

	<b>POST-Museum Visit Activity # 1</b>
<b>Lesson:</b>	<b>Learning Colors with Picasso</b>
<b>Objective:</b>	Students will learn the difference between primary and secondary colors and will practice mixing colors.
<b>Vocabulary:</b>	<u>Primary colors</u> - red, blue, yellow (cannot be mixed from other colors, hence they are primary) <u>Secondary colors</u> - purple, orange, green (are created by mixing two of the primary colors) <u>Value/Saturation</u> - how bright or deep a color is
<b>Artwork(s):</b>	Pablo Picasso, <i>Beyeler at Pace</i> , Marie-Therese Walter, 1932. EPMA collection, work on paper (image on last page)
<b>Resources:</b>	Background artist information and picture of the art work (see below).
<b>Discussion:</b>	Teachers can talk about/ask students about color then explain and point out the differences between primary and secondary colors, and how primary colors cannot be mixed from any other color, but secondary colors are created from mixing 2 primary colors. (Mixing more creates brown). Talk about value/saturation, and have them point out shapes and objects. Also, talk about how Picasso used very simple shapes to make this work—how it is abstract (or non-realistic), and what the woman is doing (sitting in a chair), thinking, feeling. Teachers can also talk a little about who Marie-Therese was in Picasso's life.  For the writing activity, students should write a paragraph pretending they are the woman in the art work, using "I" instead of "she." They should explain what they are doing and why, what they are thinking, wishing, and feeling, and what they will do next. For example, they might start off with the phrase, "My name is Marie-Therese. I am sitting in this chair because..."
<b>Activity:</b>	Students will practice mixing colors and create a color wheel.
<b>Materials:</b>	Paper, crayons, tempera or watercolor paint, paint brushes
<b>Process:</b>	<ol style="list-style-type: none"> <li>1. After returning to the classroom, hand out the two worksheets to each student.</li> <li>2. Students will fill in one color wheel with crayons. They will place the appropriate primary colors in their wedges labeled (red, blue, yellow), then find crayons in secondary colors and fill in the remaining wedges labeled (orange, purple, green).</li> <li>3. On the blank color wheel paint will be used. Students will paint one primary color in each wedge, leaving a wedge space in between for the secondary color. It may help if students</li> </ol>

	<p>observe the teacher first before they paint.</p> <p>4. Next, students will mix:  <b>red + yellow paint to make orange</b>  <b>yellow + blue paint to make green</b>  <b>blue + red paint to make purple.</b></p> <p>5. After the secondary colors are mixed, students may paint the in-between wedges with them.</p>
<b>Assessment:</b>	Orally quiz students on how to make colors. ("If I wanted to make green, what colors would I mix?")

### Background Information on Artist:

**Pablo Picasso** is one of the greatest artists of the 20th century. Born in Malaga, Spain in 1881, he created over 20,000 works before his death in 1973. Picasso showed enormous talent early in his childhood. He worked and developed that talent by experimenting with different media and always challenging himself and those around him. His contributions to Modern Art are due largely to his wide range of styles--in his youth, he had Blue and Rose periods. He created masterpieces in each of his different periods.

Picasso created this poster during his Cubist period, after he had settled in Paris in 1904. The Cubist style was first developed by Picasso and Georges Braque. Picasso had shown Braque and other artists his painting, *Les Femmes d'Alger* (O.J. No. 147), which showed women more as separate, geometrical shapes than realistic forms.



The woman depicted in the painting was Marie-Therese Walter, who had a very close relationship with Picasso. Picasso professed his love to her often and wrote her many long love letters. Marie-Therese was quite young, only 17 when she met Picasso, who was in his mid-40's. She had little interest in art, and unlike his other women, Marie-Therese and Picasso rarely fought. Some argue that this placid relationship accounts for why Picasso depicted Marie-Therese with these smooth, rounded forms, unlike the jagged, almost violent shapes and lines in compositions of other women.

