



Pablo Picasso

Spanish A2

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COMPASS

ENHANCING MOTIVATION OF
OLDER LEARNERS TO LEARN
THROUGH CULTURE

Pablo Picasso

Type of activity	Blended
Language and level	Spanish A2
Estimated time	1 hour
Skills covered	Listening, speaking, writing, intercultural
Relation to cultural heritage	<p>Short description of which of the following topics it deals with:</p> <ul style="list-style-type: none"> × Biography & arts <p>Pablo Picasso His name was Pablo Ruiz Picasso, but Pablo Picasso, which means that his first surname, usually the most important in a Spanish context, is not used, has always been the name used in the art world. He was born in Málaga, Spain in 1881 and died in 1973; Picasso spent almost all his adult life in France. He is one of the most famous Spanish painters, although he was also active in other art disciplines, such as sculpture or ceramics. Active in the art world since he was very young, Picasso became one of the most influential artists in the 20th century and is considered a co-founder of the Cubism Movement. ,</p> <p>Cubism This art movement born in the early 20th century represented a revolution in the European art (painting and sculpture in specific) world. This avant-garde movement analyses objects in separate chunks and pieces and re-organised in abstract forms. Objects are depicted and understood from very different points of view and in a greater contexts.</p> <p>el Guernica This painting is defined as one of the most famous ones in history, and one of the most popular one by this author. It depicts the bombing of Gernica, a Spanish town from the Basque Country, during the Spanish Civil War.</p>

Development/Description of the activity

Activity 1: Start the class by showing students a photo of Pablo Picasso and asking them if they can recognize him? Give them some clues if they don't guess it. Then, ask them to locate Pablo Picasso in time and place; read the information above about him in order to contextualize

Activity 2: Watch [this video](#) with your students (more than once if needed) and then have them answer out loud the following questions:

- × ¿A qué edad empezó Pablo Picasso a pintar?
- × ¿Cuáles son algunas de sus obras más famosas?
- × ¿Con qué movimientos artísticos trabajó?
- × ¿Puedes enumerar al menos 4 de las etapas artísticas por las que pasó?

Activity 3: Describing pictures

Introduce the vocabulary: cálido, frío, centro, bordes, alargado, corto, inclinado, curvado, recto, oscuro, claro, liso, rugoso. Give the cut outs to students and, working individually or in pairs, have them match the opposites. Then, ask them to use the adjectives to describe some pictures of Picasso that you will show on the screen/give to them in printed format.

Activity 4: the Guernica. Introduce students to the picture and let them know the story behind it (tell a couple of lines about the Spanish Civil War). Observe the picture and ask students to describe how many "figures" or "characters" they can see. Then, divide your students in small groups and assign two characters to each group. They have 10 minutes to do some research online (they can use their phones, for instance, to be faster) and then explain to their classmates what each character represents (in Spanish, of course!).

Some characters: the horse, the bull, the light on the top part, the woman with a dead baby....





Final activity: As a final activity, which they can do in class if they have time or at home as homework, ask your students to write a description of one of Picasso's paintings of their choice. For them to organize their writing, use a template or guided questions:

- × ¿De qué época es este cuadro? ¿En qué período histórico y contexto artístico debemos enmarcarlo?
- × ¿Cuál es el tema principal de la obra? ¿Qué describe?
- × ¿Cómo es la obra visualmente: forma, colores...?
- × ¿Qué interpretas que quiere transmitir: sentimientos, emociones, símbolos...?

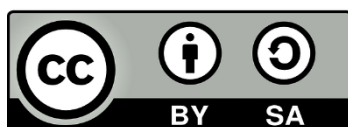
Link to original source if any

<https://www.profedeele.es/actividad/cultura/pablo-picasso-vida-obra/>



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