

Teacher Programs**Virginia Museum of Fine Arts**

Title of Lesson: Plates à la Picasso	Grade/Age Level: Elementary
Teachers: Art/English/World Language	Time Required: 1 class period
Concept/Overview: This lesson plan offers students the opportunity to explore the concept of a motif and investigate how Picasso used motifs in his ceramic work.	
Objective(s): The students will:	
<ul style="list-style-type: none"> ◆ Learn about Picasso's work in ceramics; ◆ Create plates or masks utilizing a motif and markers; and ◆ Write short narratives and have class discussions about their development of motifs and the colors that they select for their creations. 	

Standards of Learning Correlations:

Visual Arts: 2.1, 2.4, 2.9, 2.21, 3.2, 3.3, 3.4, 3.10, 3.20, 3.28, 4.1, 4.2, 4.3, 4.4, 4.5, 4.8, 4.16, 5.1, 5.3, 5.4, 5.5, 5.6, 5.11, 5.20

English: 2.1, 2.2, 2.11, 2.12, 3.2, 3.8, 3.9, 3.10, 4.1, 4.2, 5.1, 5.2, 5.3

History/Social Science:

Mathematics: 3.24, 4.21

Science:

World Language: (This activity may be used to introduce and emphasize target language vocabulary words. It also relates to both French and Spanish culture.)

Materials:	Resources:	Vocabulary:
<ul style="list-style-type: none"> ◆ paper plates ◆ sharpies ◆ colored markers 	<p>Picture books: Venezia, Mike. <i>Getting to Know the World's Greatest Artists: Picasso</i>. Children's Press, 1988.</p> <p>Reference Books: Warnecke, Carsten-Peter. <i>Pablo Picasso: 1881-1973</i>. Taschen, 1998</p> <p>Websites: http://www.sapergalleries.com/PicassoCeramics.html The Saper Galleries in Michigan had an exhibition of Picasso's works and related photographs in 2006. The site offers a variety of information about Picasso and his artistic processes.</p>	<ul style="list-style-type: none"> ◆ ceramic ◆ pattern ◆ motif

Background/Discussion:

Picasso began to work with ceramics as a creative medium in 1947. His ceramics are marvelous examples of his expressive line, exuberant color choices, and his love of mythological and classical themes—and clay was, of course, a natural choice of media from someone steeped in Spanish and Mediterranean cultures.

Throughout his life, Picasso was amazingly productive as an artist. This characteristic was undiminished in his celebration of ceramics; he created more than 2,000 pieces and introduced many innovations in form, technique, and color between October 1947 and the fall of the next year. In many of these three dimensional objects, he continued to explore themes and motifs that were conceived in his drawings and paintings.

(Information adapted from the text provided at:
<http://www.sapergalleries.com/PicassoCeramics.html>.)

Lesson Procedure:

- ◆ Read *Getting to Know the World's Greatest Artists: Picasso* by Mike Venezia. Show examples of Picasso's ceramics using images from the Internet.
- ◆ Assist students in their search for similarities between Picasso's ceramics and his two-dimensional works (look for patterns, motifs, etc.).
- ◆ Explain that the term "motif" means "a repeating shape, pattern, or object (subject) in a work of art." Ask the class to think of examples.
- ◆ Have the class look at a map to see where Picasso went to learn about pottery (Madoura Pottery in Vallauris, France). Discuss the art found in the ancient cultures of the Mediterranean. (The VMFA Collection has many fine examples.)

Tell the students to work out a design for their *Plates or Masks à la Picasso* on scratch paper. Once they are happy with their designs, ask them to transfer the drawings and designs to paper plates and color them with markers.

If the class is making masks, they may cut holes in the plates for their eyes and mouths. They may either tape sticks to the plates and hold the masks in front of their faces, or tie ribbons through holes punched in the sides of the plates and tie the masks on.

Ask students to write short paragraphs about why they chose their designs and read them aloud to the class. Once everyone has had a turn, have a class discussion about the creative experience.