

The Differentiator

<http://www.byrdseed.com/differentiator>

The Differentiator is an on-line web tool which can be utilized by educators in creating differentiated lesson plans. The Differentiator helps teachers develop various ways to present content, provides several methods for process, and lists many options for varied products.

Thinking Skill:

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Remember	Classify	Choose	Appraise	Appraise	Assemble
List	Describe	Demonstrate	Compare	Argue	Construct
Define	Discuss	Dramatize	Contrast	Contrast	Create
State	Explain	Employ	Criticize	Defend	Design
Repeat	Identify	Illustrate	Differentiate	Judge	Develop
Duplicate	Locate	Interpret	Discriminate	Select	Formulate
	Recognize	Operate	Distinguish	Support	Write
	Report	Sketch	Examine	Value	
	Select	Solve	Experiment	Evaluate	
	Translate	Use	Question		
	Paraphrase	Schedule	Test		

Content:

Depth	Complexity	Imperatives
Big Idea	Multiple Points of View	Origin
Unanswered Questions	Change Over Time	Convergence
Ethics	Across the Disciplines	Parallels
Patterns		Paradox
Rules		Contribution
Language of the Discipline		
Essential Details		
Trends		

Resources:

Offline: Textbook, Library Book, Magazine, Newspaper, Interview, Encyclopedia

Online: Websites, Wikipedia, Online Encyclopedia, Journal, Article

Product:

Visual	Construct	Oral	Multimedia	Written
Chart	Model	Debate	Song	Response to Literature
Drawing	Sculpture	Panel Discussion	Illustrated Book	Report
Timeline	Diorama	Lesson	Newspaper	Article
Diagram	Miniature	Report	TV Show	Persuasive essay
Graphic Organizer	Art Gallery	Play	Power Point	Sequel
Map	Museum Exhibit	Readers' Theater	Video Poetry	Letter
Comic	Mobile	Press Conference	Photo Essay	Children's Story
Book Cover		Talk Show	Video Travelogue	Poem/Song
Poster		Monologue	News Report	Eulogy
		Siskel-Roeper Review	Web-page	Diary
				Review
				Story in a new Genre

Groups: Individual, Pairs, Group of three, or Group of four

Example: Students will report across disciplines the *(click to enter content)* using websites to create a report in groups of four.

Adaptation for my Lesson: Students will share their presentation 'across disciplines of culture in Spain and around the world when Pablo Picasso was creating art to aid in understanding why, how, and what Picasso was creating' using websites, books, and/or articles to create a report in groups of four.

Pre-Assessment: Hand out a Picasso painting to each student and ask students to write what they know about Pablo Picasso, what they see, and what they think about the painting. Students will be assigned to groups of four to share their thoughts.

Hook: I never liked Picasso's work, in fact it made me angry because I thought there was a lack of skill, the work was not aesthetically pleasing to me, and I did not understand what it was about. I actually had never taken the time to really look at it; examine it.

*"If you are visiting Barcelona and have any interest in the art world at all, you cannot deny yourself a visit to the Picasso Museum. Featuring one of the most extensive collections of the famous 20th century Spanish artist, **Pablo Picasso.**"*

<http://www.spanish-fiestas.com/barcelona/picasso-museum.htm> 1998-2011 Spanish-Fiestas.com

Many say Picasso was undoubtedly the most important and influential artist of the 20th century- no question. I was college art student in Barcelona, Spain, across the world and I did not take the time to walk across the street to visit the Museu Picasso because I disliked his work so much.

You may dislike Picasso's work too. You may not understand it. You may think, "wow, I can paint better than that guy could". You may love it. Picasso's work may swell up intense emotions for you. Wherever you are in your current opinion about Picasso's work, we are going to learn more about Picasso and his work and why many consider him to be the most important artist of the 20th century.

Unit Lesson Objectives:

Students will share their presentation 'across disciplines of culture in Spain and around the world when Pablo Picasso was creating art to aid in understanding why, how, and what Picasso was creating' using websites, books, and/or articles to create a report in groups of four.



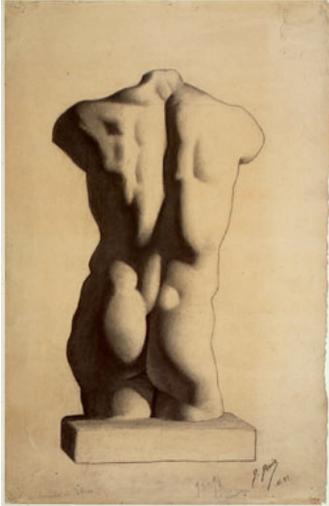
Born Oct. 25, 1881, Málaga, Spain—died April 8, 1973, Mougins, France

"An artist is a political being, constantly aware of the heart breaking, passionate, or delightful things that happen in the world, shaping himself completely in their image. Painting is not done to decorate apartments. It is an instrument of war." -Pablo Picasso

Lesson 1: Art Analysis of Pablo Picasso's work
Art Analysis and Class Discussion

Students will discuss and interpret, as a class, the *content and intent* of Picasso's work using previously learned knowledge of the Elements and Principles of Design.

