Every child is an artist. The problem is how to remain one when he grows up. 

~ Pablo Picasso

Picasso wanted to capture a person’s true self, depicting their facial features from two angles all within a single frame. This lesson plan is meant to encourage your students to let go of preconceptions they may have of their own their artistic ability. The end product is not meant to be “pretty” in the traditional sense but peculiar and thought-provoking.

“Picasso’s Two Faces” also lends itself to a writing activity regarding the idiom of being “two faced” or that “there are two sides to every story.” Students could explore their finished project by creating a short history describing the two faces of their subject.

**materials:**

* coloured construction paper
* oil pastels
* a picture of Dora Maar au Chat
* a copy of the book “Getting to Know the World’s Greatest Artists: Picasso”

[Continued on page 3]
This past year has been full of change for PITA. We have expanded our programs for teachers, continued to grow our Fall Conference, and lost our long time president. However, some important things have also remained the same. PITA continues to strive to provide teachers with quality professional development workshops and support. The PITA newsletter will still be coming to our members three times a year. And PITA is still a volunteer organization run by working teachers who value Pro-D.

With our change in leadership, PITA has spent some time looking at who we are and what we do. At our base, PITA is a Provincial Specialist Association (PSA) that is partially supported by the BCTF. The members of the PITA executive are all passionate, employed or retired teachers. Many of us have worked together for years trying to make PITA a recognized name in professional development. At our Fall Conference, we heard from many participants who were actually surprised that we are not a paid organization, but rather, are teachers who run PITA while also juggling our jobs, our families and our hobbies.

Being on the executive of PITA is a lot of work. Anything is a lot of work if you are trying to do your best! But the rewards of developing relationships and knowing that you are providing a useful service for your colleagues, makes it all worth it. Maybe this is your year to think about joining us in this endeavour.

Thank you to those teachers who have joined us at a PITA event this past year. Keep your eye out for information in your staff room and your email inbox about our upcoming workshops and conferences in Whistler and Prince George, as well as our 2012 Fall Conference in Delta.

- Amanda Arneill
**PICASSO’S TWO FACES**

**A Cubist Portrait**

[continued from page 1]

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**Introduction**

1. Introduce your students to Picasso by reading “Getting to Know the World’s Greatest Artists: Picasso.”

2. Discuss how Picasso painted with incredible skill and talent at a young age. He rivalled the masters of classical art in his abilities but felt unfulfilled.

   It wasn’t until Picasso began moving away from the classical style and experimenting with his art that he was most happy. In fact, it was Picasso’s most child-like artwork that made many consider him a genius.

   Picasso has been quoted to say: “It took me four years to paint like Raphael, and a lifetime to paint like a child.”

   Picasso’s portrait, “Dora Maar au Chat,” was recently sold in 2006 for over $95 million at a Sotheby’s auction (image shown on next page, centre).

3. It is important to remind students that this project is not about creating a perfect and pretty work of art. Rather, it is meant to be odd and interesting and force its viewer to look at things in a different way.

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**Web Resources**

The Picasso’s Two Faces Art Project is inspired by the website http://www.artprojectsforkids.org/search/label/artist%20Picasso. Here you can view their version of this project and download a step-by-step picture for the activity (shown beside).

Another good web page for Picasso colouring pages, biography information, and enrichment activities is http://www.squidoo.com/picasso-for-kids

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Pablo Picasso 1881 - 1973
procedure

1. Allow students to pick their colour of construction paper. By using coloured construction paper rather than a plain white sheet, students who are not as adept or enthusiastic when it comes to colouring their work will be helped out by the background colour already on their paper.

2. Have all students gently fold their paper in half lengthwise or vertically (hotdog style).

3. Model how to draw a profile line on the board. Be sure to include the forehead, nose, mouth, and chin. Leave out the neck for now. Remind them that it doesn’t have to be perfect. This is cubism! The crazier, the better.

   Have your students draw a profile along the fold they created using a black pastel.

4. Next, model how to draw an eye looking to the side. Explain the class this eye looks like a greater than symbol in math > or a letter V laying down.

5. Then to the left side of the profile, have the kids draw a regular curved line to make another face. On this face the kids draw an eye facing towards them (The top half looks like a rainbow’s arch and the bottom like a wide smile.).

6. Next up is the mouth. The mouth is where the kids join the two faces. This is also where they see how the two faces fit together. Have students draw and fill in the lips of their portrait on both sides.

7. Once the face is complete, have your students draw the hair, a quirky long neck, shoulders and clothing.

8. Now, add the colour. Ask the students to colour one side of the face with one colour and the other side of their face with a different colour. The background should be coloured in a third colour.
Also show them how to layer oil pastel: colour with a light pastel then cover with a dark pastel.

Stress the importance of applying the oil pastel heavily to ensure complete coverage and a dramatic effect. You may have to encourage your students to put in their best efforts. A lightly coloured rendering tends to have much less impact.

