

Title: Pop Art Backgrounds & Critique

Sequence Theme/Big Idea: Pop Art

Grade Level: 4

Time Frame: 80 minutes- 2 days

[Link to presentation](#)



Lesson Narrative: This lesson is the last part of the learning segment, “Pop Art Portraits,” where students will discuss why we make art and what inspires us. Students will also create a Pop Art background that is reflective of their own popular culture, by reusing a prior learned printmaking technique. Students will emboss Styrofoam to stamp a wallpaper printed background, which will be positioned behind their portrait to create their final project. Students will also analyze and reflect on their works and the works of others in a formal critique.

Lesson Rationale: It is important for students to discuss the reasons for making art because it encourages them to think about how art is used for a variety of reasons including self-expression, social activism, or decoration. Students can begin to feel empowered through the art they make. In combining elements and principles of art, students will create finalized, thematic self-portraits that express their own personality and an aspect of their popular culture. Participating in a formal critique will exercise critical thinking and reflective analysis.

Standards:

6PE: Identify and name the sources for artmaking ideas (e.g., self, environment and other people).

5PR: Combine the elements and principles of art and design to create visually effective compositions in original works of art.

1RE: Identify qualities that contribute to the design and meaning of their artworks and the works of others.

3RE: Recognize and describe the relationship of artworks to their social and cultural contexts.

Objectives:

The students will...

- Identify reasons and inspirations for artmaking
- Construct an artwork that combines elements of line, color, and shape in their portrait to a Pop Art background containing the principle, pattern
- Critique artworks by identifying qualities that contribute to the design and meaning of their artworks and the works of others
- Recognize and describe the relationship of the background of their artworks to their social and cultural contexts

Prior Knowledge and Conceptions:

Students must know...

- How to create and use printing plate (learned in prior lesson)
 - Draw an image on paper and trace it on top of Styrofoam to embed the image.
 - Trace over the image directly on the plate to create a deeper line
 - Once ink is applied, stamp the image onto paper

Materials:

- 3"x6" Styrofoam sheets (1 per student)
- 3"x3" drawing paper (1 per student)
- pencils
- dark colored stamp ink pads (2-3 per table)
- 9"x12" colored construction paper (pink, lime green, yellow, orange)
- stapler
- note cards
- evaluation sheets

Language demands/Vocabulary:

Visual Culture- popular images seen in the media

Printmaking- engraving a plate to create repeating stamps of an image

Pattern- a repeated design

Pop Art- using images from our visual culture and raising them to fine art

Critique- Analyzing and reflecting on your work and the work of others

Historical/Multicultural Exemplars:

- Their own printmaking artworks!
- Andy Warhol's *Campbell's Soup Cans*

Visual Culture:

- Popular culture elements: franchises, apps, games, music, TV channels, shows or celebrities

Theoretical Principles and/or Research-Based Best Practices:

- <http://www.simplypsychology.org/Zone-of-Proximal-Development.html>
 - Zone of Proximal Development
 - Instructional Scaffolding
- <http://www2.gvsu.edu/hipshean/resources/Feldman's%20Model%20Crit.pdf>
 - Feldman's Model of Art Criticism

Procedure:

Day 1

Pre-work (20 min)

- Precut 3"x6" Styrofoam sheets (1 per student)
- Precut 3"x3" drawing paper (1 per student)
- Find ink pads, 9"x12" paper, and pencils
- Pull up presentation slides on smart board

In class

- When students enter the classroom, have the first slide up. Ask the question, "Why do we make art?" Ask for each table to come up with an answer and explain. Discuss reasons for making art. Ask the question, "What are we inspired by when we make art?" Ask for each table to come up with an answer and explain. Discuss reasons for inspiration, and how inspiration can lead to creativity and vice versa. (5 min)
- The next slide says "Remember when..." and gives an image of the last project the students worked on. This was a printmaking project where students created Styrofoam printing plates with a popular culture design, and then used ink and brayers to create 4 prints, which later were assembled into a quadrant. Students will be reminded of this project and the process of **printmaking**, engraving a plate to create repeating stamps of

an image. Tell the students we will use this same process, but smaller and with stamp ink pads instead of ink.

