

What is Art?

Lesson Overview: Pop Art Design & Trends
Grades: High School – Beginning

Overview

Pop Art was a movement that recognized that art could come in various ways. Pop, meaning popular, was based on the notion that the popular or everyday items could have artistic value. This unit explores how to create pop art styles, including those of Andy Warhol and Roy Lichtenstein. It focuses on Pop Art and design principles and how to critique them.

Time Frame

Lesson One: Historical & Cultural Context - 1, 50 minute class period.

Lesson Two: Artistic Perception - 3, 50 minute class periods.

Lesson Three: Skill Building - 3, 50 minute class periods.

Lesson Four: Artistic Expression - 5, 50 minute class periods.

Lesson Five: Aesthetic Analysis - 5, 50 minute class periods.

Student Learning Outcomes

Students will be able to:

- Learn to use tools in Adobe Photoshop.
- Learn to use tools in Adobe Illustrator.
- Learn how to import images, mask, and cut them out in photoshop.
- Learn different color schemes and their importance in design.
- Come up with their designs for projects.
- Learn about the Pop Art movement, its characteristics, and a few artists who participated like Andy Warhol and Roy Lichtenstein.
- Learn how to create their own Pop Art Movie Poster.

Focus Art



Andy Warhol, The Shot Marylins, 1964
Silkscreen



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

Instructional Materials

- Computer
- LCD Projector
- Student Computer Access
- Writing Materials
- Adobe Photoshop Access
- Adobe Illustrator Access
- The Visual Experience (book, multiple pages.)
- Slideshow: *Color Schemes*
- Slideshow: *What is Art?*
- Collage Presentation Worksheet
- Self Critique Worksheet
- Presentation Worksheet
- Critique Worksheet
- Rubrics
- Lesson Test
- Various works of Roy Lichtenstein
- Various works of Andy Warhol
- Various works of James Rosenquist

What is Art?

Lesson Overview: Pop Art Design & Trends
Grades: High School – Beginning

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.

California Visual Arts Standards

1.0 Artistic Perception

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

2.0 Creative Expression

- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.4 Review and refine observational drawing skills.

3.0 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.

4.0 Aesthetic Valuing

- 4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.0 Connections, Relationships, Applications

What is Art?

Lesson Overview: Pop Art Design & Trends
Grades: High School – Beginning

Example Artwork

