Unit Title: Pop Culture and Art

Colorado's District Sample Curriculum Project

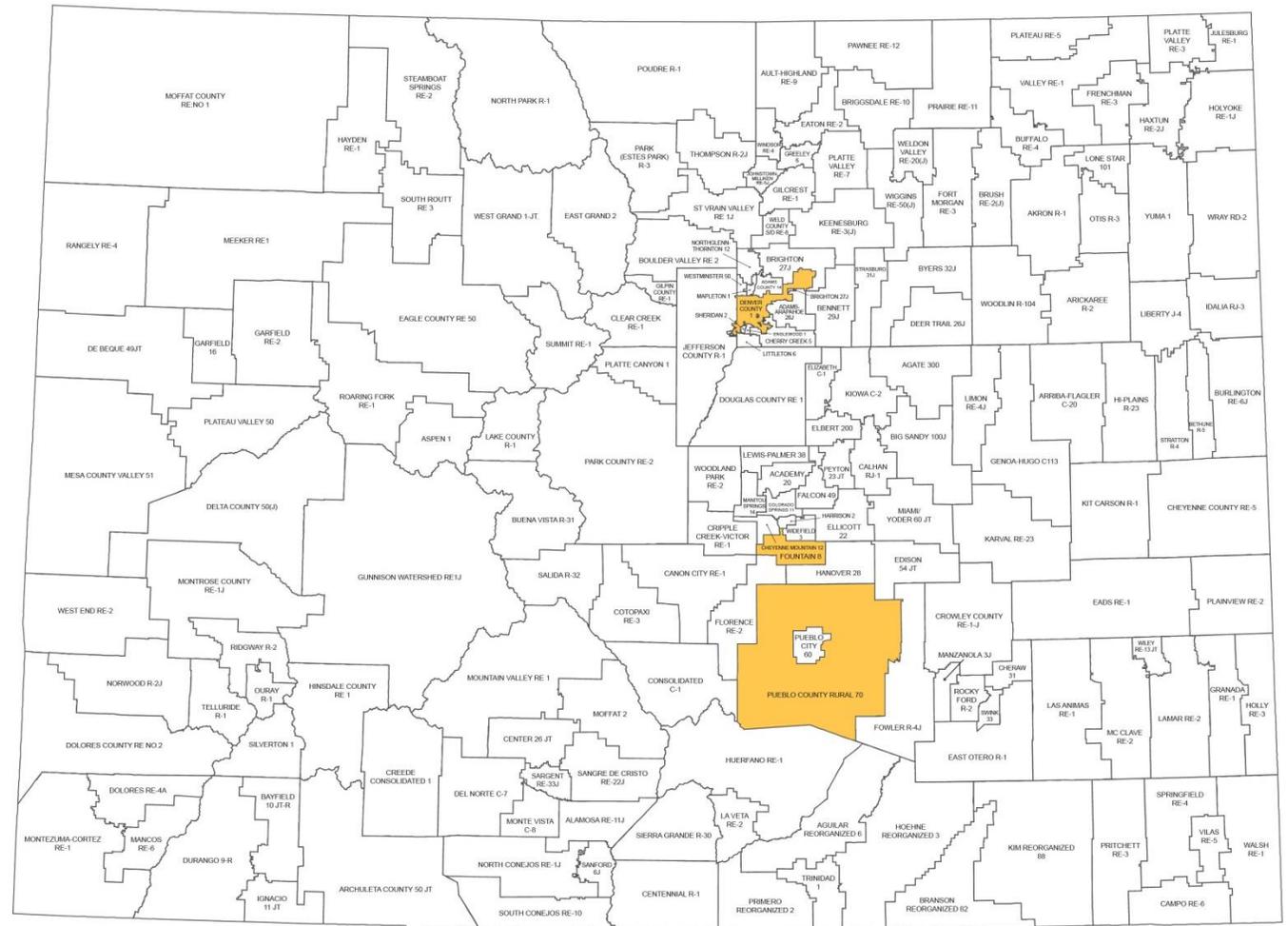**INSTRUCTIONAL UNIT AUTHORS**

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**BASED ON A CURRICULUM
OVERVIEW SAMPLE AUTHORED BY**

Denver School District
  Capucine Chapman

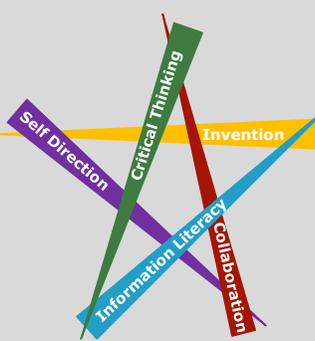Fountain School District
  Sean Norman

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

DATE POSTED: MARCH 31, 2014

Content Area	Visual Arts		Grade Level	6th Grade
Course Name/Course Code	Sixth Grade Visual Arts			

