

RATIONALE/PHILOSOPHY
GRADE 6 ART UNIT: POP ART

This unit is focused on recognizing the need for a combination of the four art disciplines: art history, art criticism, art production, and aesthetics. At this stage of artistic growth, the Gang Age: The Dawning Realism, it is important to fulfil the students' needs for hands on activities and individual experience with art. The majority of this unit will be spent on producing art, while these students will also be exposed to the concepts, viewing other artists, talking about their work, and increasing their skill levels. The majority of these children have moved from the Schematic Stage to the Gang Age where they are learning new perceptions on the world. In the Schematic Stage they learned to draw what they know. They learned to establish a baseline and a skyline, lack the ability to overlap objects, objects are represented in two dimensional organization and had developed symbols for the environment. These students have now entered the Gang Age where their awareness for people, objects, and the physical environment is increasing. Objects are beginning to have interrelationships, overlap, develop detail, and we can see the disappearance of the baseline in favor of the plane This unit will strive to keep concepts simple, yet it will present work to the students in a manner that challenges their perceptions of the world and increases the feeling of creativity and individuality among each student. Pap Art has been chosen because it involves so many other are disciplines such as drawing, painting, and collaging. Also, there is an exceptional exhibit going on at the Southern Alberta Art Exhibit until early October that would be fantastic for the kids to see. Pop Art is a visually stimulating period that involves many examples of the various art disciplines, and whose consumer/commercial base can be easily identified with by the students. Students will learn about Art Production, and as a result of the numerous techniques involved with Pop Art, the class has the potential to produce many different works. In viewing and discussing artists such as Andy Warhol., a Roy Lichtenstein, and Mel Ramos, students will learn important aspects of Art History. Students will have a chance to think, speak, and talk about their work and the work of others in the important art discipline of Art Criticism. Finally, in creating a classroom mosaic made up of many different artists, the students will learn about the importance of Aesthetics.

Note: Response of professor (Janice Rahn) are in italics.

Pop Art would be a good introduction to teach critical awareness of advertising. Tie in with handout I wrote for you and presented in slides of ads to teach visual literacy.

BLUEPRINT OR ABBREVIATED LESSON PLANS
UNIT: POP ART

Lesson #1 - Ordinary Words Make Extra-Ordinary

The students will begin the class with an introduction of works done by Pop Artist Ed Ruscha. following the presentation, the teacher will discuss works presented and introduce required vocabulary for the unit. A quick review of the prints may be necessary to solidify understanding. Students will then be taught the concepts behind the color wheel, primary and secondary colors, and most importantly complementary colors. after a brief lecture, the students will be given time to work on developing an ordinary word that does not have an association to anything, or to relatively "normal" subject matter. Students will be given time to print their chosen "ordinary" word and print it neatly in the middle of the page. Once this has been done, students will select a pattern to draw behind their word. After a word has been drawn, pattern sketched in, and two colors chosen, the student is ready to color. This lesson should take one class.

What does it mean to read an image literally? symbolically?

Lesson #2 - Advertising As Art

As an introduction to advertising as art, the teacher will present a number of works from Andy Warhol's Campbell's Soup Can, Mel Ramos (if appropriate), and other artists who have appropriated items from Pop Culture. During the presentation, the teacher will integrate required vocabulary for the unit. After the lecture, students will be given the main objectives for the class and time to complete their work. Main objectives are to choose a product from supplied advertisement pages and reproduce a single product in a Pop Art fashion. Students will be encouraged to choose products that will attract attention in the school hallways and create some sort of conversation. Students will be given time to choose a product, sketch a rough outline to illustrate ability to reproduce accurately, then allowed to work on their good copy. This lesson should take two classes.

Students could create their own imaginary product along with text which promises results and targets a particular consumer. A performance element could be added - students work in pairs to create and perform a commercial - video tape it. First look at ads- ask questions to encourage critical viewing.

Lesson #3 - Cropping And Combining Images

Slides or pictures of James Rosenquist, Ed Ruscha, and Robert Rauschenberg will be used to introduce this lesson. By this point, students have encountered many different components of Pop Art. They will now be introduced to artists whose success has come largely through combining these techniques. A quick review of previous concepts may be necessary to ensure proper understanding. For this class, students will be challenged to choose three items that have a common theme. Through collaging, painting, drawing, text, and reproducing, students will construct a work that illustrates their knowledge of Pop Art to this point. This assignment will probably take two classes.

Students could begin this assignment by being asked to put two random images together - put up - have others respond by creating a story lining the two. This shows that people will "read" and interpret image - creating links between them.

Lesson #4 - Colorful Letters And Numbers

Artists such as Jasper Johns and Robert Indiana will be shown to introduce this lesson. The teacher will initiate discussion on the subject matter of Pop Art and why the featured artists chose their personal subject matter. Pop Art takes regular items and draws attention to them. Discuss how these artists wanted subject matter to dominate over symbolic meaning, and wanted to give the viewer something pure that they could enjoy and not have to interpret. Discuss various methods that they could present their subject matter. Talk about drawing or painting, and overlapping, hatching, cross-hatching, and dotting. Students will be given time to decide on what would best communicate their feelings toward a certain letter or number. Again, students will be encouraged to work on a rough copy and solidify their ideas. Only then can they go on to the good copy. This lesson will take 2 classes.

