

Soda “Pop Art”



This project is intended to be a sculptural tribute to the Pop Art Movement.

Target Grade: Grade 10

Goal (Terminal Objective): Students will create a 3-dimensional work of art paying tribute to the Pop Art Movement of Art History.

Objective: Using a play on words (“pop” art), students will create a sculptural tribute using a soda pop can, which represents more than one artist from the Pop Art Movement.

National Standards:

Visual Arts Grades 9-12 Content Standard 1: Understanding and applying media techniques, and processes

Visual Arts Grades 9-12 Content Standard 2: Using knowledge of structures and functions

Visual Arts Grades 9-12 Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas **American History/Humanities Cross Curriculum Connection**

Purpose: Upon researching and studying the Pop Art Movement of Art History, students will have the opportunity to pay tribute to some of their favorite artists by creating a 3-dimensional pop art sculpture. Students will demonstrate their knowledge of various principles of design when considering a sculpture in the round. Students will demonstrate technical painting skill by applying medium to a 3-dimensional surface.

New Vocabulary: Pop Art, principles of design: rhythm, path of movement, unity, variety, focal point, subordination, contrast, sculpture in the round

Materials: an empty soda pop can, pop art reference material, and the following Sargent Art medium:



#22-8803 Extra Thick Liquid Gesso



#56-6012 Natural Hair Rainbow Brush Assortment



#23-0299 Tube Acrylic Set



#22-1206 Metallic Acrylic Paint



#36-1012 36 ct. Pink Eraser Best Buy Set



#22-7244 144 ct. Graphite Pencils

Time: approximately 4-5 class periods

Introduction and Motivation (Set):

Students view a wide variety of art that falls under the Pop Art classification. Discuss the unique use of subject matter in Pop Art. Discuss what type of things current artists could use as 21st century pop art inspiration. Watch any videos found on pop artists – particularly Andy Warhol. Students are usually always interested in his peculiar personality.

Instruction:

1) Prepare the painting surface by applying 2 coats of gesso to the outside of the soda

pop can.



applying gesso to outside of can

2) Using a pencil, sketch the composition onto the can. Students should try to incorporate a least 3 different Pop Artists into their tribute.



3) Using acrylic paint, begin to paint the can, exhibiting color theory by the creative mixing of colors.



using liquid metal paints on the exterior of the can

4) Once the can is completely painted and dry, apply a coat of acrylic gloss medium and varnish.



applying clear coat to finished can

5) The following artists are represented in the example project:

- >Robert Indiana
- >Keith Haring
- >Andy Warhol
- >Roy Lichtenstein



Activities:

(1) Guided Practice:

- a) As a group activity, look at many visual examples and discuss a variety of Pop Artists' work.
- b) As a class, have students discuss common elements of works classified as Pop Art.
- c) Have students identify elements and principles of art exhibited in the visual examples chosen for class discussion.

(2) Independent Practice and Check for Understanding:

- a) As students work, teacher circulates room to help with individual questions dealing with layout of the composition and technical issues with the medium.
- b) Teacher offers individual assistance with students' composition layout and handling of new material.

(3) Closure:

- a) Conduct a class critique and discussion of the completed Pop Art tributes
- b) Display these all together - - in an arrangement like Warhol's "*100 Campbell Soup Cans!*" An exhibit like this grabs a lot of attention from the audience.

Evaluation:

Grade final compositions using a teacher created rubric (scored 1-10 (10 being the highest) based on the following criteria:

- >composition (path of movement, unity, variety, balance)
- >use of color

- >technical use of medium
- >individual creativity
- >Pop Artists included (a minimum of 3)
- >craftsmanship and effort

Resources:

<http://www.warhol.org/>

http://www.artcyclopedia.com/artists/indiana_robert.html

<http://www.haring.com/>

<http://www.lichtensteinfoundation.org/>

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