

## Grade 8 Arts & Culture Worksheet

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### Art movement of Cubism

#### Cubism

What is a cube? It is a 6-sided 3-dimensional form with each side having a square shape.

#### Part One: Facts about the art movement called Cubism

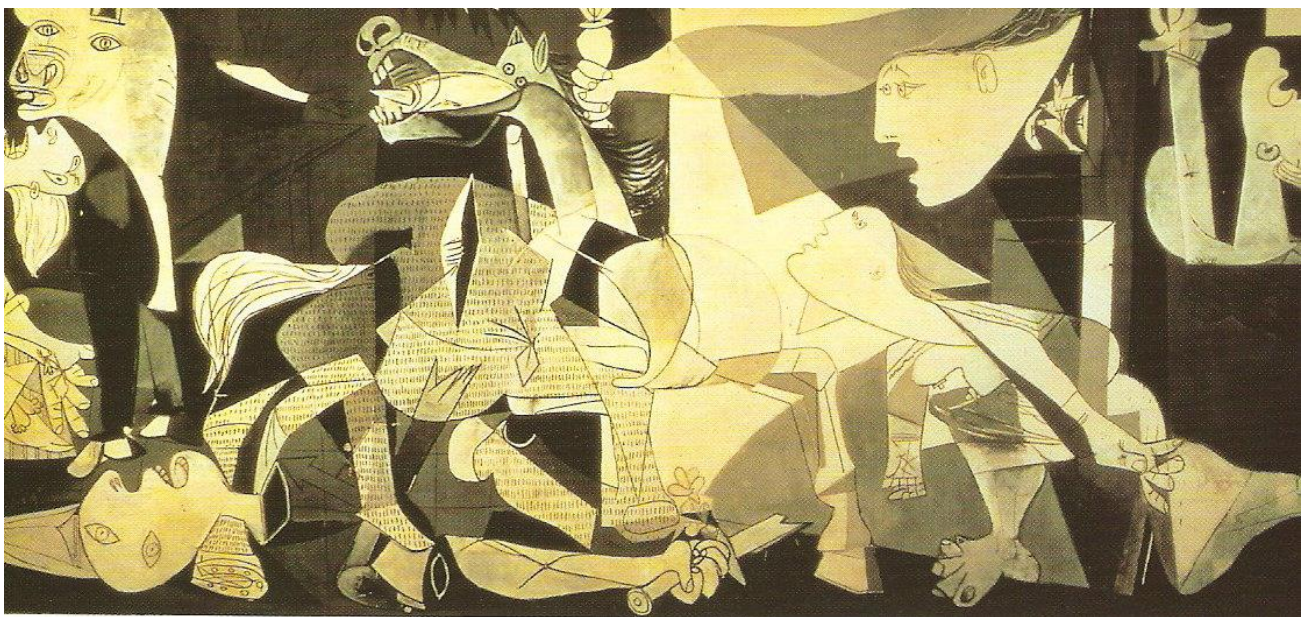
You will need to do some research for this task.

Find out 10 facts about the art movement called Cubism.

Make sure that you include in your answer at least two facts about the most famous cubist painter.

[20 marks]

#### Part Two: "Guernica" by Pablo Picasso



1. Find out when Picasso painted this artwork and what inspired it. [5]
2. Look at the figures depicted in the painting. Choose two images and explain how they are typically cubist and what you think they symbolise.

[10]

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3. In groups, work on an improvised drama in which you are towns-people of Guernica on market day when the bombs begin to fall. In a mimed scene, show your fear, anguish, horror and terror. End your scene in a tableau that resembles Picasso's painting. Work on performing in such a way that you somehow incorporate Picasso's cubist style in which you distort reality.

[32]

### Rubric to assess performance

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
<b>Performance is polished and well rehearsed</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
<b>Performance is clearly stimulated by the original artwork, however, it contains elements of the performers' own ideas and interpretation</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
<b>Performance has audience appeal and leaves the audience thinking about the human rights issues</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
<b>Performance works in a feeling of the distortion of reality brought about by Cubism</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