- The next slide shows the pop culture logo references in which they were given last project. Tell students that they will be using the same design as their printmaking project, but they will create smaller designs.
- Remind them that **Pop Art** is using images from our **visual culture** and raising them to fine art (art that makes you think). **Visual culture** is popular images seen in the media.
- The next slide is Andy Warhol's *Campbell's Soup Cans*. Remind the students how Andy elevates this visual culture image to fine art.
- Explain how the students will make their stamps: draw your visual culture design on the small 3"x3" paper. Then, put it on top of the strip of Styrofoam on the right. Trace over your design just as you engraved your image before on Styrofoam. Take off the paper and go over all of the lines with your pencil to make them deeper. This is your stamp
- Tell students that they will use their stamp to create a wallpaper-like background. This background uses their image and forms a **pattern**: a repeated design.
- Show final project. Have each table choose their background color and get started. Give students the rest of the period to work. (30 min)

Closure:

- Exit ticket: hand out note cards for students to answer the question "What is Pop Art" They are able to answer in their own words. Students will put their name on the back of the card. Students will hand their ticket to the teacher before leaving the classroom. (2 min)

Day 2

Pre-work (20 min)

- Pull out staplers
- Print out evaluation sheets

In class

- Have students staple their backgrounds to their acrylic painted transparent sheet portraits

Critique:

- Have students put artworks on their workspace and make a circle around the room
- Ask the students to pick out an artwork that they really like other than their own. Choose at least 5 students
 - Why does this artwork stand out to you?
 - What qualities does it have that makes the design of the artwork stand out?
 - How does the color scheme show the meaning of the artwork or person?
 - How does the portrait pose show the meaning of the artwork or person?
 - How does the background show the meaning of the artwork or person?
- Have students sit back down and fill out the evaluation:
 - I am proud of myself for making this artwork because...
 - If I were to do this artwork again, I would try to improve...
 - This is a Pop Art artwork because...

Differentiation & Learning Supports:

- For students who need more guidance and structure, I will break down the steps of creating a background: draw your design on the small piece of paper, place it on the right side of the Styrofoam strip, trace again to embed the image, take off the paper and trace lines on Styrofoam, press in ink plate and start printing left to right, top to bottom.

- For students who are confused about how to create the wallpaper, I can draw a grid on their paper with squares for each stamp.

Assessment:

+	-
Student contributed to table conversations about why we make art and how we are inspired	Student did not contribute to table conversations about why we make art and how we are inspired

Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
The student constructed a Pop Art Portrait that combines elements of line (contour line drawing), color (2 analogous and 1 complimentary color scheme), and shape (face, hair, body) in their portrait to a patterned, Pop Art background that is reflective of their own culture.	The student constructed a Pop Art Portrait and provided all but one required element or principle in his/her work. The student excluded either the contour line drawing, accurate color scheme, correct shape choices, or a Pop Art background that is reflective of their own culture.	The student constructed a Pop Art Portrait but excluded multiple required elements and principles in his/her work. The student did not have two or more required elements- either the contour line drawing, accurate color scheme, correct shape choices, or a Pop Art background that is reflective of their own culture.	The student did not complete the Pop Art Portrait.

+	-
Student turned in exit ticket with explanation of what is Pop Art	Student did not turn in exit ticket

+	-
Student responded to each question in the reflective evaluation and gave a correct definition of Pop Art	Student did not fill out the reflective evaluation properly, and did not know a definition of Pop Art

Resources:

- <http://clipartix.com/congratulations-clipart/>
- <http://www.clipartkid.com/frappuccino-cliparts/>
- <https://play.google.com/store/apps/details?id=com.zhiliaoapp.musically>
- <https://new.soldsie.com/blog/8-easy-ways-to-build-a-following-on-snapchat/>
- <https://www.seeklogo.net/tag/facebook/>
- <http://www.espn.com/nfl/>
- <http://cliparts.co/french-fries-clip-art>
- <http://www.clipartkid.com/controller-cliparts/>
- <http://www.clipartkid.com/clip-art-ipod-touch-cliparts/>
- http://www.freepik.com/free-icon/instagram-photo-camera-logo-outline_730964.htm
- <http://www.kidvertisers.com/nickelodeon.html>
- http://www.freepik.com/free-icon/headphones-with-music-note_745698.htm
- <http://www.broadwayworld.com/bwwtv/tvnetworks/Disney-Channel>
- <http://emojipedia.org/whatsapp/>
- <https://i.ytimg.com/vi/s5y-4EpmfRQ/maxresdefault.jpg>
- <https://assets.ec.quoracdn.net/main-qimg-b6ad1fe64986d9c63e2cea3555d6e57e-c>