The content selected above is a one piece of art used to guide students, to meet the state standard in Visual Arts: H1.1 Identify connections between major world events and issues and the ways artists have responded through their work

Materials need:  
1. Copies of Guernica  
2. Small canvases  
3. Paint brushes  
4. Acrylic paint  
5. Small water jars  
6. Paint palettes

Objectives:  
1.1 Explain in writing one main reason why the artist felt drawn to paint it  
1.2 In his or her own words, the student will write how the work affected the people around the world.  
1.3 The student will paint on canvas their own perspective, an important event happening in their world today.  
1.4 Compare and contrast two pieces of art from different periods in Picasso’s life by exploring influences and choices.
Mager:

1. After observing the piece of art (conditions) for a 5 minute time period, the student will write (behavioral act) one reason that Picasso painted this work and how you can tell (criterion of acceptable performance). The explanation should be expressed in a minimum of 3 sentences (2.00, Bloom).

2. After determining the general meaning of vocabulary, terms, and significance of the work (conditions), the student will write (behavior) how this painting effected both democratic governments and individuals from other countries on a personal basis, using artistic terms. Each part will be expressed in a minimum of two sentences (criterion for acceptable performance) (1.00, 3.00, Bloom).

3. When the students are done with a class discussion about why Picasso painted this piece (conditions), the students will paint their own personal perspective (behavior) of one real life event (criterion for acceptable performance) effecting their life and world today (3.00 Bloom).

4. Students will be asked to study another painting by Picasso from another period. After the students have observed and studied it, the student will describe in his or her words comparisons and contrasts on the power of meaning, color choices, and overall impression. These will be used in supporting the students' opinions (5.00, 6.00 Bloom).

#4. To incorporate an additional intelligence into my standard, I would bring a naturalistic intelligence. Pablo Picasso’s painting “Guernica” has different parts of animals, objects, and landscapes scattered through out it. The students, as a part of analyzing the art, would look though the work to find well know and abstract objects and make predictions to what they are. As a class, students would point out their findings and observations and give opinions. Then students would be asked to look through books, magazines, internet, ect… to find pictures of these objects that they think are represented in to work. Then in another class discussion, go through all the depictions and show evidence these were actual objects meant to portray a meaning in the work.

#5. Below are questions associated with the painting “Guernica” by Pablo Picasso, along with the indicated level of Blooms Taxonomy into which it can be classified.

Before looking at the painting:

What does a newspaper look like? (Colors, textures…) (1.00)

What does a collage look like?
Name an artist that makes collages. (1.00)

Define abstract (1.00)

What is cubism? (1.00)

*We are now going to look and critique the painting which depicts an abstract view of the Spanish Civil War.*

How does this painting compare to a war scene? (1.00, 2.00)

How does Picasso make the painting look old? (1.00, 2.00)

Did Picasso paint this before or after the war? (2.00)

Why did the artist make painting so dramatic and gruesome? What attention was he trying to get? (3.00, 4.00)

Does the mess of parts of animals and objects have meaning? (5.00)

How do you think people around the world faced this painting, with determination to help, or a reason to stay out of it? (6.00)

How does color choice affect the mood? (2.00)

“I was screaming at the top of my lungs but no one would listen!” How does this relate the Guernica? (6.00)