and collage techniques to produce an effective Cubism Pastel drawing | Works are mostly an artistic style. | Work demonstrates limited use of the elements & principles of design and techniques to produce an art work of limited effectiveness. 1 | Work demonstrates some use of the elements & principles of design and techniques to produce an art work of some effectiveness. 2-3 | Work demonstrates considerable use of the elements & principles of design and techniques to produce an art work of considerable effectiveness. 3-4 |

| Work demonstrates few areas of extreme black or white. The composition does not contain sufficient value to reflect Cubism technique. 1 | Work demonstrates some areas of extreme black or white. The composition contains sufficient value to reflect Cubism technique. 2 | Work demonstrates some areas of extreme black or white. The composition contains sufficient value to reflect Cubism technique. 3-4 | Work demonstrates exact & balanced amounts of extreme blacks, whites & greys. The composition contains balanced value to reflect Cubism technique. 5 | Work demonstrates a high degree of using the elements & principles of design and techniques to produce a highly effective art work. 5 |

| Value (Shade & Tone Cubism Technique) | Work demonstrates few areas of extreme black or white. The composition does not contain sufficient value to reflect Cubism technique. 1 | Work demonstrates some areas of extreme black or white. The composition contains sufficient value to reflect Cubism technique. 2 | Work demonstrates some areas of extreme black or white. The composition contains sufficient value to reflect Cubism technique. 3-4 | Work demonstrates exact & balanced amounts of extreme blacks, whites & greys. The composition contains balanced value to reflect Cubism technique. 5 | Work demonstrates a high degree of using the elements & principles of design and techniques to produce a highly effective art work. 5 |

Name: ___________________

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**Score Calculation**

- Knowledge/Understanding: 100 points
- Thinking/Inquiry: 100 points
- Communication: 200 points
- Reflective Questions: 100 points
- Application: 500 points
- Total: 1000 points
A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;

A1.1 use various strategies, individually and/or collaboratively, with increasing skill to generate, explore, and elaborate on original ideas and to develop, reflect on, and revise detailed plans for the creation of art works that address a variety of creative challenges (e.g., extend their skills in using brainstorming, concept webs, mind maps, and/or groups discussions to formulate original and innovative ideas for an art work on a social or personal theme; use critical research skills to explore and elaborate on ideas; demonstrate fluency in formulating clear and detailed plans; demonstrate flexibility in revising their plans on the basis of reflection)

A1.2 apply, with increasing fluency and flexibility, the appropriate stages of the creative process to produce two- and three-dimensional art works using a variety of traditional and contemporary media (e.g., extend their skills in working with a range of media; demonstrate flexibility in revising plans in response to problems encountered during other stages of the creative process; reflect on the effectiveness of preliminary versions of their work, and revise the work on the basis of reflection and self-assessment)

A1.3 document their use of each stage of the creative process, and provide evidence of critical inquiry, in a portfolio that includes a range of art works created for a variety of purposes (e.g., ensure that their portfolio includes the following: evidence of critical inquiry associated with idea generation and elaboration; evidence of research on how different artists approach specific themes and/or use particular techniques that can be adapted in their own work; preliminary and final works to show evidence of thoughtful revision), and review and reflect on the contents of their portfolio to determine how effectively they have used the creative process

A2. The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;

A2.1 apply the elements and principles of design with increasing skill and creativity to produce two- and three-dimensional art works that express personal feelings and communicate specific emotions

A2.2 apply the elements and principles of design as well as a wide range of art-making conventions with increasing skill and creativity to produce art works that comment and/or co

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

A3.1 use with increasing skill a wide variety of media, including alternative media, and current technologies to create two- and three-dimensional art works for a variety of purposes

A3.2 use with increasing skill a wide variety of traditional and current materials, technologies, techniques, and tools to create original art works for a variety of purposes and audiences

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

B1.1 demonstrate the ability to support their initial responses to a variety of art works with informed understanding of the works’ artistic form and function (e.g., describe their initial response to an art work, and explain in detail how specific aspects of the work’s content, formal qualities, and media inform that response)

B1.2 deconstruct with increasing skill and insight the visual content and the use of elements and principles of design in their own art work and the work of others (e.g., extend their skills in identifying individual elements and principles and aspects of the visual content in an art work, interpreting their function, and analysing their effect; compare and contrast the use of shape, form, line, texture, space, and balance in Frank Lloyd Wright’s Falling Water and Moshe Safdie’s Habitat)B1.3 explain in detail, with reference to a variety of historical and contemporary art works how knowledge of a work’s cultural and historical context, achieved through extensive research, has clarified and enriched their understanding and interpretation of a work’s intent and meaningB1.4 describe in detail and reflect on with increasing insight the qualities of their art works and the works of others, and evaluate the effectiveness of these works using a wide variety of criteria (e.g., provide an informed explanation of what a work of art is, or is not, successful with respect to its ability to communicate a message or emotion, its technical and aesthetic conventions, its form and stylistic qualities, its originality)B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect both social and personal values;B2.1 analyse, on the basis of research, the function and social impact of different kinds of art works in both past and present societies (e.g., how art works function to decorate private and public space, to investigate and draw attention to themes and issues, to criticize political policy and social norms, to satirize public figures, to memorialize people and commemorate events, to preserve aspects of a people’s culture; how works of art can symbolize political, religious, social, or economic power; the power of art to help change personal and public positions on social and political ideas)C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;C1.1 extend their understanding of the elements and principles of design, and use terminology related to these elements and principles correctly and appropriately when creating or analysing a variety of art works (e.g., when analysing how artists’ manipulation of space, movement, form, and proportion affects meaning in an installation or an environmental work)

C1.2 explain in detail the terminology related to a wide variety of techniques, materials, and tools (e.g., techniques and materials associated with installation art; additive and subtractive techniques, digital manipulation, impasto, optical colour mixing, pointillism), and use this terminology correctly and appropriately when creating, analysing, and/or presenting art worksC1.3 explain in detail the stages of the creative process and the critical analysis process, and explain, using appropriate terminology, how these processes contribute to the successful creation and analysis of art worksC2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;C2.1 extend their understanding of a wide variety of techniques that artists use to achieve a range of specific effects (e.g., techniques used to create a range of textures in an art work, to develop the connection and relationship between forms in a composition, to draw attention to specific parts of a work)C2.2 extend their understanding of the variety of conventions used in visual art (e.g., allegory, appropriation, juxtaposition, synectics; conventions associated with formalism, objective and non-objective abstraction, propaganda, realism, social commentary), and explain in detail how they are used in a variety of art worksC3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts;C3.2 demonstrate appropriate health and safety procedures and conscientious practices in the selection and use of various materials, techniques, tools, and technologies when producing or presenting art works (e.g., demonstrate safe practices when creating installations, assemblages, earthworks, constructions, multimedia projects; demonstrate appropriate protocols, deportment, and respect for others when working in a studio or visiting a presentation space)
COLOR PALETTES

WARM

MIXED

COOL

[Image of color palettes]
Start by drawing a large, fairly simple image with a pencil in the center of their 18 x24 paper.

Then cut out a simple shape, which may or may not be somehow related to your chosen subject, out of cardstock.

Trace this shape all over their design in order to break-up or 'fracture' the image. This exemplar used a skull for the main subject, and a bone shape to break it up.

Using coloured pastels, follow your colour scheme and practice creating gradations from light to dark- simply vary the pressure of the coloured pastel. Then start colouring each section- change colours when you encounter a line.