Standard		Grade Level Expectations (GLE)		GLE Code
1.	Observe and Learn to **Comprehend**	1.	The characteristics and expressive features of art and design are used in unique ways to respond to two- and three-dimensional art	VA09-GR.6-S.1-GLE.1
		2.	Art created across time and cultures can exhibit stylistic differences and commonalities	VA09-GR.6-S.1-GLE.2
		3.	Specific art vocabulary is used to describe, analyze, and interpret works of art	VA09-GR.6-S.1-GLE.3
2.	Envision and Critique to **Reflect**	1.	Visual symbols and metaphors can be used to create visual expression	VA09-GR.6-S.2-GLE.1
		2.	Key concepts, issues, and themes connect the visual arts to other disciplines such as the humanities, sciences, mathematics, social studies, and technology	VA09-GR.6-S.2-GLE.1
3.	Invent and Discover to **Create**	1.	Plan the creation of a work of art	VA09-GR.6-S.3-GLE.1
		2.	Explore various media, materials, and techniques used to create works of art	VA09-GR.6-S.3-GLE.2
		3.	Utilize current, available technology to refine ideas in works of art	VA09-GR.6-S.3-GLE.3
4.	Relate and Connect to **Transfer**	1.	Critical thinking in the arts transfers to multiple lifelong endeavors	VA09-GR.6-S.4-GLE.1
		2.	Visual arts impact community, cultural traditions, and events	VA09-GR.6-S.4-GLE.2
		3.	Eco-art is a contemporary response to environmental issues	VA09-GR.6-S.4-GLE.3

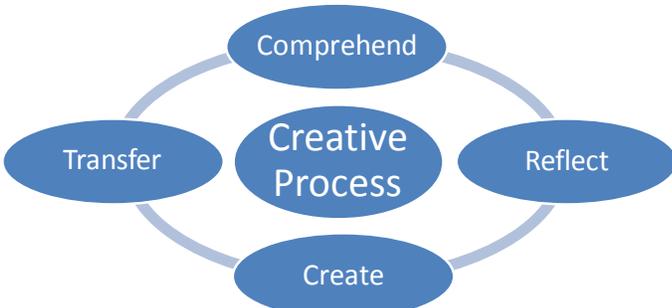# Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Pop Culture and Art	Instructor Choice	Instructor Choice

Unit Title	Pop Culture and Art		Length of Unit	Instructor Choice
Focusing Lens(es)	Transformation	**Standards and Grade Level Expectations Addressed in this Unit**	VA09-GR.6-S.1-GLE.1, VA09-GR.6-S.1-GLE.2, VA09-GR.6-S.1-GLE.3 VA09-GR.6-S.2-GLE.1, VA09-GR.6-S.2-GLE.2 VA09-GR.6-S.3-GLE.1, VA09-GR.6-S.3-GLE.2, VA09-GR.6-S.3-GLE.3 VA09-GR.6-S.4-GLE.1, VA09-GR.6-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	- How can everyday objects be used as a link to transform ideas? (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE. 1,2) - How does an everyday object become a symbol? - What metaphors can you identify in an everyday object?			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Style, Culture, Expressions, Symbol, Investigate/Discovery, Meaning, Juxtaposition, Re-contextualize, Context			

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Symbols are repurposed to represent or express new or different cultural meanings (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2)	How can hard edged cartoon style be considered art?	How did the role of pop art create literal connections to social movements?
Meaning in art is created through the juxtaposition and re-contextualization of expressive features and characteristics (of art)(VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2)	How might artists research visual culture to find meaning in common place objects/images?	How are common place items reintroduced to critique culture?
Symbols in art can define culture and reflect its values. (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1, 2,3) and (VA09-GR.6-S.4-GLE.1,2)	How do fine artists take visual culture and transform the images and objects into art?	What comparisons and contrasts might be made between popular imagery among global cultures?

