Pop Art

The "pop" in the Pop Art movement in the 1960's is for popular, providing an explosive quality to a new style of artwork. The Pop Art movement was a reaction to the highly serious style of Abstract Expressionism. Abstract Expressionists expressed emotions and feelings with their use of intense color and dynamic brush strokes. Their artwork lacked realism. Pop artists used recognizable objects for subject matter for which the style is named. Objects from everyday life such as automobiles, cigarette packets, comic strips, movie stars, commercial packaging, and a variety of foods became the subject matter of their genre.

Target Grade: 11

Goal (Terminal Objective): Students will identify and discuss a variety of artworks in the Pop Art style. (Suggested Resources: Roy Lichtenstein, James Rosenquist, Jasper Johns, Claes Oldenburg, Andy Warhol) Students will discuss how artists use lines, textures, patterns, exaggeration of scale, and variety in viewpoint in artwork. Students will use the graph draw technique to create a painting in the Pop Art style.

Objective: Students will become aware of various styles, design qualities, symbolic meanings in Twentieth Century paintings by discussing images of artworks created in the Pop Art style.
Students will demonstrate an understanding of the life and work of Roy Lichtenstein. Students will use the graph draw technique to create a painting in the Pop Art style with evidence of attention to inclusion of personal meaning.

National Standards:
Visual Arts Grades 9-12 Content Standard 1: Understanding and applying media, techniques, and processes
Visual Arts Grades 9-12 Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas
Visual Arts Grades 9-12 Content Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others **Mathematics Cross Curriculum Connection**

Purpose: The act of copying works of art is a classic method of learning not only the techniques of artists but also the sensibilities contained in those techniques. A painting

by a past artist is not simply an image -- it is a record of how the artist saw and interpreted the image and utilized his or her style in the execution of the artwork. Students will become familiar with artworks created in the Pop Art style. Students will use design qualities to create an artwork in the Pop Art style.

New Vocabulary: Abstract Expressionism, Pop Art, center of interest, still life, scale, viewpoint, overlap, geometric

Materials:

#66-5421 Acrylic Set

#22-1507 Metallic Fine Point Peggable Carton Markers

#22-1540 Classic Fine Tip Peggable Carton Markers

#22-7244 144 ct. Graphite Pencils

Matt board or drawing paper prepared with two-inch graph lines, graph draw transparency, actual comic or cartoon from newspaper or comic book *Teachers may make graph transparency by using a copy machine.*

Time: This lesson may be modified from one to five hours, depending upon the size and complexity of expectations**.**

Introduction and Motivation (Set):

List and discuss a variety of mass-produced objects viewed and used daily.

Discuss ways in which these objects are advertised.

View the work of Pop artists, focusing on Roy Lichtenstein.

Explain that Lichtenstein did his first "comic strip" painting when his son asked him to copy a bubble gum wrapper. The artist found himself becoming interested in the look of the cartoon.

Pose the following questions:

What does Pop stand for?

What style of art was Pop Art a reaction to?

How did the Pop artists change their subject matter?

List the elements of a Lichtenstein painting? Simple shapes, flat bright colors, and bold outlines

What is the message of Lichtenstein's specific paintings?

What kind of brushstrokes do you see?

<u>Instruction:</u>

Teacher will demonstrate rendering sketches in the planning of a Pop Art painting.
Teacher will demonstrate the graph draw technique by placing a graph transparency over teacher-generated thumbnail sketches of subject matter rendered in the Pop Art style.
The teacher will label the outside edge of the transparency (see below) and will label the corresponding drawing paper or matt board.
The teacher will demonstrate drawing the thumbnail on a part of the drawing paper copying each box exactly. It is important to tell the students to concentrate on the lines and shapes within each respective grid of the graph paper, and not concentrate on what they perceive is the actual object or part of the object within the grid box.
Teacher will demonstrate completing the drawing by drawing box by box to copy the thumbnail on the enlarged graph lined drawing paper.
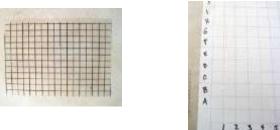Teacher demonstrates using proper painting technique to complete the painting. Stress to students, begin with larger areas and concentrate on using primary and secondary colors and large flat brushstrokes. Teacher will demonstrate the bold outlining techniques characteristic of the Pop Art style. Captions may be added.