Study of a Torso, After a Plaster Cast
1893/1894, Musée Picasso, Paris



<http://www.nga.gov/images/noncol/torsofs.htm>

The Old Fisherman (Salmerón), 1895,
Museu de Montserrat, Barcelona



<http://www.nga.gov/images/noncol/fisherfs.htm>

Healing Grace - Willow Tree



http://www.willowtreestore.com/mm5/merchant.mvc?Store_Code=WS&Screen=PROD&Category_Code=figures&Product_Code=W26185

Pablo Picasso - *Weeping Woman* - 1937



http://www.artquotes.net/masters/picasso/pablo_weeping1937.htm artquotes.net

"If I paint a wild horse, you might not see the horse... but surely you will see the wildness!"

“It took me four years to paint like Raphael, but a lifetime to paint like a child.” -Pablo Picasso

Pablo Picasso - Guernica - 1937



http://www.prints.co.nz/page/fine-art/PROD/Cubist_Art/8594



<http://ambassadors.net/archives/issue21/news.htm>



<http://horsesthink.com/?p=571>

Applying Previously Learned Content: apply your knowledge of the Elements Design (Line, Color, Value, Shape, Form, Space, and Texture), which are organized by the Principles of Design (Balance, Emphasis, Contrast, Rhythm, Pattern & Repetition, Unity, Variety, and Proportion).

- Examine, state, describe, identify, recognize what is present. What do you see?
- Compare and contrast the two works.
- Interpret what each means. What is being conveyed?
- Appraise, criticize, argue, defend, judge, support, evaluate the works. Do you like it?

www.youtube.com

A 3-D Exploration of Picasso's Guernica 3:29

Picasso Guernica Digital Story 2:48

Guernica Picassos Testimony 7:18

Lesson 2: Create a portrait inspired by Picasso's work
Art Making and Self Assessment

Students will independently design a *Picasso style portrait of a chosen emotion* by assembling a collage from magazine images, which will be used to create altered tracings and a painting drawing upon previously learned knowledge of the Elements and Principles of Design. Students will self-assess and make adjustments as needed.

Create a portrait of a person who is experiencing current events such as...

a) child soldiers in Uganda, Africa b) the dispute over land in Israel c) a soldier coming home from Afghanistan or Iraq d) tornadoes in Joplin, Missouri e) a teenager going on their first date with someone they really like.

- Interpret what emotions each of these current events would incur if you or someone you cared for were involved in some way.
- Choose a current event topic to work with.
- Write, define, identify, describe the various emotions and ways of communicating those emotions through visual elements.
- Experiment, assemble, construct, create, design, develop your portrait.

- Question what message/emotion you are conveying through visual elements? Have you used the Elements and Principles of Art and Design to convey your message and to create an aesthetically pleasing piece of art?
- Test by asking your classmates what emotion they see and why.
- Evaluate your own work after seeking feedback. Make any needed adjustments.
- Explain, defend your work in the class critique.

Demonstration

- List of ideas and emotions and how particular emotions can be conveyed through the Elements and Principles of Design. What textures can you achieve with paint? Use various viewpoints, proportions, scales, angles...
- Experiments in with paint
- Collage
- Tracings
- Painting
- Examples of student work

Lesson 3: Timeline Putting it all together

Students will organize the *history of Picasso's life and the societal patterns of the late 1930's* using books and the internet to create a timeline in groups of two.

-Create a time line of monumental moments in Picasso's life... events that changed or influenced his work.

-Insert world events into the timeline including, but not limited to fashion, art movements, artists, music, politics, war, philosophy, religion... What was going on around the world during Picasso's life time?

-Groups may be creative in how they create their timeline. You may use the computer, construction paper, tracing paper, collage, maps, images, symbols, create a 3-D timeline or mobile, create an interactive timeline...

Lesson 4: Constructive Criticism Critique and Class Discussion

Students will interpret and evaluate each other's *Picasso portraits* utilizing previously learned knowledge of the Elements and Principles of Design to give constructive

feedback as a class. Students will take notes on the critique of their individual work and chose if they would like to make adjustments to their work for their permanent portfolio.

- Examine, identify, translate, interpret the piece.
 - Discuss, question the piece.
 - Appraise, criticize, argue, judge, support, value, evaluate the piece.
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Lesson 5: Group Projects and Class Presentations Research and Share

Students will share their presentation 'across disciplines of culture in Spain and around the world when Pablo Picasso was creating art to aid in understanding why, how, and what Picasso was creating' using websites, books, and/or articles to create a report in groups of four.

- History of Pablo Picasso and how his work developed
- Spanish current events of the 1930's
- World current events of the 1930's
- World philosophy, religion, and politics and how each influenced the current events in Spain and around the world in the 1930's
- Spanish food in the 1930's
- Spanish Music in the 1930's
- Music in the U.S. in the 1930's
- Famous artists of the time in Spain and around the world
- Present one work from each of Picasso's periods. What influenced each period/style of work? What elements of the work in a particular period caused the desired effects Picasso was after?

Use your timelines, maps, bring food and/or music, show work by other artists of the time, create a video... be creative with your presentation.