Critical Content:	Key Skills:
My students will **Know**…	My students will be able to (**Do**)…
• The contributions of various artists to the pop art movement such as Fred Wilson, Mark Dion, Eduardo Paolozzi, Portia Munson, John Wesley, Richard Hamilton, Peter Blake, Pauline Boty, Rosalyn Drexler, Marisol Escobar, Niki deSaint Phalle, Idelle Weber and Marjorie Strider (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2) • Examples of ordinary objects that are transformed into works of art (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2) • The relevance of pop art to cross-curricular and cultural connections (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2) • Stylistic differences in works of art (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.2) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.2-EO.d) • Characteristic and expressive features of different pop artists (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1-EO.a,b) and (VA09-GR.6-S.3-GLE.2,3) and (VA09-GR.6-S.4-GLE.2-EO.b,c,d) • The relevance of the re-interpreting of symbols and objects (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2)	• Describe historical impart of pop art on our culture (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2) • Compare and contrast different approaches to creating art. (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2) • Plan and showcase artwork (VA09-GR.6-S.2-GLE.1,2) and (VA09-GR.6-S.3-GLE.2,3) • Use visual expressive and characteristics and features to create artwork (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2) • Use pop art expressive feature such as… symbols, bold color, bold line, texture, digital, soft sculpture, etc. to conceive ideas and transform them into works of art (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2) • Analyze and describe intended meaning in the transformation of the artwork (VA09-GR.6-S.1-GLE.1,2,3) and (VA09-GR.6-S.2-GLE.1) and (VA09-GR.6-S.3-GLE.1,2,3) and (VA09-GR.6-S.4-GLE.1,2)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Through the process of transforming an everyday object, artists will understand the significance of symbols in culture.*
Academic Vocabulary:	Juxtaposition, Style, Culture , Expressions, Symbol, Investigate/Discovery , Transformation, Play/Exploration, Culture
Technical Vocabulary:	Characteristic and expressive features, Re-interpreting, Change/Transition, color, form, line, shape, space, texture, value, object

Unit Description:	In this unit students will explore symbols, cultural meaning, juxtaposition, re-contextualization, and cultural value through the lens of Pop Art. Students will begin by researching and studying the historical context and influence of Pop Art and move into a focus on the transformation of cultural meaning using symbols and everyday objects in new an inventive ways. Across the unit, students will explore the roles of color, language, irony, etc in seminal works of Pop Art and experiment with creating their own Pop Art commentaries. The unit culminates with the students creating an artistic expression/commentary on a relevant school/community issue.
Considerations:	Symbols are different than commercially produced signs and logos. Instruction should make sure that students understand the meaning of each. This unit will explore the ironic and social commentary uses of popular and commercial icons/signs/logos with Pop Art expressions. **As is always the case with the use of artistic visual images in a school environment, all resources should be pre-screened by teachers before use.**

Unit Generalizations	
Key Generalization:	Symbols are repurposed to represent or express new or different cultural meanings
Supporting Generalizations:	Meaning in art is created through the juxtaposition and re-contextualization of expressive features and characteristics (of art)
	Symbols in art can define culture and reflect its values

Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Symbols are repurposed to represent or express new or different cultural meanings
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As an artist with a strong connection to this school/community, you have been commissioned to create an artistic work that will bring a community concern or issue to everyone's attention. Influenced by the history and genre of pop art, you consider how to use transformation to repurpose commonly used symbols/language to create a finished two- or three-dimensional art work that expresses a particular point of view on a community issue. This art work will be a large scale mural (painting) or sculpture that will be on public display.
Product/Evidence: (Expected product from students)	Students will create finished artwork that creates cultural meaning using the expressive features of pop art such as heavy outlining, size variation, bright colors, collage, repetition and juxtaposition. Criteria for evaluating this work will include but are not limited to; symbols and everyday objects form personal culture, transformation of their personal symbol/object using a specific pop culture technique, and the ability to create disparate cultural meaning of their chosen symbol/object.
Differentiation: (Multiple modes for student expression)	Students can individualize their process through the following options: • Devise a plan using specific artist examples as models to follow • Practice (with guidance) the use of scale • Use student resources in new or innovative ways • Work collaboratively to create large-scale projects

