

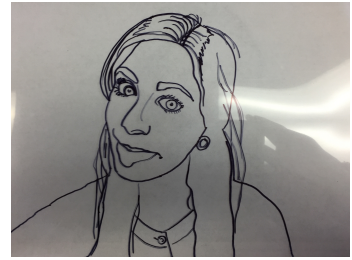
Title: Introduction to Pop Art Portraits: Contour Line Drawing

Sequence Theme/Big Idea: Pop Art

Grade Level: 4

Time Frame: 40 minutes

[Link to presentation](#)



Lesson Narrative: This lesson is meant to reintroduce Pop Art in a deeper fashion, with an emphasis on portraits. The students will closely read and dissect a description of Andy Warhol's *Gold Marilyn Monroe* in order to color the black and white image. They will then discuss the visual effects of the image and compare it to another Warhol work. Students will learn about portraits, contour line, and how to make their own portrait into a contour line drawing to eventually create a final pop art portrait.

Lesson Rationale: Pop art is an era in art history beginning in the 1960s. Students can emulate the famous pop artist, Andy Warhol, and his screen prints by creating their own colorful pop art portraits. Students will use critical thinking to discuss his artworks. They will practice skill in contour line drawing, and craft in their work.

Standards:

1PE: Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines.

2PE: Notice and describe different visual effects resulting from artmaking techniques.

4PR: Demonstrate motivation, independence and persistence during studio practices to complete artworks.

6RE Give and use constructive feedback to produce artworks that achieve learning goals.

Objectives:

The students will...

- analyze an artwork statement with descriptive language to visually describe a pop art piece
- evaluate the visual effects of a pop art piece including how it makes you feel and think
- develop a contour line drawing of their self portrait, while demonstrating motivation while working, independence in knowing the definition of contour line drawing, and persistence in the craft of their artwork
- Implement constructive feedback to enhance their contour line drawings

Prior Knowledge and Conceptions:

Students must know...

- how to appropriately use a sharpie when drawing
- how to trace over lines and shapes

Materials:

- Close reading exercise worksheets
- Crayons, colored pencils, markers for close reading
- black sharpies
- clear projector sheets
- printed black and white picture of each student with white background (8.5x11)
- masking tape
- note cards

Language Demands/Vocabulary:

- close reading- marking a text and rereading it to understand it more
- visual effects- how the artwork makes the viewer feel and think
- contour line drawing- A drawing with line that defines a form or an edge or an outline of an object or figure
- portrait- an image of a person, usually of the upper body

Historical Exemplars:

- Andy Warhol's *Gold Marilyn Monroe*
- Johannes Vermeer's *Girl with a Pearl Earring*

Visual Culture:

- "selfies"

Theoretical Principles and/or Research-Based Best Practices:

- http://www.aems-edu.org/PDFs/Better_Practices_Visual_Arts.pdf
 - Studio practices- demonstrations with medium for students to imitate technique
 - Joining studio practices, art history, and critical response
 - Reinforce subject matter or art historical concepts through casual discussion
 - Teach with ideas and content to accompany visuals
- Think, pair, share (TPS- <http://www.adlit.org/strategies/23277/>)
- Close reading (<http://writingcenter.fas.harvard.edu/pages/how-do-close-reading>)
- Exit tickets (<https://www.edutopia.org/practice/exit-tickets-checking-understanding>)

Procedure:**Pre-work (30-40 min)**

- Take a picture of each student against a white background- tell them that the image should represent their personality and encourage them to pose!
- Crop the images so that you see mostly white space, the upper bust and shoulders of the child and their face. Make the pictures black and white.
- Print out each picture onto an 8.5x11 piece of paper to put inside each student's folder before class
- Print out the close reading exercise worksheets
- Post "I can" statements in the classroom
- Set out supplies for the initial close reading exercise (crayons, colored pencils, markers)
- Put out sharpies and masking tape for contour line drawing
- Pull up the presentation slides on the smart board

In class

- When the students enter the classroom hand out the close reading exercise worksheets and have the presentation powerpoint up. Explain that they will read the statement that describes this artwork (point to black and white image of Andy Warhol's *Gold Marilyn Monroe*). Once they read through it once, they will then go back to read it again and underline descriptive words about color, or key details of the artwork. They will also circle unfamiliar vocabulary words, and put a question mark by things they don't understand. Explain that this is **close reading**- marking a text and rereading it to understand it more. Once they are done "close reading" the description, they will use it as hints to color the artwork found on the back of their worksheet. Tell them they can use crayons, markers, or colored pencils to color the work. Read the statement out loud from the slide. (7 min)

