**Pop Art Unit**

**Grade level/Class: 6th**

**Planning Team Members: Mrs. Gaut**

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| **Unit Overview** |

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| **Picasso Unit Name** | Pop Art |
| **Lesson Description** | To introduce students to the style of art known as Pop Art. Students will gain knowledge and be able to identify at least 3 Pop Artist and their work. Students will get to make an array of artworks in 2D and 3D.  |
| **Lesson Topic** | * Andy Warhol, Repetition, Color Schemes, 2D, Pop Art
* 3D Sculpture, Pop Art, Advertising
* Roy Lichtenstein, comics, 2D, Primary Colors, Pop Art
* Claes Oldenburg, 3D sculpture, Clay, Pop Art
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| **Lesson Essential Questions** | How will I communicate the meaning of Pop Art in my 2D and 3D pieces of art? Who creates Pop Art and how does it tie into art in our community and in our daily lives? |

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| **Student Learning Goals****What concepts or skills should students be able to demonstrate as an outcome of participation?** |

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| **Standards** | **VA6MC3** **Interprets how artists communicate meaning in their work.****Element: VA6MC3.a** Discusses common themes found in a variety of art works of past and/or present artists. **VA6CU2** **Investigates and discovers personal relationship to community, culture, and the world through making and studying art.****Element: VA6CU2..a** Examines how forms and styles of visual and/or media arts are found in own community. **VA6AR1** **Develops and maintains an individual portfolio of artworks.****VA6C3** **Expands knowledge of art as a profession and/or avocation.****Element: VA6C3.a** Identifies and discusses design in daily life**VA6PR1** **Understands and applies media, techniques, and processes.****Element: VA6PR1.a** Produces original two-dimensional artworks using a variety of media (e.g., pencils, markers, pastels, water-based paint, printmaking materials, collage material, photographic materials, and electronic media). **Element: VA6PR1.c** Produces three-dimensional artworks (e.g., ceramics, assemblage, carving, mask, installation, and other forms) using selected materials (e.g., clay, papier-mache', cardboard, paper, plaster, wood, wire, found objects, fiber, textile and/or combinations of these media) and techniques. **VA6PR3** **Incorporates an understanding of the language of art (elements and principles of design) to develop and organize own ideas, resolve specific visual arts problems, and create works of art.**Element: VA6PR3.a Organizes art elements (e.g., space, line, shape, form, value, color, texture) using the principles of design (e.g., contrast, repetition and rhythm, variety, movement, proportion, balance, harmony, and unity) to compose artworks. **VA6PR4** **Keeps a visual/verbal sketchbook journal to collect, develop and preserve ideas in order to produce works of art.****Element: VA6PR4.b** Maintains instructional information, consults resources, and creates notes.  |
| **Student Assessments*****How will students indicate their learning and understanding of the concepts in the unit? How will you assess learning? (Give names of assessments with descriptions)*** |

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| Class room participation, completed assignments turned in, rubrics |

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| **Instructional Procedures** |

