

## Appendix C

### Unit Planner Template

**Subject Area:** Visual Arts

**Unit Topic:** Picasso

**Class:** Introduction to Visual Arts

**Block:** 6

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#### Unit Questions:

1. Why would Picasso Paint in a 'child-like' or abstract manner if he could paint like the old masters?
2. How did Picasso emulate emotion and convey meaning in his work?
3. Why did Picasso paint Guernica and what do you interpret it to mean & why?
4. What effect has Picasso's work had on the world?
5. Why did Picasso brutally disfigure the faces and bodies of his models? How did this contribute to his message?
6. What did Picasso mean when he referred to art as an 'instrument of war'?

#### Core Concepts:

1. Spanish War
2. Picasso & Politics
3. Elements & Principles of Design
4. Process
5. Interpretation of work
6. Critique of work
7. Self- Evaluation of work
8. Method of Protest

#### Teacher(s) Available:

Mrs. Swenson- visual arts teacher  
Mr. Bassett- history/current events teacher

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#### Unit Schedule:

1. Lecture: Art Analysis & Class Discussion Applying Elements & Principles of Design.
2. Portrait Project with topic chosen from listed emotional events. Self-evaluation.
3. Life of Picasso time-line in groups of two with cause & effect questions.
4. Group Critique.
5. Group Project on culture in Spain & around the world in 1937.

#### Specific Student Characteristics:

Consider: Readiness; Affect/Social Skills; Learning Profile; Interests; Gender; Race/Ethnicity; Socioeconomic Status; Sexual Orientation; Culture; Language; Religion; Exceptionality.

**Student A-** Defensive and sensitive to criticism, questioning, and challenges. Advanced & interested. (anxiety)

**Student B-** Advanced & interested. Not motivated in other courses. (behavior issues in other courses)

**Student C-** Social issues with peers. Advanced & interested. (Autism & Asperger's Syndrome)

#### Whole Class Characteristics:

Class is composed of transient cliques and have an overall negative attitude towards school. Little diversity and little awareness of the world and diversity. Students behave & participate in visual arts class.

#### Curricular and Instructional Strategies to Address Student Characteristics:

Content, Process, Product to include multicultural education and student needs (IEPs).

**Content:** Make a connection to a topic of interest from another class.

**Process:** Develop ideas that meet the project objectives, but fits your topic and intended message.

**Product:** Create your designed project while meeting the course objectives.

**Learning Environment:** Allow students to sit where comfortable and productive. Supportive environment for exploration, experimentation, & constructive criticism from peers.