- Tell students to look at the “I can” statements posted in the classroom. These are objectives that we will accomplish during this project. Tell them they just completed the first “I can” statement: *I can closely read a statement and visually describe a pop art piece*. Ask the students to hold up their colored works to formatively assess them and check for understanding. Ask the class for volunteers to underline or circle phrases on the board and talk about how it helped them color their image or inhibited them. Ask for words or phrases they did not know and go through the text to explain it more. (3 min)
- Look at the second “I can” statement: *I can explain the visual effects of a pop art piece*. Change the slide to the colored image of Warhol’s artwork. The term **visual effects** means how the artwork makes the viewer feel and think. How does this image make you feel? How does it make you think? Turn to your shoulder partner and discuss how it makes you feel or think. Now talk with your table and gather a few answers to share. Discuss. The slide changes to the same image next to Andy Warhol’s *Campbell’s Soup Cans*. How do the visual effects differ from this piece by Andy Warhol? Students have now completed the second “I can” statement. (5 min)
- **Portraits** are images of people, usually of the upper body. Talk about how portraits have been created for almost 4,000 years. They became even more frequent when photography was invented. Now, people are taking hundreds of self-portraits, “selfies,” each day.
- Introduce project: I have given each of you your photographed portraits that we took last class. We are going to use them in this project by placing a transparent sheet over top to create a contour line drawing. We will then paint your portraits and create separate backgrounds for a final product. Show the final project.
- Today we will be working on our contour line drawings. A **contour line drawing** is a drawing with line that defines a form or an edge, or an outline of an object or figure. We will trace over the outlines of the shapes of our portraits with sharpie.
- Hand out transparent sheets and prompt students to tape their transparent sheets down to their portrait on two corners with masking tape. Use the document camera to demonstrate tracing over the portrait to make contour lines. (5 min)
 - First, trace the entire outline of your portrait- this should make a tent shape
 - Next, outline your face and hair
 - Then, draw a few details of your hair, and shirt if you wish. We are NOT coloring in with the sharpie
 - Lastly, go over your eyes, nose, ears, and mouth
- Students will work until the end of class. Answer questions and give help making their contour line drawing. Give constructive feedback to all students and discuss how it will make their project effective in the future. (20 min)

Closure:

- Exit ticket: hand out note cards for students to answer the question “what is a contour line drawing?” They may answer in their own words and put their name on the back of the card. Students will hand their ticket to the teacher before leaving the classroom. (2 min)

Differentiation & Learning Supports:

- I will read the close reading worksheet statement out loud for the whole class, so that struggling readers or students with learning disabilities are able to do the exercise
- I will allow students to use different materials for the close reading exercise- markers, colored pencils, and crayons- so that all students feel comfortable brainstorming visual descriptions

- I will demonstrate how to apply the sharpie both verbally and visually on a document camera
- I will physically help students who are struggling with the contour line drawing
- For students struggling with structure, make the tasks broken down into smaller chunks: first outline the whole portrait like a tent, then the face, then clothes, then face details
- For students who have low self esteem in art, anxiety or struggle to trace the lines, I will draw black lines directly on their picture so they can trace them onto the transparent sheet

Assessment:

+	-
Student completed close reading exercise	Student did not complete close reading exercise

+	-
Student contributed to table conversation about visual effects	Student did not contribute to table conversation about visual effects

Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
The student followed directions in their contour line drawing and was persistent in craft-lines were drawn accurately over their portrait shapes with good detail. The student demonstrated motivation while working and used feedback to better his/her artwork	The student followed directions in his/her contour line drawing, but lacked craft- lines did not match up with their portrait shapes, or details were inaccurate. They demonstrated some motivation while working. They did not listen to feedback to better their artwork	The student did not follow direction in the contour line drawing especially in craft-shapes were colored with sharpie, he/she did not outline the shapes of their portrait accurately, he/she was intentionally misbehaving, was not motivated while working and did not listen to feedback to better their artwork	The student did not complete the contour line drawing

+	-
Student turned in exit ticket with explanation of contour line drawing	Student did not turn in exit ticket

Resources:

- http://www.wpclipart.com/education/reading/reading_4/close_reading.png
- https://www.moma.org/learn/moma_learning/andy-warhol-gold-marilyn-monroe-1962
- https://www.moma.org/explore/inside_out/tag/andy-warhol-campbells-soup-cans-and-other-works-1953-1967/
- <http://study.com/academy/lesson/contour-line-in-art-definition-drawing-examples.html>
- <http://www.gr8lessons.com/AL5/drawingdevelopment03b.html>
- <https://www.gettagged.us/opinion/selfies-and-personal-brand/>
- [https://en.wikipedia.org/wiki/File:Johannes_Vermeer_\(1632-1675\)_-_The_Girl_With_The_Pearl_Earring_\(1665\).jpg](https://en.wikipedia.org/wiki/File:Johannes_Vermeer_(1632-1675)_-_The_Girl_With_The_Pearl_Earring_(1665).jpg)
- <https://www.wonderwardrobes.com/tips-to-take-excellent-selfies/>