

## Description

The focus of this project is to create a movie poster in a pop art or comic book style. Students are to use a photo of a character and turn it into a 3 color + black/white image. Then creatively into a movie poster. Backgrounds can be scenes or abstract shapes. It's up to the student to come up with the design. The logos from the movie do not have to follow the color scheme.

### Time Frame

5, 50 minute class periods.

### Instructional Materials

- Computer
- LCD Projector
- *Digital Camera*
- Student Computer Access
- Access to Adobe Illustrator
- Access to Adobe Photoshop

## 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:*

- Reiterate the lesson on what contrast, scale, and position in a digital image means.
- Reiterate the lessons on importing images, masking, cutting out in photoshop.
- Reiterate color schemes and the importance in design.
- Come up with their own designs for projects.

## Anticipatory Set

- The teacher will refer back to the color lesson and talking about color schemes. They'll review what color does with mood and it's importance. They'll also review masking images in photoshop that they did with the color scheme lesson.
- Open up a discussion on what is art again: *Is art with a purpose, still art? Is art's sole purpose reflection? Is design also a type of art? Is appropriating work from other artists, still art?*

# What is Art?

**Lesson Four:** Artistic Expression – Poster  
**Grades:** High School – Beginning

## Procedures

### Direct Instruction – Day 1

- The instructor will ask the students if they believe that movie posters are art.
- The instructor will give examples of what Pop Art looks like and Pop Art movie posters.
- Those posters can be recreations, or posters from the 1950s/60s/70s.
- The instructor briefly talks about position, size, scale, and emphasis using the example images.
- The teacher will layout the expectations of the poster (size, color scheme, elements).
- Poster must include at least one photo turned into a Pop Art image.

### Guided Practice – Day 1

- The teacher will walk around and assist the students with coming up with ideas for their posters.
- The teacher encourages the students to talk with each other about their ideas.

### Independent Practice – Day 1

- Students will gather the materials from the internet that want to include.
- Students can also take photos of objects, people, magazine pages, book passages, etc. that they want to include.
- Students can continue looking for images for homework and come prepared to the next class.

### Direct Instruction – Day 2

- The instructor goes over tinting/shading colors in photoshop using gradient scales and posturize to create correct light/dark colors of their color schemes.

### Guided Practice – Day 2

- Remind students about the goal of creating the movie posters.
- Remind students how to cut/copy/paste images in photoshop if they struggle.
- Walk around and assisting students with their projects.

### Independent Practice – Day 2

- Students begin to put together their movie posters.

### Direct Instruction – Day 3

- The instructor goes over halftone and how to add it to an image (it's not required but a nice touch to images in the style).

### Guided Practice – Day 3 thru 4

- Walk around and assisting students with their projects.

# What is Art?

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## Independent Practice – Day 3 thru 4

- Students finish putting together their movie posters.
- If they are unfinished, they can finish them for homework.

## Closure – Day 5

- Students critique their own work using the rubric.
- They turn in their movie posters to the teacher.

## Accommodations & Modifications

**English Language Learner:** Any words, images, or objects used in the movie poster can be in their language as long as they can accurately translate what it means.

**Gifted and Talented:** Can use multiple images to create a new scene for the poster.

## Multiple Intelligences

**Intrapersonal:** addressed through the creation of movie posters and the self critique of their work.

## Vocabulary

- **Position** is the placement of an object in an image.
- **Contrast** is the difference in size (big/small), color (bright/dark), or line (thick/thin).
- **Scale** is the sizing of elements on a canvas.
- **Composition** is an arrangement of objects in an artwork.
- **Emphasis** is the dominance of an object in an image.
- **Appropriation** refers to the practice of artists intentionally borrowing, reusing, copying, or altering existing elements, images and objects within a new work.
- **Color scheme** is a plan for organizing colors.
- **Monochromatic** uses a single hue while adding white and black (tint and shade) to modify the hue.
- **Analogous** color schemes uses hues that sit next to each other on the color wheel. They can be warm, cool, or a combination of colors as long as they are next to each other.
- **Complementary** colors are hues that are directly across from each other on the color wheel. A complement of a color absorbs all the light waves the color reflects and is the strongest contrast to the color. Mixing a hue with its complementary color dulls it.
- **Split complements** are one hue and the two hues directly next to its complement. Split complements tend to offer more of a variety of color scheme choices than direct complements
- **Color triads** are groups of 3 colors that are equally distant on the color wheel. For example the primary colors (red, yellow, blue) are a color triad.
- **Cool colors** suggest coolness and seem to recede from a viewer.
- **Warm colors** suggest warmth and seem to move toward the viewer.

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## Assessments

Rubric	4	3	2	1
Composition	Four of Four are applied: 1. Color scheme makes sense with the image. 2. Strong emphasis and focal point. 3. Strong contrast between objects. 4. Overall unified theme.	Three of four are applied: 1. Color scheme makes sense with the image. 2. Strong emphasis and focal point. 3. Strong contrast between objects. 4. Overall unified theme.	Two of four are applied: 1. Color scheme makes sense with the image. 2. Strong emphasis and focal point. 3. Strong contrast between objects. 4. Overall unified theme.	One of four are applied: 1. Color scheme makes sense with the image. 2. Strong emphasis and focal point. 3. Strong contrast between objects. 4. Overall unified theme.
Color Scheme	Used a unifying color scheme with 3 colors, black + white tinting/shading that was present in the lesson. Colors are applied well.	Used a unifying color scheme with 3 colors, black + white tinting/shading. Minor discrepancies between the colors are present.	Used a color scheme but the colors are lacking in proper value, or black + white tinting/shading.	Didn't use a color scheme that adheres to the color schemes present in the lesson or doesn't use a color scheme at all.
Craftsmanship	Excellent Care was given, image edges were smooth, photoshop tools were used. Layers were properly named, adjustment layers were used, objects are grouped and named properly.	Good Care was given when masking images (smooth edges) and the photoshop tools from the lesson were used. Minor issues might be present like layers improperly grouped.	Care was given in masking images, but proper tools weren't used consistently. Some jagged edges present. Layers might be missing or unnamed.	Poor care was given when masking images in photoshop (it doesn't look uniform, jagged edges). Photoshop tools not properly used (didn't use adjustment layers, didn't use layer masks, didn't use layers, etc).

## Criteria for Assessment

*Were Students:*

- Able to have a point of emphasis?
- Able to create a proper color scheme using 3 colors + black/white?
- Able to use the tools in photoshop to create the poster?
- Able to create a unique design using elements provided to them?

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## Methods for Assessment

- Instructor checks for understanding and asks questions during the instruction.
- Instructor checks for understanding during the gathering of images on the internet.
- Instructor checks for understanding during the creation of the digital collage.
- Grades artwork based on the rubric provided, and the self critique the student made.

## California Visual Arts Standards

*Creative Expression*

## Movie Poster Example

