

What is Art?

Lesson One: Historical & Cultural Context
Grades: High School – Beginning

Description

Students will be introduced to Andy Warhol's artwork and Pop Art. They will also be introduced to the idea that art has a broad meaning that includes that of design. First, students will engage in asking themselves what is art, then we'll walk through a brief history of Andy Warhol and Pop Art. At the end of class, they will take a short quiz to see if they retained any information from the lecture.

Time Frame

1, 50 minute class period.

Instructional Materials

- Computer
- LCD Projector
- Slideshow:
What is Art?
- *Writing Paper + Pencil*

Focus Art



Andy Warhol, *The Shot Marylins*, 1964
Silkscreen



Roy Lichtenstein, *Drowning Girl*, 1963
Oil and synthetic polymer paint on canvas

Student Learning Outcomes

Students will be able to:

- Identify the characteristics of Pop Art
- Learn about Andy Warhol and his role in Pop Art
- Learn what constitutes art
- Identify 3 major Pop Art artworks
- Identify 3 artists involved in the Pop Art movement

Anticipatory Set / 5 Minutes

At the beginning of class, the instructor will ask the students one simple question: *What is art?* Students will be encouraged to talk amongst their peers and answer the question aloud while the instructor writes down possible answers.

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Procedures

Direct Instruction

- Instructor reviews with students the class plan: Slideshow: *What is Art?*, A short quiz at the end of the slideshow, then students will create a collage using images found on the Internet.
- Instructor begins the lecture by reviewing what students talked about in the anticipatory set. The first part of the slideshow is to get students further engaged by asking if any of the present art in the first few slides are art.
- Have the students break out into groups of 4 or 5. Make sure they have a pencil and a piece of paper to write down their answers if they need to. Have them discuss between themselves if each of the prepared slides are art. Have them talk about why or why not.
- Refer back to the slideshow for important historical and cultural information of Pop Art and Andy Warhol.
- Give the students a quick pop art quiz located at the end of the slide to make sure the students understand the lesson.

Guided Practice

- During the breakout groups, go to each table and have them tell you what they're thinking. Try to get them to engage with each other and see what their answers are.

Independent Practice

- Quiz given at the end of the lecture to see if they retained the information.

Closure

- Have students finish and turn in their quizzes by the end of class.

Modifications / Accommodations

English Language Learner, Visually or Hearing Impaired: Slides can be provided for those that need them to be translated, or as notes.

Test Anxiety: If the student is unable to complete the quiz due to anxiety, the student can talk with the teacher and they will work with them to find other ways of proving retention of knowledge.

Multiple Intelligences

Linguistic: addressed through the lecture - listening, taking notes.

Spatial: addressed through the visual of the slides.

Interpersonal: addressed through the group discussion.

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Vocabulary

- **Pop Art** – Is a response to Post-War Commodity driven values during the 1960s in the US and Britain. Pop is short for “popular” and the style is inspired by popular commercial culture.
- **Composition** – An arrangement of objects in an artwork.
- **Consumerism** – is a social and economic order that encourages the acquisition of goods and services in ever-increasing amounts.
- **Appropriation** – refers to the practice of artists intentionally borrowing, reusing, copying, or altering existing elements, images and objects within a new work.
- **Collage** – assembling different art pieces into a single whole image.
- **Post-War Commodity Boom** – was a time of increased manufacturing and production due to streamlined processes and infrastructure like highways that lasted from the mid 1940s to 1975.

Assessments

Criteria for Assessment

Were Students:

- Able to talk to each other about what they felt art was?
- Able to answer the characteristics of pop art?
- Able to point out Warhol’s art from other pop artists?

Methods for Assessment

- Instructor checks for understanding and asks questions during the slideshow presentation.
- The quiz will be evaluated for understanding and completion of the material presented in the slideshow.

California Visual Arts Standards

Historical and Cultural Context

- 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
- 3.4 Discuss the purposes of art in selected contemporary cultures.