Pablo Picasso (1881-1973)

Unit 2: 2-D Media, Painting

Art Style: ____________

Influences:

___________________________________________

___________________________________________

___________________________________________

___________________________________________

___________________________________________

*Blue Period: (1900-1904):

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___________________________________________

___________________________________________

___________________________________________

___________________________________________

*Rose Period: (1905-1906):

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___________________________________________

*Cubism: (1906 and on):

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___________________________________________
**What if Picasso Painted a Superhero? (32 points)**

**Project Objectives:**

By the end of this project, I will be able to...

1. Describe the characteristics of cubism.
2. Discuss how life events affected Picasso’s artwork during his three artistic periods.
3. Create a cubist representation of a super hero using acrylic paint.
4. Identify the order in which a painting should be constructed in.

**Project Guidelines:**

- You must choose a **superhero** or **villain** to depict in the cubist style.
- Your painting must depict the subject from **at least** the waist up.
- The subject needs to take up at least ⅓ of your canvas.
- You must use full color and value in your painting.
- You must show knowledge of the cubist style:
  - Multiple view points
  - Use of geometric shapes
- You must unify your background with the subject.

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<tbody>
<tr>
<td>Cubism</td>
<td>Paint is applied in a manner very consistent with Picasso’s cubist technique. Student excellently uses multiple viewpoints and geometric shapes.</td>
<td>Paint is applied in a manner that is reasonably consistent with Picasso’s cubist technique. Student uses multiple viewpoints and geometric shapes somewhat well.</td>
<td>An attempt has been made to apply paint in a manner that is consistent with Picasso’s cubist style. Student uses multiple viewpoints OR geometric shapes somewhat well.</td>
<td>Very little attempt has been made to apply paint in a manner that is consistent with Picasso’s cubist style. Student poorly uses multiple viewpoints or geometric shapes.</td>
<td>No attempt has been made to apply paint in a manner that is consistent with Picasso’s cubist style.</td>
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<tr>
<td>Color Choices</td>
<td>Choice and application of color shows an advanced knowledge of color relationships. Color choice enhances the idea being expressed. The background colors are excellently unified with the subject.</td>
<td>Choice and application of color shows satisfactory knowledge of color relationships. Colors are appropriate for the idea being expressed. The background colors are unified with the subject somewhat well.</td>
<td>Choice and application of color shows basic knowledge of color relationships. Colors are barely appropriate for the idea being expressed. The background colors are not necessarily unified with the subject.</td>
<td>Choice and application of color shows limited knowledge of color relationships. Colors are NOT appropriate for the idea being expressed. The background colors are NOT unified with the subject.</td>
<td>Student needs to work on learning color relationships and using that knowledge in his/her work OR student did a black and white painting.</td>
</tr>
<tr>
<td>Design / Composition</td>
<td>Student applies the elements and design with great skill. Student uses entire canvas.</td>
<td>Student applies the elements and design principles with fair skill. Student uses ¾ of canvas.</td>
<td>Student tries to apply the elements and design and the overall result is barely successful. Uses ½ the canvas.</td>
<td>Very little attempt has been made or student does not appear to be able to apply the elements and design principles. Uses less than ⅓ the canvas.</td>
<td>The student does not try to apply any elements or design principles to his/her own work. Uses less than ⅓ the canvas.</td>
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<tr>
<td>Painting Skill / Craftsmanship</td>
<td>Application of paint is preplanned and done in a logical, sequential manner (background, subject, then line details and touch-ups). No stray marks or smudges.</td>
<td>Paint is applied in a careful, logical manner. Colors remain sharp and texture is evident. No stray marks or smudges.</td>
<td>Control is somewhat lacking. A few drips, ragged edges and failure of certain areas of pattern/textures may be evident but do not distract from the painting.</td>
<td>Very little attempt at controlling the paint. A few drips, ragged edges, unpainted areas, etc. are evident and distract from the painting itself.</td>
<td>Student has not attempted to control the paint and preplanning paint application. Muddy colors, ragged edges, lack of texture, drips and/or blobs are evident throughout the painting.</td>
</tr>
<tr>
<td>Time / Effort</td>
<td>Class time was used wisely. Extra time and effort went into the planning and design of the painting. Artwork is created and maintained in a professional manner. Artwork is signed neatly on the front.</td>
<td>Class time was used wisely. A satisfactory amount of effort went into the planning and design of the painting. Artwork is created and maintained in a somewhat professional manner. Artwork is signed.</td>
<td>Class time was not always used wisely but student got the project finished within the project parameters. Artwork is created and maintained with an attempt at neatness. Artwork is signed.</td>
<td>A majority of class time was not used wisely and project was not finished with the project parameters. Artwork is not maintained with an attempt at neatness. Artwork is not signed.</td>
<td>Class time was not used wisely and the student put in no additional effort. Painting looks unfinished. Artwork is not signed.</td>
</tr>
<tr>
<td>Creativity / Originality</td>
<td>Student has taken the technique being studied and applied it in a way that is totally his/her own. The student’s personality/voice comes through. Everything is original.</td>
<td>Student has taken the technique being studied and has used source material as a starting place. The student’s personality comes through in parts of the painting. Everything is original.</td>
<td>Student has copied aspects of their artwork from another source. There is little evidence of creativity, but the student has done the assignment.</td>
<td>Student has not made much attempt to meet the requirements of the assignment. A majority of the assignment has been copied from another source.</td>
<td>No creativity attempted. Artwork is a direct copy from another source.</td>
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