

Pop Art Unit Plan

Grade 6 Art

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Adapted from the Original Unit Plan:

<https://moodle.uleth.ca/201302/mod/page/view.php?id=3992>



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Unit Outcomes

General Learning Outcomes:

Elementary Art Level 3 (Grade 6)

Reflection

ASSESSMENT: Students will impose standards on designed objects and invent improved versions.

APPRECIATION: Students will interpret artworks for their symbolic meaning.

Depiction

MAIN FORMS AND PROPORTIONS: Students will modify forms by abstraction, distortion and other transformations.

QUALITIES AND DETAILS: Students will employ surface qualities for specific effects.

Composition

EMPHASIS: Students will create emphasis through the use of structural devices and strategies.

UNITY: Students will create unity by integrating the parts of a composition into the whole.

Expression

PURPOSE 1: Students will record or document activities, people and discoveries.

PURPOSE 2: Students will illustrate or tell a story.

PURPOSE 4: Students will express a feeling or a message.

PURPOSE 5: Students will create an original composition, object or space based on supplied motivation.

Unit Rationale

This unit was originally planned for a grade 6 curriculum, so I decided to keep lessons aimed towards the same grade level. After reviewing the grade 6 program of study, I decided to include some more general learning outcomes to steer the idea of pop art in a direction that reflected the objectives of the curriculum. My main motivation for selecting this unit was to reformat the content into a more clean and precise unit plan. Upon first reviewing the lessons, I could see that there were some good activities and lesson ideas that were losing potential due to a poor format. I believe my additions of artwork, activities and tweaking of lessons, in particular the third lesson, helped to create a well rounded and informative look at pop art.

This unit was an interesting subject to approach, as grade 6 is an age for students to start looking at the world around them more closely and picking up on elements of pop culture. I believe the lessons and activities originally planned offered a gentle easing into the idea of pop culture without overloading students with definitions and theories, and because of this I felt the content was successful and did not want to tamper with the ideas to greatly. At first I was nervous to approach grade 6 students with such complex ideas and freedom to create, but the more I looked at the lessons the more I began to like the idea of having students explore their own interests in pop culture. I believe students in grade 6 will all have very different exposures to pop art, and I think the lessons in this unit will allow all students to work at a level that is comfortable to them.

This unit also had some great room for summative assessment with its diverse assignments, and for this reason I believe it was a strong unit worth creating. I would like to try this unit with a large group of students from diverse backgrounds to see what kind of differences in ideas students have about pop art. Pop art is as relevant today as it was when it was first created, and I believe it is an important unit worth studying. As students in grade 6 are being introduced to the ideas of pop culture, I think it is a good age for students to start exploring ideas in art that relate to advertisement and pop culture.

Established Goals	Essential Questions and Enduring Understandings	
<p><i>Students will:</i></p> <ul style="list-style-type: none"> - Learn about pop art. - Learn about the origins of pop art. - Learn about the important figures in pop art. - Examine different examples of pop art. - Learn about complimentary colours. - Learn how to apply symbols to artwork. - Learn how to create a theme in artwork. - Learn how to create unity in a collage. - Learn how to take criticism. - Learn how to give criticism. - Understand the importance of pop art as an important art form. 	<p><i>Students will explore art through reflection, depiction, composition and expression to give students a complete set of experiences in art.</i></p>	
	MEANING	
	<p>Enduring Understandings: <i>Students will understand that...</i></p> <p>U1 – Pop Art is an important and meaningful art form.</p> <p>U2 – Pop Art has a wide variety of examples and rich history.</p> <p>U3 – Symbols can be used to create meaning in an art work.</p> <p>U4 – Common themes can be created and found in similar art works.</p> <p>U5 – Meaningful critique help artist grow technically and creatively.</p> <p>U6 – Colour and texture can create meaning in pop art.</p>	<p>Essential Questions: <i>Students will keep considering...</i></p> <p>Q1– How do artists generate ideas of their artwork?</p> <p>Q2 – How is pop art unique from other art?</p> <p>Q3 – What are the different techniques that are used in pop art?</p> <p>Q4 – How do artists critique their work and other’s artwork in a meaningful way?</p> <p>Q5–What artists have influenced pop art?</p>
	ACQUISITION OF KNOWLEDGE & SKILLS	
<p><i>Students will know...</i></p> <p>Complimentary colours can be used to create attractive images.</p> <p>Pop art can be derived from advertisement.</p> <p>Symbols can be used to convey meaning.</p> <p>Themes can be distinguished between different art works.</p> <p>How to properly critique their own work as well as others.</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Using Complimentary colours. - Mixing Colours to create a desired result. - Finding themes in works of art. - Creating meaning though symbols. - Using pop art techniques to create art. - Enhancing art critique with basic art vocabulary. 	