Once the entire page is coloured (including the background and clothing), give the students wooden sticks so they can scratch off some of the oil pastels to make a design or pattern. Some students will just scratch the colour off and others (of course) will want to write their names. That is up to you.

For the final step, ask the students to go over their black oil pastel again, this time adding eye-lashes and other details.

Mount portraits on large black sheets of card stock to help the colours pop.

Encourage students to write a creative and alliterative title for their finished product, much like Picasso’s “Weeping Woman.”

Enrich your study of Picasso with some great books:

**Getting to Know the World’s Greatest Artists: Picasso** (image beside) by Mike Venezia
ISBN 978-0516422718

**Picasso and the Girl With a Ponytail** by Laurence Anholt
ISBN 978-0764150319

**The Boy Who Bit Picasso** by Antony Penrose
ISBN 978-0810997288

**Oooh! Picasso** by Mil Neopold
ISBN 978-1582462653
Since its inception in 2000, the Rick Hansen School Program has been promoting social awareness and responsibility through stories, lesson plans and activities inspired by Rick Hansen’s legendary Man In Motion World Tour. The guiding principal of the program is that young people who believe in themselves have no trouble believing they can make a difference in the world. Now, 25 years later, Rick is celebrating the 25th Anniversary of his remarkable journey with a cross-Canada relay of Difference Makers and encouraging a new generation to contribute to his dream of a healthy and inclusive world for all.

Administered by the Rick Hansen Foundation, the program is free to registered schools and includes many engaging components:

**RICK HANSEN AWARDS PROGRAM**
To date, more than 30,000 students have been publicly recognized for making a significant positive impact in their school or community.

**RICK HANSEN SCHOOLS IN MOTION**
Creates awareness of spinal cord injury and develops leadership and team-building skills.

**25TH ANNIVERSARY EDUCATIONAL RESOURCES (K-12)**
Celebrate the 25th Anniversary of the Man In Motion World Tour with lesson plans and videos focusing on Difference Makers, mapping and accessibility.

**LESSON PLANS (GRADES 4-8)**
Features eight teacher-developed lesson plans along with ancillary materials and teaching tips applicable to a range of subject areas: math, science, social studies, phys-ed, language arts and personal planning.

**LIFE SKILLS PROGRAM**

**RESOURCE BOOKS**
Includes five inspiring and educational books about Rick Hansen’s life and work.

To complement the program, Rick Hansen Foundation Speakers are also available to present to classes or assemblies. Speakers are volunteers with spinal cord injury who share their stories in order to spread the message that any obstacle can be overcome by hard work and determination. These events are always popular with students.

Join Rick in his quest to make this moment the beginning of the greatest movement for positive change in Canada’s history. For more information or to register with the Rick Hansen School Program, please contact Nathalie Earley at 778.296.1513 or toll-free at 1.800.213.2131. www.rickhansen.com/schools

www.pita.ca
www.pinterest.com

This website should come with the warning “Most Addictive Website”. Pinterest is an invitation only site that allows image based bookmarking of websites. Browse and search other people’s pins to find ideas and inspiration for any topic under the sun! Want an invite? Send your email address to provincialintermediateteachers@yahoo.com and we can hook you up! Pinterest is also a free app for iPhone and android devices.

www.comicmaster.org.uk

Comic Master’s mandate is to encourage reading and writing in reluctant readers. This website allows student to easily make and print their own graphic novel with backgrounds, characters, props, dialogue, captions and even special effects. Teachers can also use this site to create a graphic novel hook for a lesson or topic.

Use Blockposters to make any pdf image a large poster-sized image that can be printed on your home or school printer. Simply upload your image to Blockposter and select the final image size you want. The site will expand and divide your image and print it on multiple sheets that you simply trim and tape together. It couldn’t be easier!
Diana Cruchley is an award-winning educator and author, who has taught at elementary and secondary levels. Her workshops are practical, include detailed handouts, and are always enthusiastically received.

**An Undone Fairy Tale**

Ian Lendler, Simon and Schuster, ©2005
ISBN 0-689-86677-1

The poor illustrator is racing through the book trying to paint the story of a pie-loving king who has imprisoned his step-daughter and will only release her when a suitor kills the dragon. Because the reader is “reading too fast” there are many humorous detours in the plot.