**(Please print out the picture below to assist your class in discussion.)**



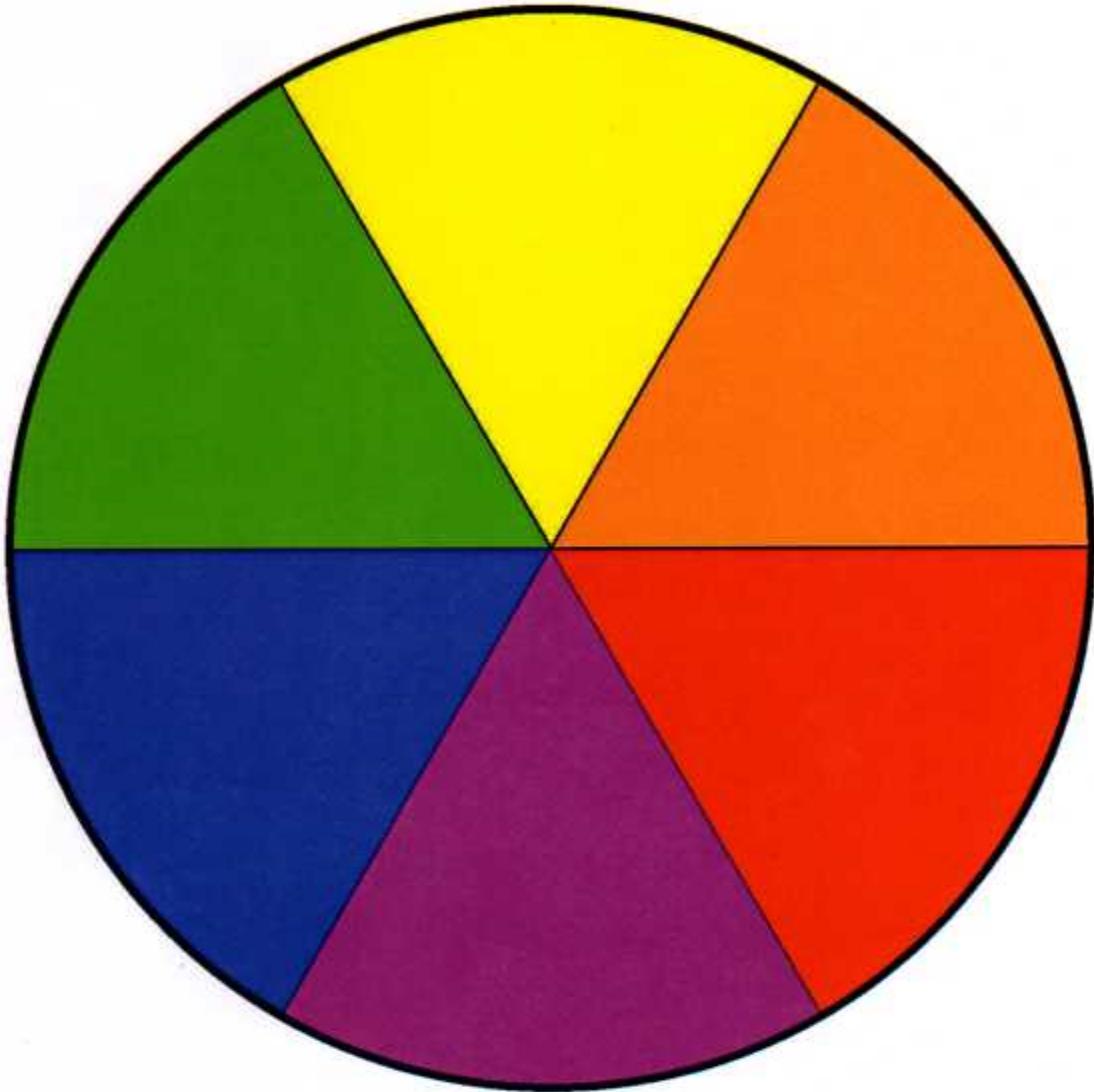
Pablo Picasso (1881-1973)