Lesson #5 - Symbols of Ordinary Life

This lesson will begin an introduction to paintings and drawings by Roy Lichtenstein and Andy Warhol. The teacher will point out how the simplification of objects can tighten a composition and draw attention to certain aspects of a work. Students will be encouraged to think of an item that has special meaning to them, (students will have been instructed to have brought this item to class before today), and how they could portray it to give it a special meaning. After the introduction, students will be encouraged to sketch the objects a number of times in different positions. Once a favorite pose has been achieved, the student is free to go on to the good copy where they will first sketch the object as simply and accurately as possible, and then can go on and color it with oil pastels. Remind students that complexity is not directly related to success of a work, and periodically refer to Lichtenstein and Warhol.

Using Lichtenstein as an example students could choose part of a comic image - change the scale

- reproduce using various painting techniques and colors which they learned previously.

Lesson #6 - Collaging

A short introduction will be given to illustrate the concept of collaging. This class is basically a wrap up of Pop Art and is designed to allow children maximum freedom of expression, within the limits of the objectives. The teacher will review concepts previous talked about and remind the students to incorporate a number of different ideas into this collage work. discuss icons and the use of them in Pop Art, and encourage discussion of potential icons of today for use in this collage. After a brief lecture and review of previous classes and the objectives for this class, students will be given time to work on their collage which should focus around a common "theme". Student will have been previously instructed to have a number of items or pictures of items that they wish to collage into one work for this class.

This would be a god lesson to teach critical awareness. Look at Adbusters' magazine. Have the students make their own ad which is a spoof of a real ad, or collage images and text which makes a critical statement about an issue related to adolescents. Eg: gender stereotyping, challenges ideals of beauty, severing ties with corporations and other issues of identity.

LESSON #1 - ORDINARY WORDS MADE EXTRAORDINARY

Specific Objectives

Psychomotor

The student will continue to explore ways of using drawing materials

Cognitive

The student will understand how feelings and moods can be interpreted visually.

The student will understand how color harmonies affect the mood and the feeling of the viewer.

Affective

Students will be encouraged to show enthusiasm and interest in art.

Vocabulary

central focus, pattern, line, Pop Art

Materials and Resources Needed

Rushca, Ed. Flash, L.A. Times. 1963

Rushca, Ed. Talk about Space. 1963

slide projector and/or books to use as examples

Lesson Sequence

Introduce Pop Art, how the movement was born, and what it means now.

Talk about common themes in Pop Art pieces (simplicity, appropriated images).

Ask students what they think of Pop Art (Show Andy Warhol and Lichtenstein)

We will be choosing ordinary words and making them stand out using techniques that the Pop Artists did.

1. We will choose one word that is not associated with anything, just an ordinary word (children will make a list of 10 - 5 letter words then narrow down).
2. We will carefully print that word in large, block letters in the middle of the page, using as much of the page as possible.

3. We will select and draw a symmetrical pattern in the background of the word so as to create an attractive atmosphere for the word, but not overpower it.
4. We will choose two colors with which to color the words, complimentary colors can be introduced here, as they are exciting and important in art vocabulary
5. We will color the word and pattern alternating colors, and finally, outline the word in a thin, black outline.

Closure is showing some successful pieces in front of the class, encouraging and praising, and comparing student work to Pop Art.

Evaluation

Students will be evaluated on the standard 5 point scale as seen in the Elementary Report Card (5 - Excellent, 4 - Very Good, 3 - Satisfactory, 2 - Improvement Needed, 1 - Unsatisfactory)

A test on the history of Pop Art and important components of Pop Art will be given later in this unit.

LESSON #2 - ADVERTISING AS ART

Specific Objectives

Psychomotor

Students will use models to make drawings with increasing accuracy

Students will abstract or simplify forms.

Cognitive

Students will understand reasons for making images with an increasing degree of difficulty and sophistication, students will express a feeling or message.

Students will understand that specific messages, beliefs, and interests can be interpreted visually or symbolized to create an original composition, object, or space based on supplied motivation.

Affective

Students will act with consideration and care of classmates.

Vocabulary

literal vs. symbolic meaning, abstraction, simplification, advertising, consumerism.

Materials and Resources Needed

Warhol, Andy. Campbells Soup Can.

Ramos, Mel. Chiquita

Pages of advertisements of products from local stores.

pencils, eraser, pencil crayons, ruler.

Lesson Sequence

Introduce Pop Art, and create a discussion of advertising and its place in art history, also, what does this art mean to us?

Explain it was born out of commercialism and mass ad campaigns of the 60's

Talk will be common themes in Pop Art pieces (simplicity, appropriated images).

We will be choosing products from the local newspapers and reproducing them as closely to the original as possible.

These products will then stand out as works by the Pop Artist did.