**Journal Ideas**

For **An Undone Fairy Tale**

It’s always valuable to use a picture book as a prompt for journal writing. Try to have at least three writing topic choices so that students can select the one about which they think they can write the most, if they run out of steam they can write on a second topic as well. Some possibilities are:

- reading fast
- being interrupted when you are trying to do something
- speaking to a group
- a time when a project did not go well
- a story of someone who wouldn’t do what you asked

**Other Post-Modern Stories**

This picture book is definitely post-modern. Post-modernism is an interesting concept, but the question is, how old does your student have to be to make this a worthwhile exploration with them? The characteristics of post-modernism are:

- Distortion of an existing model for a different purpose (in this case the fairy tale)
- Parody (used here and in modern animation film such as Shrek)
- Including elements of popular culture for humorous purposes (not used in this book, but in Shrek, the stores in Far Far Away are recognizable versions of stores like Starbucks and Barnes and Noble)
- Breaking the “barrier” of the book to speak directly to the reader

The theme of postmodernism is that “chaos is inevitable and the artist is helpless except to play within it.”

Other books of this genre include:

**Bad Day at Riverbend**
by Chris Van Allsburg
- in which the “reader” is colouring the black and white world of the town of Riverbend.

**Chester**
by Melanie Watt
- where the cat is rewriting the story as the author writes it.
**WRITING TO THE MODEL**

In “An Undone Fairy Tale”, as it proceeds, the reader catches up to the illustrator who has to compromise and thus affects the story. The author increasingly frantically begs the reader to slow down, to no avail. The separation between what the author is writing and what the author is saying is made by a change of font.

When the students are writing their own postmodern stories, a similar effect can be accomplished by highlighting what the author says to the reader in yellow - which can easily be read through, but shows that the author is speaking in his/her “real” voice. The student plot cannot depend on illustrations, but rather on interruptions due to “fast reading.”

The best advice is to start by brainstorming the kinds of problems an author/illustrator could have during writing:

- running out of ink
- can’t write as fast as you can read
- including conversation really slows down the writing
- writer’s block
- writer’s cramp, etc.

The next step is to outline the real story you want to tell, because you will be interrupting yourself and will want to remember where you are going. The final step is to start to write. Below is a sample of the beginning of an interrupted, postmodern story.

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**IT’S A GEM OF A TALE - SAMPLE BEGINNING**

Good afternoon. I will be trying to write this story really fast. It’s your job to read slowly because you can read faster than I can write. OK? Is it a deal? Great! Let’s go.

Once upon a time there was a cool prince with a red mustang convertible who was speeding down the road to visit his uncle’s castle. Beside him on the seat there was a wicker lunch basket because the trip would be a long one. Suddenly...

I just realized. It’s not just writing faster than you can read. I have to think of ideas and decide which are best and then write. I’m exhausted already...read slower. Anyway...

Speeding down the road, the prince almost ran over a ragged woman on the side of the road. Knowing that in any fairytale it isn’t wise to throw dust on a ragged woman, he stopped to apologize. “Are you OK?” he asked, “Let me dust you off. Can I....

Conversations yet. Good stories have good conversations but I’m struggling here. I don’t think you’re paying enough attention to the S...L...O...W down part.

The ragged woman said, “You are such a charming young man, and I’m really hungry. Can I have some of the lunch in your picnic basket?” Now, it was going to be a long trip, but the prince was a kind young man as well as being charming, and he gave her the entire basket. “Thank you,” she said, “and in return....”

OK. Now it’s writer’s cramp. Take a break for maybe 5 minutes while I bathe my hand in cold water....
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BEING THE WIND BENEATH THEIR WINGS: STRATEGIES THAT WORK FOR BOTH STRUGGLING & ABLE WRITERS

with DIANA CRUCHLEY

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with MARY MOODY

A disorganized child gets a tremendous amount of negative attention from frustrated staff and parents who feel the answer is simple; “Just get organized!” But often the problems run far deeper than messy desks and missing assignments. In this workshop, examine the common and the little-known traits of disorganization and review the profound effects that disorganization has on learning in general and math in particular. We will focus on structuring math concepts, patterns and activities to reinforce number sense, link math to the “real world”, and increase students’ understanding of basic operational strategies.

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Arrow Graphs

Have students write their favourite number in the middle of a page and then draw a curvy arrow from that number to another spot where they write another expression for that number, like 4 in the middle, and the next arrow says, 2 + 2, or 8 divided by 2, or 100 − 96, or 1/2 + 1/2 + 1/2 + 1/2 + ... , or square root of 16, etc. The idea is to encourage creativity and give students the opportunity to show their knowledge of numbers - the complexity of the answers are limitless! They continue to do this with arrows until they decide that they'd like to change the value of the number. Then, they use a legend to show a different arrow that makes the value +2 or x3, etc. Sometimes, I get other students to check the work of their peers, or else I check them to ensure correctness - but it doesn't really matter all that much! The experience for the student of attempting to think of different names for the same value is the great part! The Arrow Graphs end up looking pretty cool, with lots of colour and creativity. It is great fun, nicely open-ended, and the posters make a wonderful bulletin board display. As I’m covering different topics, I sometimes assign an Arrow Graph activity that focuses on the particular concept that I am doing in Math. The example shown above isn’t complete - it’s only completed when the entire page is covered!