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| **Please document daily instructional procedures. Record any amendments to your lessons below:** | **Lesson One Day 1 –** **Activator:** Look at Andy Warhol’s images of Marilyn Monroe and describe in 5 or more sentences what elements of art and principles of design the artist used and what the composition is about. (Write in sketchbooks and then share)**Instruction:** Introduction to Pop Art and some of Warhol’s masterpieces. Teacher will go over the directions for the assignment. Students will begin sketching ideas in their sketchbooks. **Summarizer:** Some students will share their ideas for the project.**Lesson One Day 2-** **Activator:** In your sketchbook, define Pop Art and begin to make a list of Pop Art artists. **Instruction:** Review the art activity. Continue your sketches and choose one idea to transfer onto copy paper.**Summarizer:** Share your work with a partner at your table. What is one thing you like about their work and identify something that may need work.**Lesson One Day 3 –** **Activator:** Identify what the primary colors, secondary colors, warm colors, and cool colors are. (sketchbook)**Instruction:** Finish final drawing. (Teacher will later make 4x copies of each students drawing.) Make sure you draw to scale. **Summarizer:** Share what will be taking place the next few days with their drawing and how it will be repeated like Monroe’s face.**Lesson One Day 4 --** **Activator:** Write about the similarities and differences in Warhol’s piece of the Campbell Soup Cans and the Marylyn Monroe faces.**Instruction:** Add color to one of your images with primary colored paint only! (Red, Yellow, Blue)**Summarizer:** Clean-up **Lesson One Day 5 --** **Activator:** How many words can you create out of Andy Warhol?**Instruction:** Paint your second Image with Secondary Colors only! (Orange, Green, Purple). Watch your craftsmanship.**Summarizer:** Clean-up**Lesson One Day 6 --** **Activator:** Come in and get your painting supplies from sink area**Instruction:** Work on your third image using warm colors only. Watch your craftsmanship when painting! (Red, orange, pink, yellow)**Summarizer:** Clean-up**Lesson One Day 7 --** **Activator:** Review the expectations for using paint and the project**Instruction:** Paint your fourth and final drawing with cool colors.**Summarizer:** clean-up **Lesson One Day 8 --** **Activator:** Assess your work**Instruction:** Today make final details to work. Outline with black sharpie and sign name in bottom right hand corner.**Summarizer:** Turn work in to be hung up for display **Lesson Two Day One--** **Activator:** Look at Pop Art Ads and cereal boxes. Write in your sketchbook the vocab words and definitions for Slogan and Logo. **Instruction:** Sketch your ideas for your cereal ad. Come up with a unique cereal name and logo. What will your catchy slogan be? What is your design going to look like?**Summarizer:** Share some of your ideas with the class for feedback.**Lesson Two Day Two--** **Activator:** Continue to work on your sketch and ideas for cereal ad**Instruction:** Papier Mache your cereal box**Summarizer:** Clean-up**Lesson Two Day Three--** **Activator:** Come in ready to learn**Instruction:** Papier mache your cereal box**Summarizer:** Clean-up**Lesson Two Day Four --** **Activator:** Write the colors you will need to paint your cereal box design**Instruction:** Paint the front and sides of your box white**Summarizer:** Clean-up**Lesson Two Day Five --** **Activator:** Finish your sketch for your cereal ad**Instruction:** Paint the back of your cereal box white **Summarizer:** Clean-up**Lesson Two Day Six --** **Activator:** Get out sketchbooks and a pencil**Instruction:** draw your design on your box with pencil only**Summarizer:** share your design with a partner and ask for feedback**Lesson Two Day Seven--** **Activator:** Review painting expectations**Instruction:** Paint your advertisement**Summarizer**: Clean-up**Lesson Two Day Eight--** **Activator**: Review clean-up procedures for paint**Instruction:** Paint your cereal ad**Summarizer:** Clean-up**Lesson Two Day Nine--** **Activator:** Go over expectations for project**Instruction:** Put finishing touches on (ingredients, details)**Summarizer:** Assess your work with a rubric**Lesson Three Day One--** **Activator:** Look at and discuss Claes Oldenburg’s sculptures of food**Instruction:** Learn about the slab technique, slip, and scoring, make the bottom and top of your pie**Summarizer:** Clean-up**Lesson Three Day Two--** **Activator:** Write down Clay Vocab (kiln, slip, score, wedging, pinch, coil, and slab) in sketchbook**Instruction:** Continue to make pie slice add sides to pie**Summarizer:** Clean-up**Lesson Three Day Three --** **Activator:** Go over expectations for project**Instruction:** Put finishing touches on pie (whipped cream, fruit, plate)**Summarizer:** Clean-up (Teacher will fire clay)**Lesson Three Day Four-** **Activator:** Expectations for using clay**Instruction:** Glaze fired pie slice**Summarizer:** Clean-up (Teacher will load kiln and fire)**Lesson Four Day One-** **Activator:** Introduce Roy Lichtenstein, take notes**Instruction:** Students will begin sketching ideas for comic**Summarizer:** Review what is a comic?**Lesson Four Day Two-** **Activator:** Take out sketchbooks and finish preliminary sketches**Instruction:** Begin to draw your final comic**Summarizer:** Show your work to your team, receive feedback**Lesson Four Day Three-** **Activator:** Pick 2 comics out of the newspaper, cut it out and glue it in your sketchbook**Instruction:** Continue to work on your comic**Summarizer:** Clean-up**Lesson Four Day Four-** **Activator:** Write about one of the comics you picked out of the paper, Who? What? Where? When? Why?**Instruction:** Continue to work on your comic**Summarizer:** Share the comic you found in the paper with your class**Lesson Five Day** **Activator:** With the 2nd comic you picked predict what would happen if there was another sequence of events in the paper next week with the same characters**Instruction:** Work on your comic strip**Summarizer:** Clean-up**Lesson Six Day** **Activator:** Get your materials out and begin **Instruction:** Finish your comic**Summarizer:** Mount your work on paper to make it look professional, title, date, sign work |
| **Total number of days for this lesson Topic** | 27 |

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| **Materials and Resources Required for Unit** |

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| **Miscellaneous Supplies** | Copy paper, poster size paper (manila), pencils, cereal boxes, glue, bowls, tempera paint, clay, glazes, brushes, rolling pins, crayons, 12x18 mounting paper, newspapers |
| **Resources Resources**  | Reproduction of Warhol’s, Oldenburg’s, Lichtenstein’s artwork, student exemplars, cereal advertisements of boxes |
| **Vocabulary** | 2D, 3D, Slab, Coil, Slip, Score, Pop Art, Primary Colors, Repetition, Secondary Color, Warm Colors, Cool Colors, Logo, Slogan |

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| **Specialized Instruction** |

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| **Gifted Students** | Help other team table members when needed on the assignments, use more complex designs, larger canvas, break edges of canvas, overlap subject matter, create a plate and/or kitchen utensils for food/pie sculpture  |
| **Special Needs** | Help from table members, student exemplars, visual resources, already draw sheet for the Warhol project that needs color added only, smaller canvas, larger tools, tear newspaper instead of cut, create an alternative dessert, one story board of a comic instead of a strip, use alternative media  |