<u>Activities:</u>

(1) <u>Guided Practice:</u>

1. Students practice using the graph draw technique by placing a graph transparency over several thumbnail sketches done in the Pop Art style. Students make several sketches using this method in order to practice the skill of drawing box by box, noticing where lines and shapes are placed in the transparency box and subsequently transferring those lines and shapes into the prepared graphed drawing paper.
The size of the squares in the prepared drawing paper will dictate the size of the finished product.

2. Students will select a thumbnail sketch to draw. Students will complete the graph draw portion of their composition. Students should use spare sheets of paper to cover some of the image, so they can focus on a few squares at a time.

3. Students will draw additional images or designs in the composition. Like Lichtenstein, students can include the balloons filled with what the characters might be saying within the composition. When drawing is complete, erase all graph lines in preparation for painting.

4. Students will paint the large areas first, staying within the primary and secondary color family. Students will use smooth, even brushstrokes creating the flat, smooth texture of Lichtenstein's paintings.

5. Students will outline objects and provide details with paint or markers.

(2) Independent Practice and Check for Understanding: Teacher circulates among working students visually recording students demonstrating understanding of objectives and provides reinforcement.

(3) Closure: Students record the style conveyed and the elements used to convey that style similar to the exemplar. They will include innovations they provided to the piece.

Evaluation:
Level One -- The finished Pop Art style painting very successfully demonstrates the student's understanding of the characteristics of the Pop Art movement. The finished Pop Art style painting successfully implies an understanding of the work of Roy

Lichtenstein. The student critically reflects on and evaluates the best image in terms of the characteristics of the Pop Art style for their final painting. The student thoughtfully adds imagery to the artistic exemplar chosen to be copied for the final student artwork. The viewer's eye moves easily around the composition. The student has shown a high level of craftsmanship and technical skill. The student very successfully completed the writing component. The student works independently and remains on task.

Level Two – The finished Pop Art style painting demonstrates a good understanding of the characteristics of the Pop Art movement. The finished Pop Art style painting provides some implication of an understanding of the work of Roy Lichtenstein. The student provides a fair choice of the best image in terms of the characteristics of the Pop Art style for their final painting. The student adds imagery to the artistic exemplar chosen to be copied for the final student artwork. The viewer's eye moves easily around the composition. The student shows good craftsmanship and technical skill. The student successfully completed the writing component. The student works independently and remains on task.

Level Three -- The finished Pop Art style painting demonstrates an understanding of the characteristics of the Pop Art movement. The finished Pop Art style painting provides some implication of an understanding of the work of Roy Lichtenstein. The student provides a fair choice of the best image in terms of the characteristics of the Pop Art style for their final painting. The student adds imagery to the artistic exemplar chosen to be copied for the final student artwork. The viewer's eye moves easily around the composition. The student shows adequate craftsmanship and technical skill. The student adequately completed the writing component. The student needs coaxing to work independently and remain on-task.

Level Four -- The finished Pop Art style painting poorly demonstrates an understanding of the characteristics of the Pop Art movement. The finished Pop Art style painting provides no implication of an understanding of the work of Roy Lichtenstein. The student adds some imagery to the artistic exemplar chosen to be copied for the final student artwork. The student shows poor craftsmanship and technical skill. The student poorly completed the writing component. The student does not work independently and remain on-task.

Extension: Surface may have three-dimensional objects glued onto it as a relief design. Students may generate artwork in the style of other Pop Art artists.

Resources:
http://en.wikipedia.org/wiki/Pop_art
http://www.artchive.com/artchive/pop_art.html
http://www.ibiblio.org/wm/paint/tl/20th/pop-art.html
http://wwar.com/masters/movements/pop_art.html
http://www.lichtensteinfoundation.org/
http://en.wikipedia.org/wiki/Roy_Lichtenstein

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