### Part Three: A South African cubist – J H Pierneef

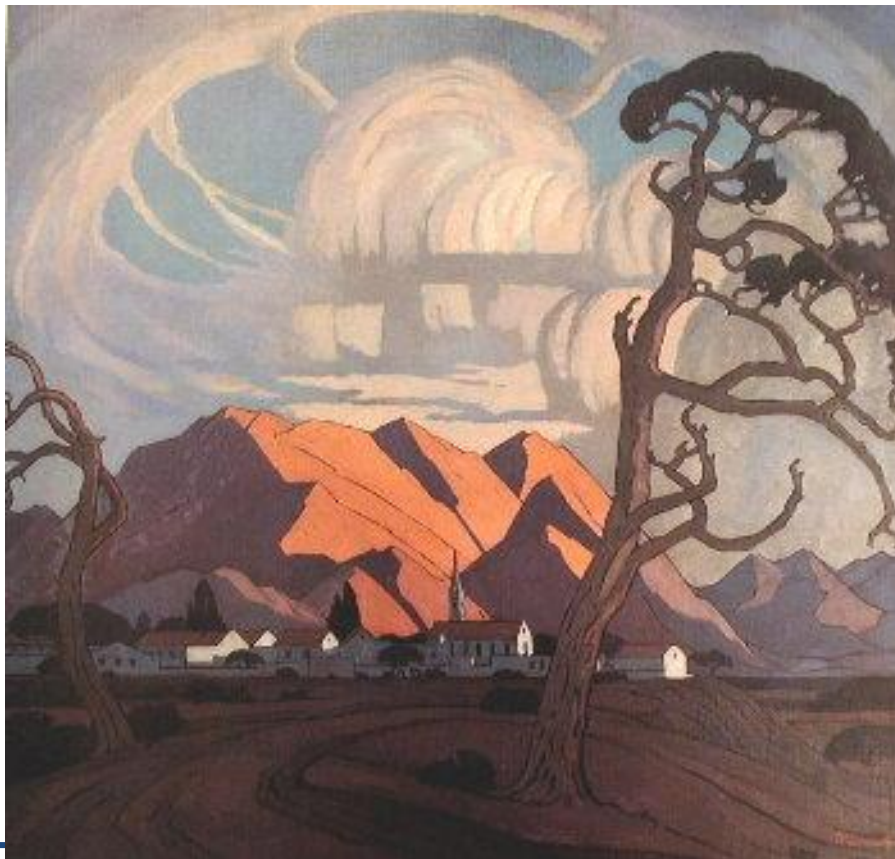
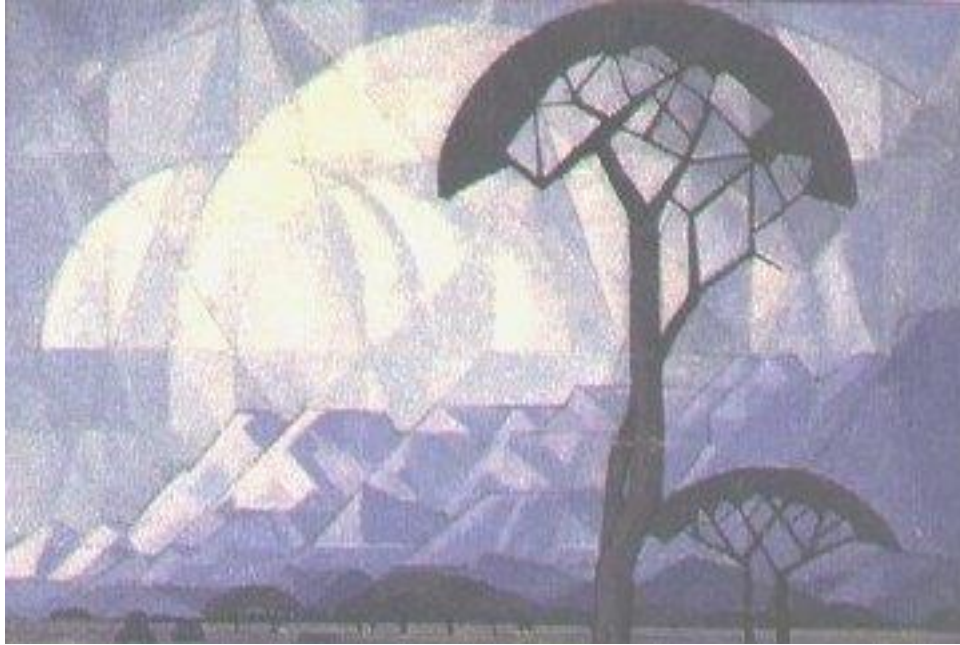
1. Who was Pierneef and what did he focus on in his paintings? Write up your research in a series of point form notes to make up a profile of the artist.

[20]

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2. Below are two of Pierneef's paintings.



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Use the paintings to explain what critics have meant when they claim that Pierneef is a “geometric cubist”. [10]

### **Part Four: You are the latest cubist sensation!**

It is said that Picasso and Braque drew their inspiration for their cubist works partly from tribal art -particularly that of Africa and Oceania.

Do some research and find some pictures of African masks.

Start preparing your design brief by sticking the pictures onto the brief and annotating them with comments about the geometric shapes you notice. The masks do not depict human faces with a high sense of reality.

Make some sketches in which you further distort reality with geometric shapes.

Your theme for this painting is “The distortion of human rights”.

In your design brief, explain how you will show this theme with your painting.

Paint the cubist artwork on a large sheet of paper or a canvas. Choose the media you prefer to work with.

When you have completed the artwork, mount it in the most appropriate manner, as if for an art exhibition. Label the art with your name and the title of the artwork.

[64 marks]

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### Rubric to assess design brief and artwork

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 - 1]
<b>Design brief is well written, attention paid to grammar, spelling and presentation</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
<b>Design brief clearly explains the human rights issue being explored</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
<b>Design brief clearly explains the use of chosen media</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
<b>Design brief explains use of African masks and Cubism</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
<b>Artwork is professionally presented and mounted</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
<b>Artwork makes use of cubist principles to distort reality</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
<b>Artwork includes African mask motifs</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
<b>Artwork clearly raises consciousness about a distortion of human rights</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.

