

Title: Pop Art Portraits- Just Add Color!

Sequence Theme/Big Idea: Pop Art

Grade Level: 4

Time Frame: 40 minutes

[Link to presentation](#)



Lesson Narrative: This lesson is continuing the learning sequence, “Pop Art Portraits.” The students will continue discussing visual effects and talk about how a portrait pose or color scheme can express the personality of the figure. They will relate that to their own portrait by discussing what 2 analogous and 1 compliment color scheme will best describe their personality seen through their pose. They will practice painting with acrylic paint.

Lesson Rationale: Students will continue to examine the famous works of Pop Artist, *Andy Warhol*. Students will transform their contour line drawings into colorful portraits with thorough intention. They will practice skill in painting, terminology, and keeping strong pigment when painting.

Standards:

5PE: Link ideas in and design of works of art to the emotions and moods expressed in them.

1PR: Identify, select and vary art materials, tools and processes to achieve desired results in their artwork.

3PR: Generate ideas and employ a variety of strategies to solve visual problems.

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

Objectives:

The students will...

- Identify, select and vary art materials, tools and processes to achieve desired results in acrylic painting their pop art portrait
- Generate ideas and employ color strategies to solve visual problems using 2 analogous colors and 1 compliment
- Evaluate the pose and color scheme of their portrait to share 1 personality trait or mood reflected in their portrait
- Implement constructive feedback to enhance their contour line drawings

Prior Knowledge and Conceptions:

Students must know...

- How to work independently when painting
- Their own personality traits

Materials:

- small paintbrushes
- q-tips
- paint trays (must hold at least 3 colors)
- acrylic paint (red, yellow, orange, green, blue, purple)
- paper towels
- water
- color wheel print out for each table
- paint shirts
- note cards

Language demands/Vocabulary:

analogous colors- colors next to each other on the color wheel

complimentary colors- colors opposite of each other on the color wheel

color scheme- colors that make up an image

pigment- the true, unmixed state of a color

Historical/Multicultural Exemplars:

- Andy Warhol's *Green, Marilyn*
- Andy Warhol's *Quadrant Mickey Mouse*
- Andy Warhol's *Superman*

Visual Culture:

- Mickey Mouse
- Superman

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
- <http://jan.ucc.nau.edu/lsn/educator/edtech/learningtheorieswebsite/vygotsky.htm> (Lev Vygotsky)
 - Collaborative Learning and Group Work
 - Discussion-Based Learning

Procedure:

Pre-work (15 min)

- Print out color wheels, 1 for each table, and place on tables
- Find brushes of varying size and q-tips for painting
- Find acrylic paint for each color on the color wheel (red, yellow, orange, green, blue, purple) and set out ready to pour
- Set out paint trays
- Fill a cup of water for each table to wash brushes
- Supply paper towels to dry brushes
- Pull up the presentation slides on the smart board

In class

- When students enter the classroom, give them a paint shirt. The first slide shows *Green, Marilyn* by Andy Warhol. Remind the class how we looked at *Gold Marilyn Monroe* last class and assessed the visual effects. Today we are going to look at how color and pose of a portrait affects the mood. We talked about how *Gold Marilyn Monroe* presented the celebrity with high value due to the large gold frame. We also talked about how the bright colors made Monroe seem interesting. This image here shares the same colors of her portrait but a different background. How does it change the visual effects of the image? (1 min)
- The next slide shows two more works by Andy Warhol: *Superman* and *Quadrant Mickey Mouse*. These characters are a little more familiar to us. How does Superman's pose show his personality? How does Mickey Mouse's pose show his personality? Have

students talk with tables and each table give an answer. How do the colors in the Superman picture show his personality? How do the colors in the Mickey Mouse picture show his personality? Have tables discuss and answer. (4 min)