STAGE 2: Evidence	
<p>2 – Evidence Evaluative Criteria <i>Performance is judged in terms of – Critique</i></p>	<p>Assessment Evidence <i>Students will need to show their learning by:</i></p> <p><i>Showcasing their paintings in a final critique and explaining the elements they used.</i></p>
<p>Participation:</p> <ul style="list-style-type: none"> - class demonstrations - project work - Sketchbook brainstorming - Pop art vocabulary - Reflection on art work - Critique of peer’s work <p>Completion: craftsmanship, proper use of techniques, clean appearance</p> <p>Creativity: ability to create unique and original ideas and meanings using pop art techniques</p> <p>Critique: reflections on own art work and critique of peer work.</p>	<p>Transfer Task: The students will show their learning by sketching, class discussions, practicing and working pop art techniques through pop art advertisement, text art, collaging, and symbols.</p>

Unit Assessment Plan

Method of Assessment	Tool for Assessing	Weighting	Type
Critiques and Class Discussions	Observation	n/a	Formative
Reflections	Checklist	n/a	Formative
Word Art Assignment	Observations	15%	Summative
Pop Art Advertisement	Rubric	15%	Summative
Response Pop Art Image	Rubric	20%	Formative
Symbol Artwork	Rubric	20%	Summative
Collage Artwork	Rubric	30%	Summative

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)

Lesson Plan Summaries

Lesson Summary 1

In this lesson the students will learn what pop art is and where it originates from. They will go on to learn about different techniques used in pop art, such as colour mixing and complimentary colours. Students will then create word art by creating block letters with a background and use complimentary colours to give the letters a pop art look.

Lesson Summary 2

Students will learn how advertisement and pop culture have similarities between them, and will focus on different advertisement artworks by famous pop artists. They will then use pencils and colours to recreate products and logos as closely to the originals as possible to create their own pop art advertisements.

Lesson Summary 3

In this lesson students will learn about how different images can have similar themes in them to create unity between images. They will look at a variety of images and try to determine the similar theme between them. Students will then create a third piece of pop art to match the theme of two provided pieces of pop art to understand how to match theme in artworks.

Lesson Summary 4

Students will learn about symbols and icons, and learn how to create meaning through symbols in their artwork. Students will begin by selecting an object to act as an important symbol to them, and draw it out in 4 different perspectives. Afterwards, students will create a piece of pop art to convey meaning through the symbol they have chosen.

Lesson Summary 5

In this lesson students will learn what collaging is and how to use different small pieces to create a unified piece of art. They will then use either a symbol or a theme amongst their individual components in their individual components to create a unified collage. Students will submit their collage to show an understanding of all pop art techniques talked about in the unit.

Lesson 1 – Ordinary Words Made Extraordinary

General Learning Outcomes:

Students will explore art through reflection, depiction, composition and expression to give students a complete set of experiences in art.

Specific Learning Outcomes:

Students will understand what pop art is and its importance in art history, and will learn how to create pop art effects using text and complimentary colour.

Students Will:

- Understand how to visually portray feelings and moods.
- Understand how color affects mood of the viewer.
- Understand how the feelings of a viewer can be affected by the colours used.
- Show interest and enthusiasm for art.

Assessment:

- **Formative:** Observation, Class discussion
- **Summative:** Word Art Assignment

Materials: Sketchbooks, Paper, Pencils, Pencil crayons, Markers, Ruler

Encounter:

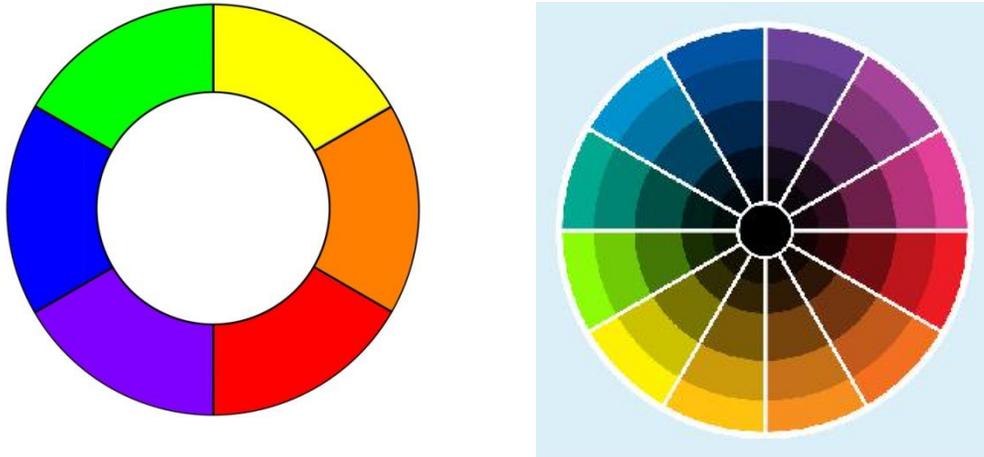
Students will begin this unit by talking as a group about what pop art is and why it is an important movement worth studying. Students should be informed firstly about what pop art is. Have students pick a page in their sketchbooks to write down information so they can use it for reference later. After the definition of pop art has been discussed, talk about where and when pop art originated, and from there talk about some of the leading artists in the movement. For this class, focus attention on Andy Warhol and Lichtenstein. Show the class the following images and ask them the following questions:

What are some similarities between these pictures? What are the differences? How did the artists create these images? How would you make this image?



ACTIVITY

Students will create text on a page in their sketchbooks using complimentary colours and background art. Students will begin by examining the colour wheel and looking at the three primary colours (red, blue, yellow) and discussing how they make the secondary colours (orange, green, purple). From there students will learn about complimentary colours, and how the opposite sides of a colour wheel contain colours that work well together because of their differences. The following can be used for reference:



After students learn about complimentary colours, give the following instructions:

1. Think of some common words that are four to six letters long. Come up with a list of 10 words and write them on a piece of paper.
2. Select one of these words, and in your sketchbook carefully print out the word in large bolded letters. Try and take up as much of the paper as possible.
3. Create an atmosphere for your word by creating a symmetrical image behind the word, making sure that the image is equal on both sides. This background should not overpower the drawing of the word, but add to it.
4. Using complimentary colours, colour in your word one colour and the background the other colour.
5. Finish the letters in your word by outlining them with a dark black marker.
6. Have students write on a new page in their journals about why they chose the word they did. Students should also comment on the colours they used and the effect they create. This piece of art will later be collected to be graded for summative assessment.

Closure:

Students will end the class by each presenting their pop art advertisements and talking about the choices they made that transformed them from the original image to their own piece of art. Students can also present their images in an advertising format with a sales pitch for the product as well to add to the illusion of the advertisement.

Lesson 2 – Advertising as Art

General Learning Outcomes:

Students will explore art through reflection, depiction, composition and expression to give students a complete set of experiences in art.

Specific Learning Outcomes:

Students will understand the connections between advertisement and pop art, and make connections between pop art of the 1960's and their own experiences with advertisement. Students will use drawing skills to create their own pop art advertisement.

Students Will:

- *Recreate images accurately using drawing techniques.*
- *Simplify images to create abstraction.*
- *Express meaning through the choices in their artwork.*
- *Use supplied motivation to create an original composition.*

Assessment:

- **Formative:** Observation, Class discussion
- **Summative:** Pop Art Advertisement

Materials: Sketchbook, pencils, pencil crayons, markers, ruler, newspapers

Encounter:

Students will begin this unit by talking as a group about how pop art relates to advertising. Students should discuss where they have seen different advertisements in their lives, and try brainstorming as many different advertisements as they can. Have students talk about what advertising means to them. To introduce the history of pop art and advertising, talk to students about its history in the 1960's, and some of the common themes that started to emerge in these pieces of art (simplicity, appropriated images). Have students look at the following images below and start a classroom discussion on the following questions:

What do you see in the following images? What are their similarities? How would you create these images? What do you think the artists wanted to say with these images?