*Beyeler at Pace (Woman Seated With a Wristwatch)*, Marie-Therese Walter

1932 - Offset in color - 29 x 19 in

EPMA collection - Gift of the Estate of Phyllis Bounds

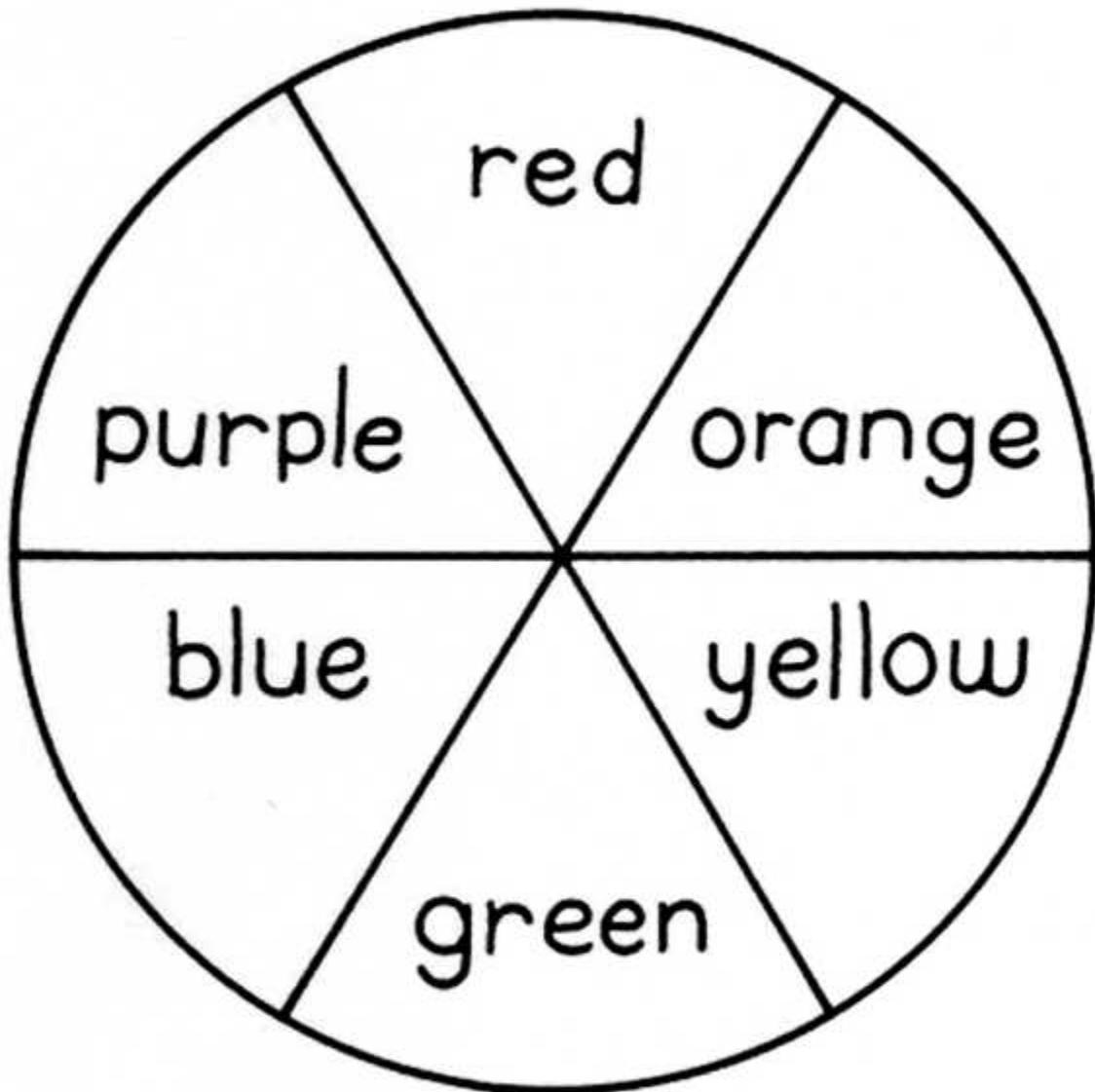
## Basic Color Wheel



**Which of these colors can you find in Picasso's painting of Marie-Therese?**

**Value/Saturation** - means how bright or deep a color is.

How bright will you color in the spaces below?  
The darker a color is, the more **saturation** it has.



POST-Art Museum Visit Activity  
**LEARNING COLORS with PICASSO**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