- (The next slide shows the words “color scheme” written in primary colors). The colors used in all of these works are known as the **color scheme**. They are the colors that make up the image. What kind of color scheme do these words have? Have the class respond as a whole.
- The color scheme for our projects will be a little more advanced than primary colors. First we need to learn some new terms. The first term is **analogous colors**. These are colors next to each other on the color wheel. Each table, using the color wheels on their table, point to a set of analogous colors. Check each table for understanding.
- Next we need to know about **complimentary colors**. You have probably heard this term before, but to review, it means colors that are opposite on the color wheel. Each table, using the color wheel, point to a set of complimentary colors. Check each table for understanding.
- For our pop art portrait color scheme, we are each going to choose 3 colors. Two must be analogous and one will be a compliment of either color. We are using a simple color wheel. For example, if I were to choose red as one color, what could be a match for its analogous color? Ask for half the room’s response. What is the other available color? Ask for the other half’s response. Now if I had red and orange as my two analogous colors, what is an option for a compliment of either color? Ask half the room. What is the other option? Ask half the room. So I can have a color scheme of red, orange and green. There is one more component to your color scheme: at least one color has to represent your personality. Show the example pop art portrait: my personality trait- goofy- is shown through my pose. I felt that purple was a color that expressed this personality trait. Therefore, I chose purple, yellow and orange as my 3 colors. If you are a chill, calm, cool or collected individual, you might choose blue. What might yellow show? Red? (6 min)
- Your 3 colors will be use in your portrait in this way- one for skin, one for clothes and one for hair.
- The next slide shows 3 pictures on how to apply paint while staying in the lines. Explain that students can use any size paint brush, or a q-tip to apply paint. Students should paint on the back of their transparent sheet with their contour line drawings on the front.
- Do a demonstration on the document camera to show how to apply paint and not get muddy colors by mixing **pigment!** Students must wash brushes when changing colors so they have the true, unmixed state of the color. (3 min)
- Students will work for the remaining class period. (25 min)

Closure/Critique:

- Exit ticket: hand out note cards for students to answer the question “How does your color scheme and pose reflect your personality? Give 1 personality trait!” They will 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:

- For students confused about the color scheme method, ask them personally what their personality trait might be and help them choose a corresponding color scheme.
- For students struggling with structure, make the tasks broken down into smaller chunks: tell them specifically to paint the face first, then neck, then hair, then clothes. Tell them to show you when they are finished with each step.
- Give students the freedom to use any size paintbrush or q-tip.

- Students who need auditory instruction, reiterate the instructions to them when needed.

Assessment:

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Student contributed to table conversations about visual effects and color scheme	Student did not contribute to table conversations about visual effects and color scheme

Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
The student followed directions in their acrylic work by employing color strategies to solve visual problems using 2 analogous colors and 1 compliment. He/she selected a color scheme and tools to achieve his/her desired results while being persistent in craft- stayed in the lines and kept strong color pigment. The student demonstrated motivation while working and used feedback to better his/her artwork.	The student attempted to follow directions in their acrylic work but did not use an accurate color scheme to solve visual problems using 2 analogous colors and 1 compliment. He/she was not completely persistent in craft- lines were surpassed and strong color pigment was not kept. The student demonstrated motivation while working but did not use feedback to better his/her artwork.	The student did not follow directions in their acrylic work and did not use an accurate color scheme to solve visual problems using 2 analogous colors and 1 compliment. He/she was not persistent in craft- lines were surpassed, strong color pigment was not kept, and the work is sloppy. 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 acrylic painting

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Student turned in exit ticket with explanation on how their color scheme and pose reflects their personality	Student did not turn in exit ticket

Resources:

- <http://brickworkgallery.com/portfolio/marilyn-green/>
- <http://questgarden.com/117/69/5/110128111040/index.htm>
- <http://insideartachieve.blogspot.com/2014/12/catch-christmas-on-color-wheel.html>
- <http://allmstudio.blogspot.com/2014/04/colors-colors-everywhere.html>
- <http://sarahdawn designs.blogspot.com/2013/01/building-blocks-for-finding-perfect.html#.WJvkzaPW-4>