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### Suggested Solutions

Question number	Possible marks	Solution
1	20	<p>Learner answers will differ. Award 2 marks per fact. This can be used as a marking guideline:</p> <p>Cubism, a movement in 20th-century art, especially in painting, that was primarily concerned not with lifelike representation but with the depiction of subject matter by breaking its form down into basic geometric shapes; by overlapping or interlocking these shapes, cubist painters also attempted to depict objects from many angles not simultaneously visible in reality but arranged so as to form a unified composition.</p> <p>Because it fundamentally overturned the way in which subject matter had been depicted since the Renaissance, Cubism had profound and far-reaching effects on the development of art in the 20th century. Indeed, it stands as the precursor to abstract and non-objective art. It was a revolt both against the sentimentality and realism of traditional painting of the late 19th and early 20th centuries, and against the emphasis on the effects of light and colour and the lack of form characteristic of Impressionism.</p> <p>Cubism was developed largely by Georges Braque and Pablo Picasso, who worked closely together from 1907 up to the outbreak of World War I. They drew their inspiration partly from tribal art - particularly that of Africa and Oceania, with its vigour and lack of concern with realistic depiction. Another catalyst in the development of Cubism was the dictum of the Post-Impressionist painter Paul Cézanne that: "Everything in nature takes its form from the sphere, the cone, and the cylinder". The name "Cubism" originated in a derogatory remark by the critic Louis Vauxcelles, who, reviewing an exhibition of work by Braque that was exhibited in 1908, remarked that the paintings were made up of cubes.</p>
2.1	5	<p>Guernica was painted in 1937. ✓ It was inspired by the unprovoked bombing attack by the German pilots ✓ during the Spanish Civil War ✓ on the undefended town of Guernica. ✓ Nazi planes, under orders of General Franco of Spain, attacked the town on Market Day. Of its 7 000 inhabitants, 1 654 were killed and 889 were injured. ✓</p>
2.2	10	<p>Learner answers will differ, however, some guidelines are offered here:</p>

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		<p>The faces are rendered in typical cubist style – the distinction between profile and full face is abolished. The anguish on the faces is emphasised. The face of the mother holding the dead infant is made harsher by the representation of her tongue as a shard or dagger, representing her scream. The infant’s dead face and limp body are in sharp contrast. The horse head is also distorted in the cubist style and its tongue is also a shard or dagger. The bull is a national symbol of Spain. Is the bull Franco? Standing back and surveying the scene before deciding on its next move, as a bull will in a bullfight? The figure on the right of the painting mirrors Goya’s central Christ-like figure in his “Third of May” painting. This figure appears to be holding up his hands to ward off the falling bombs.</p> <p>Award marks for critical explanation that shows thought and insight.</p>
<b>2.3</b>	32	See rubric in Appendix of Assessment Tools.
<b>3.1</b>	20	<p>Learner answers will differ. Award 2 marks per fact. This can be used as a marking guideline:</p> <p>Jacob Hendrik Pierneef (1886 - 1957) was born in Pretoria, the son of a Dutch builder; he received little formal training as a result of the financial constraints of his background. His family returned to Holland during the Boer War and it was here that he came into contact with old master pictures which had a lasting impression on him. He studied at the <i>Rotterdamse Kusakademie</i>. When he returned to South Africa, aged 18, he met with and was encouraged by established artists such as Frans Oerder, Anton van Wouw and Hugo Naude. His first group exhibition in 1902 was with Anton van Wouw and Hugo Naude. He worked for 10 years in the State Library before he accepted a position as an art lecturer at the Heidelberg College of Education and also started teaching drawing at the Pretoria College of Education in 1919. This position gave him the opportunity to focus on his art but in 1923 he decided to become a full-time painter. Pierneef lived in Namibia between 1923 and 1924. However, he excelled at landscape portrayals of the Highveld which provided a lifelong source of inspiration for him. Pierneef’s style presents a formalised and ordered view of the South African landscape, often monumental in its conception, uninhabited and influenced by the dramatic light and colour of the Highveld. One of South Africa's leading landscape artists and the first artist whose work was conditioned by the local environment, his distinctive style is widely recognised.</p>
<b>3.2</b>	10	<p>Learner answers will differ. Allow for personal interpretation.</p> <p>Pierneef reduced and simplified landscape to geometric structure. He</p>

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		used flat planes, lines and colour in order to present harmony and order in nature. There are geometric shapes in the two paintings – semi-circles, triangles, diamonds, etc.
4	64	See rubric in Appendix of Assessment Tools.



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### Appendix of Assessment Tools

#### Rubric to assess performance

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Artwork is professionally	Outstanding,	Good, meeting	Satisfies	Does not

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<b>presented and mounted</b>	exceeds expectations.	expectations well.	expectations.	meet expectations.
<b>Artwork makes use of cubist principles to distort reality</b>	Outstanding, exceeds expectations.	Good, meeting expectations well.	Satisfies expectations.	Does not meet expectations.
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