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Lesson Title:	Pop Art Selfie
Grade Level:	7~8th grade

Vocab, Art History, Interdisciplinary Connections

Artist/Culture/Movement Connections Andy Warhol, Pop Art	Interdisciplinary Connections Art History, Visual Art, History
Art Vocabulary: mass produced, popular, transient, composition, color, expendable,	Elements/Principles of Art Composition, Color, Repetition, Line, Contrast
Media and Materials needed: tracing paper, pencil, eraser, marker, black marker, ruler photograph of student selfie.	

Content Standards

CREATING

6.VA:Cr1.1 :Combine concepts collaboratively to generate innovative ideas for creating art.

7.VA:Cr3: Reflect on and explain important information about personal artwork in an artist statement or another format.

Acc.VA:Cr3: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

CONNECTING

5.VA:Cn11:Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society

7.VA:Cn11: Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

Acc.VA:Cn11:Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society

Responding

5.VA:Re7.1:Compare one's own interpretation of a work of art with the interpretation of others.

4.VA:Re8:Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Learning Objectives (related to standards, specific to your project)

1. Students will create self portraits by reflecting key characteristics from the Pop Art movement.
2. Students will utilize different art methods to convey emotions, visual contrast, values, and personal messages.
3. Students will critically explain their artistic choice and analyze other's work through constructive commentary.

Anticipatory Set:

Students will be handed out color theory worksheets to practice color mixing, trying different color combinations, distinguishing difference between hue and value and utilizing grid method for proportional accuracy.

Big Idea: Discuss how Pop Art created a response to social, political and cultural perspective.

Essential Question:

What elements/principles of art can be applied to differentiate 4 portraits? What is the purpose of repetition of the same subject matter with slight changes to one another?

Objective/Purpose:

Students will be able to create a portrait that reflects or conveys the essential themes of Pop Art movement through use of composition and color combination. Students will also be able to demonstrate understanding of color theory such as complementary colors, monochromatic colors.

Model: The instructor will do a brief lecture about the Pop Art movement that summarizes the historical background, defining art elements and key artists. After worksheets and anticipatory set activity, the teacher will guide through a step-by-step instruction presentation that goes over the sketch transfer method and coloring guide.

Check for Understanding:

Students will be given worksheets that help familiarize notable Pop Artists and their works, key vocabulary terms, color theory, and historical significance. Short quiz about History of Pop Art (based on history presentation on day 1) will be given to students to review basic characteristics, importance of art movement, key principles of art vocabularies.

Step by Step Instruction of Lesson

Day	Instructional Strategies	Activities
1	<p>Teacher will give a lecture about the history of the Pop Art movement. Make sure students are taking brief notes on the topic given that there will be a pop quiz at the end of the project.</p> <p>During the lesson, take a quick survey (by raising of hand in class, Jamboard, or Padlet) in class of their understanding of color theory.</p> <p>If the majority of students are not familiar with color theory, briefly explain how the color wheel works. Students will be able to further practice this through worksheets and anticipatory activity.</p> <p>When students are working on anticipatory activity and worksheets, walk around the classroom to check on their progress and answer questions.</p> <p>For the next class, ask students to bring in photographs of their selfies.</p> <ul style="list-style-type: none"> ● 5.5”x7” black and white 	<ul style="list-style-type: none"> ● History presentation ● Anticipatory activity <ul style="list-style-type: none"> ○ cool/warm colors ○ Value (ones, tins shade) ○ monochromatic coloring exercise ● Pop Art worksheets <ul style="list-style-type: none"> ○ Pop Art crossword puzzle ○ Pop Art Review Questions
2	<p>Actual Project will be assigned. Showcase details of the project through step-by-step instruction powerpoint.</p> <p>While going over the instruction, have the finished teacher sample on the wall/whiteboard OR pass it around the table so can look at the finished project.</p> <p>Review transferring sketches onto final paper (either rubbing pencil on the back of the photograph OR tracing paper)</p> <p>Before students coloring the final drawing, have them do a couple color combinations on scratch paper.</p>	<ul style="list-style-type: none"> ● Pop Art project <ul style="list-style-type: none"> ○ show step-by-step instruction presentation

<p>3</p>	<p>Continue working on Pop Art selfies.</p> <p>Walk around the classroom to answer any questions, or help students with any steps.</p> <p>By the end of class, take a quick look at everyone's progress. If the majority of students are far from finishing, add another work day.</p>	<ul style="list-style-type: none"> ● Continue work session
<p>4</p>	<p>Have a class gallery with everyone's finished portrait on the wall. Walk around for a few minutes, looking at everyone's work.</p> <p>After, have students present their work and have class critique the work pointing out why it's successful and comment on anything to improve.</p> <p>When finished projects are turned in, hand out a Pop Art quiz to review the lesson OR modify the quiz into Kahoot</p>	<ul style="list-style-type: none"> ● Class critique <ul style="list-style-type: none"> ○ discussion on Big Idea ○ Areas for improvement ● Pop Art Quiz (Kahoot)

Critique/Discussion: On the final day of the project, students will post their portraits on the wall and take turns for brief presentations and time for feedback from peers/instructors. During class critique, discuss the following:

- How does the overall color palette impact the whole painting as a whole?
- Point out which panel is most successful and which panel is least successful?Why?
- What does facial expression, line variation, color tell us about the person?
- What can make this portrait better or more "Pop Art"?

After class critique, students will take a short quiz about the Pop Art history lecture that was given on the first day.