ACTIVITY

Students will take advertisements from magazines and newspapers and recreate them as closely as possible to create their own pop art advertisements. Have students individually pick out a newspaper advertisement that they will recreate. Encourage students to pick a brand name logo to work off of. Students can pair up and both use the same logo, but each must create their own pop art advertisement. Students will be given the following instructions:

1. On a new piece of paper in their sketchbooks, students will draw lightly using pencil the outline and details of the advertisement they have chosen. Ensure that students are referencing their advertisements constantly to ensure their own pop art renderings are as authentic to the original as possible. Students must show their sketch to the teacher before they can continue with the rest of the picture.
2. To add to the image's overall look, have students first darken in all lines and the image itself to prepare it for the colouring stage.
3. Again referencing the original advertisement, have students use coloured pencils to accurately add the same colour to the image to finish their pop art advertisement. This advertisement will later be used as a piece of summative assessment.

Closure:

Students wishing to share can showcase their work and comment on the choices they made regarding the colours they used and the words they picked. Encourage students to talk about the reflections they have written in their sketchbooks, as it will help them to talk about the art they have created.

Sponge Activity:

Students who finish early will start on a new piece of paper a second pop art advertisement. This time, give students a copy of Andy Warhol's Campbell's Soup and have them recreate the image using the same technique as before. This will help students react to a given stimuli and learn more about pop art stars like Andy Warhol by examining his work.

Lesson 3 – Cropping and Combining Images

General Learning Outcomes:

Students will explore art through reflection, depiction, composition and expression to give students a complete set of experiences in art.

Specific Learning Outcomes:

Students will combine elements of pop culture that they have experienced and learned about to respond to a visual example with their own original artwork.

Students Will:

- Utilize art techniques involving painting, drawing, collage and pop art.
- Create artworks with a common idea or theme.
- Create an original piece with no outside motivation to guide decisions.

Assessment:

- **Formative:** Observation, Class discussion
- **Summative:** Response Pop Art Image

Materials: Sketchbook, pencils, pencil crayons, markers, ruler, paints, paint brushes

Encounter:

Students will begin this unit by talking as a group about the techniques of pop art they have seen so far, and begin looking at more artists that fall into the category. The art of James Rosenquist, Ed Ruscha, and Robert Rauschenberg can be seen below, and should be used to lead the class' discussion. Have students talk about the paintings and artworks below, and use the following questions to lead the class discussion:

What do you see in the following images? What are their similarities? Do these artworks fit together, or are they all too different? What is common about the artist's work? What is the message they are trying to convey? What could you create that would go with these pictures to make a common theme?



ACTIVITY

Students will create an image that will complete a set of three common themed pieces. The other two pieces will be given to the students as the stimuli, and students will have to create the third image to complete the set of three. The third picture can be done using any medium including pencils, crayons, paints, collages and other art forms, but must have a similar theme to the other two images. The two images to help students decide upon the third will be:



Start by having students discuss as a class possible themes between the two pictures. Draw attention to colours and the content of the pictures in order to start generating ideas. After everyone has discussed the pictures, have them begin to plan out their third drawing. This drawing should be done on a new piece of paper in their sketchbooks. After students have completed their drawings, have them reflect on another page in their sketchbooks. In their reflections, students should describe what they created, why they created the image they did, and how their image ties in with the other two images given to them.

This third image will be used for summative assessment.

Closure:

The class will close by having students present their artwork to the rest of the class, and post their work on a wall with the original two pieces of art in the center. This will give the students a chance to see all of their classmate's creations, as well as see how all of the artworks work together to create a common theme throughout.

Lesson 4 – Symbols of Ordinary Life

General Learning Outcomes:

Students will explore art through reflection, depiction, composition and expression to give students a complete set of experiences in art.

Specific Learning Outcomes:

Students will understand the connections between advertisement and pop art, and create meaning through objects and advertisement. Students will

Students Will:

- *Distort shape and line to achieve desired effects.*
- *Understand that the arrangement of forms into shapes and design can capture a viewer's interest and give meaning to art.*
- *Learn how to create transitions between colour, texture and tone to create a unified piece.*

Assessment:

- **Formative:** Observation, Class discussion
- **Summative:** Symbol Art

Materials: Sketchbook, pencils, pencil crayons, markers, ruler

Encounter:

Students will begin by discussing what icons and symbols are, and brainstorming symbols that they can think about from everyday life. Get students to then think about shoes, and come up with some ideas that shoes might symbolize. Have a image of shoes and see what kind of responses students give about their meaning to the image:



What do you see in the following image? How are shoes a symbol for life and a subject of still life? Have students begin to think about how advertisement looks at what people experience every day, and how they promote these items. From there, introduce the idea that pop artists use these popular objects as subjects for their artwork, often too achieve a specific purpose. Items such as soup cans, hot dogs and billboards are just a few examples of how pop artists use advertisements to create works of art.