1. We will draw lightly the outline of our products to ensure accuracy (and affect of the intended message).
 2. We will then darken the image and product to gain an overall sense of readiness into the coloring stage.
 3. We will then carefully color, continually checking the accuracy of work.
- Closure is showing some successful pieces in front of class, encouraging and praising, and comparing student work to Pop Art.

Evaluation

Students will be evaluated on the standard 5 point scale as seen in the Elementary report Card (5 - excellent, 4 - Very Good, 3 - Satisfactory, 2 - Improvement Needed, 1 - Unsatisfactory)
A test on the history of Pop Art and important components of Pop Art will be given later in this unit.

LESSON #5 - SYMBOLS OF ORDINARY LIFE

Specific objectives

Psychomotor

Students will use distortion of line and shape in drawing for special effects, cartoons, or caricatures.

Cognitive

Students will understand that shapes can be distorted or reduced to their essences.

Students will understand that arrangement of forms into shapes and patterns can tighten a design, direct attention and hold interest in a composition.

Students will understand that transitions of color, texture, or tone relate the parts of a composition to a unified whole.

Affective

Students will willingly experiment with different styles, techniques, etc. as is required.

Materials and Resources Needed

Lichtenstein, Roy. Whaam. 1963

Lichtenstein, Roy. Big Painting. 1963

Warhol, Andy. Popeye

See lesson 19 in Adventures in Art, Laura Chapman.

Lesson Sequence

Introduce icons and ask kids to think about shoes. What would a painting of shoes mean to you?

Discuss idea of shoes as symbols of life and the subject of still life.

What does advertising make you want to do? (Buy their product)

Artists who work in this style get many of their ideas from advertising and other things that many people see or buy. Pop artists have created art works about hot dogs, comic strips, movie stars, and billboard signs.

Find an item that has a special meaning to you. Have students sketch it in several different positions.

Think about your subject as a symbol for a person, a way of life, or a special time.

Goal of this lesson: create an artwork so that the colors, textures, and other visual elements help tell about the meaning of the shoes. Plan the artwork so that the object is the center of interest.

Close the lesson by paraphrasing the objectives.

Evaluation

Students will be evaluated on the standard 5 point scale as seen in the Elementary Report Card (5 - Excellent, 4 - Very Good, 3 - Satisfactory, 2 - Improvement Needed, 1 - Unsatisfactory)

A test on Pop Art history will be given later in this unit.

Ask students to get into their groups and discuss each other's work. Ask them to focus on the symbolism, special characteristics and design qualities.

Ask each group to identify some style differences (realism, expressionism, abstraction) in their drawings.

Call on each group to share, with the class, some insights gained from discussing each other's work.

This could easily be used to teach critical awareness of how ads work: Who are they targeting? What is the relationship of image to text? How do ads get your attention? What are the subliminal messages? Look at Barbara Kruger - Puts her own text on ads which causes a defamiliarization of your usual expectations.

LESSON #6 - COLLAGING

Specific Objectives

Psychomotor

Students will continue to explore ways of using drawing materials.

Cognitive

Students will understand that a form can be examined analytically to see how the whole is composed of its parts.

Students will understand that artistic style affects the emotional impact of an art work.

Affective

Students will learn how important it is to accept justified criticism from others.

Materials and Resources Needed

Rauschenberg, Robert. Estate. 1963

Rosenquist, James. F-111. 1965

Lesson Sequence

Discuss the idea of collaging in technical terms. - ***juxtaposing images and text layering meaning***

Ask the kids to think of things that may be used in collaging (paint, pencil, cut paper, pictures)

What kind of pictures does this contain? (Show Rauschenberg slide).

Discuss icons again and brainstorm as to ideas or icons that they could incorporate into art. ***What are the icons of their generation?***

First, we need to come up with individual plans on the theme of your works.

The themes will depend on the subject matter that you have chosen.

Arrange your subject matter in a sketchy drawing in your scribbler.

Give everyone about 10 minutes to brainstorm.

When you're ready to go on to the good copy, put up your hand, I'll give you the green light to go if you're ready to start your good copy.

Give out 1 hall pass to everyone which means they can take one - 10 minute trip to the art room to collage a portion of their work.

Give children goals...

to be done their rough copy by 8:45

to be collaged by 9:30

to be 3/4 done their good copy by 10:10 (recess)
Close the lesson by paraphrasing the objectives.

Evaluation

Students will be evaluated on the standard 5 point scale as seen in the Elementary Report Card (5 - Excellent, 4 - Very Good, 3 - Satisfactory, 2- Improvement Needed, 1 - Unsatisfactory)

A test on the history of Pop Art and important components of Pop Art will be given later in this unit.

Ask students to get into their groups and discuss each other's work. Ask them to focus on the symbolism, special characteristics and design qualities.

Ask each group to identify some style differences (realism, expressionism, abstraction) in their drawings.

Call on each group to share with the class, some insights gained from discussing each other's work.

How would they represent themselves using icons?

How would they represent their generation - politically, socially, economically compared let's say to the 60's when "pop art" become a term?