ACTIVITY 1:

Students will begin by selecting a popular item that will be the basis of their sketches. These items should have a special meaning for students, whether it be something from their lives or something that they have a past experience with. Give students the following directions:

1. Students will select a new page in their sketchbooks and divide them in to 4 different sections.
2. Students will lightly sketch the object they have chosen from 4 different perspectives in each of the four sections. One should be a right view, one a left view, one and top view, and one a front view.
3. Students will then explain why they picked the object they did, and why the object has importance to them.

This activity should take at least one class, and will be used for formative assessment.

ACTIVITY 2:

The same object that students used for their sketches will next be used for a pop art image. This object should be something that is important to each student, and this object should act as a symbol for a person, certain time or a way of life. Students will create their pop art and emphasize the symbol they are using through the use of colour, texture, and other visual elements. This artwork should be planned so that the symbol each student has chosen is the central point of focus in the image. The meaning of the symbol should be made clear by the elements used in the artwork. If needed, go over symbols and icons again with the class to ensure that students are creating appropriate artwork.

This piece of art will be used as summative assessment.

Closure:

Students will finish the assignment by writing a brief description of what they chose as their symbol in their sketchbooks, and how they used different art techniques to promote the symbol and make its meaning clear.

Sponge Activity:

Students who finish early should return to their sketchbooks and try and sketch out another symbol that has meaning to them in four different perspectives. This time, encourage students to take more risks and chose an object that is more abstract of a symbol, but still means something to them.

Lesson 5 – Collaging

General Learning Outcomes:

Students will explore art through reflection, depiction, composition and expression to give students a complete set of experiences in art.

Specific Learning Outcomes:

Students will understand the connections between advertisement and pop art, and make connections between pop art of the 1960's and their own experiences with advertisement. Students will use drawing skills to create their own pop art advertisement.

Students Will:

- Learn new ways to use drawing materials.
- Determine how an artwork's form is composed of small components that make a whole.
- Learn how meaning of an artwork can be altered by artistic style.
- Learn how to accept and supply constructive criticism for peer's artwork.

Assessment:

- **Formative:** Observation, Class discussion
- **Summative:** Collage Artwork

Materials: Sketchbook, pencils, pencil crayons, markers, magazines, newspapers

Encounter:

Students will begin by discussing the ideas behind collaging. Ideas like juxtaposing images and text layering should be discussed, and students will be asked to write these definitions down in their sketchbooks. Begin by brainstorming what kinds of materials can be used to create collages, and have students think about abstract pieces and how they might be used to create a collage. Have students examine the collage by Raushenberg and brainstorm what materials were used to create the artwork:



After the discussion, revisit the idea of symbols and have students find ideas of how to incorporate symbols and icons into collage work.

ACTIVITY

Students will first come up with a common theme or symbol that they would like to focus their collage around. Students should be reminded of the idea of themes and symbols from the last two lessons, and they should use these ideas to create a unified collage out of many different parts. Students will be given the following instructions:

1. Students will sketch out ideas on a page in their sketchbooks that contain thoughtful decisions about the symbol or themes they have chosen for their collage.
2. When students are done with their sketches, they will show their work to the teacher and will be given permission to continue to a good copy. If changes need to be made, they will be required to make any adjustments needed before continuing.
3. Students will create a good copy on a new page in their sketchbooks. Students will be given magazines and newspapers to take images out of and add to their work.

This assignment will be handed in to be used as summative assessment once completed.

Closure:

Students will finish the assignment by writing a brief description of what they chose as their symbol or theme of their collage in their sketchbooks on a new page. Students will also comment on how they used different parts to create an entire unified composition, and talk about what materials they used in order to do so.

Resources

Taken from the original lesson plan derived from:

<https://moodle.uleth.ca/201302/mod/page/view.php?id=3992>

Lesson 1:

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

Rushca, Ed. Talk about Space. 1963

Lesson 2:

Warhol, Andy. Campbells Soup Can.

Ramos, Mel. Chiquita

Lesson 5:

Lichtenstein, Roy. Whaam. 1963

Lichtenstein, Roy. Big Painting. 1963

Warhol, Andy. Popeye

Lesson 6:

Rauschenberg, Robert. Estate. 1963

Rosenquist, James. F-111. 1965