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	**Fiction**
Whaam! The Art and Life of Roy Lichtenstein - Susan Goldman Rubin *Andy Warhol: Pop Art Painter* - Susan Goldman Rubin *Touch the Art: Pop Warhol's Top* - Julie Appel and Amy Guglielmo *Pop Art - Adventures in Art* - Christian Demilly *Pop Art* - Tilman Osterworld	*Comics Art* - Paul Gravett *Co-Mix: A retrospective of Comics, Graphics, and Scraps* - Art Spiegelman *The Comics Journal Library* - Mike Dean

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think like an artist: The characteristics and expressive features in works of art and design and an understanding of media, processes and tools that are needed to express ideas in the visual arts and help to determine artistic intent	Teacher Resources:	*Making Art: Form and Meaning* - Barrett, T. *Talking About Student Art* - Barrett, T. https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf (The Getty Elements of Art) http://www.nga.gov/content/ngaweb/education/teachers/lessons-activities/elements-of-art.html (National Gallery of Art) http://www.brainpop.com/artsandmusic/artconcepts/popart/preview.weml (Pop Art Brain Pop) http://www.mariaclaudiacortes.com/# (Color In Motion)
			Student Resources:	N/A
	Skills:	Create, analyze, interpret and make meaning of art and design Demonstrate understanding of expressive features of art at the beginning of learning experiences, as needed (e.g. symbols, bold color, bold line, texture, digital, soft sculpture, etc.)	Assessment:	Throughout the unit students will use journaling and sketchbooks to: • Provide written and verbal arguments for works of art • Give reasons for their artistic decisions and the artistic decisions of other artists • Research and document their ideas and primary source information in sketchbooks/journals to inform their decisions in making art
2.	Description:	Create like an artist: Develop appropriate studio habits	Teacher Resources:	*Studio thinking 2: The real benefits of visual arts education* - Hetland, l., Winner, E., Veenema, S., & Sheridan, K.
			Student Resources:	
	Skills:	Develop craft, engage and persist, envision, express, observe, reflect, stretch and explore, persistence, and understand art worlds	Assessment:	Throughout the unit students will use journaling and sketchbooks to reflect upon the creative process utilized in all art making.

3.	Description:	Research like an artist: Historical and cultural (contemporary) ideas, artworks and artists can be sources for, and are evident in, works of art	Teacher Resources:	*Making Art: Form and Meaning* - Barrett, T. *Talking About Student Art* - Barrett, T.
			Student Resources:	N/A
	Skills:	Use specific criteria to discuss and evaluate works of art	Assessment:	Throughout the unit students will use journaling and sketchbooks to critique and evaluate the creative process utilized in all art making.

Prior Knowledge and Experiences

Students will need basic understanding of medium use and techniques, such as basic drawing techniques, proper application of paint, and care of classroom supplies and materials. Teachers may wish to revisit these concepts and skills at the beginning of the unit.

Learning Experiences # 1 – 8
Instructional Timeframe: Teacher Determined

Learning Experience # 1

The teacher may provide examples of contributions of various artists to the pop art movement so that students can begin to describe unique "Pop Art characteristics" and its social commentary aspects/origins.

Generalization Connection(s):	Symbols are repurposed to represent or express new or different cultural meanings Meaning in art is created through the juxtaposition and re-contextualization of expressive features and characteristics (of art) Symbols in art can define culture and reflect its values
Teacher Resources:	http://buildyourartcurriculum.weebly.com/middle-school.html (Target Sheet as Formative Assessment and Progress Checks) http://www.bbc.co.uk/radio4/features/desert-island-discs/castaway/aa1dd275 (Sir Eduardo Paolozzi "Desert Island Discs") http://www.portiamunson.com/home.html (Portia Munson) http://www.slideshare.net/alimy1ae/a-lesson-in-pop-art (A Lesson in the American Art Movement: Pop Art) http://www.shutterstock.com/cat.mhtml?searchterm=pop+art&search_group=&lang=en&search_source=search_form (Pop Art images) http://www.shutterstock.com/cat.mhtml?searchterm=andy+warhol&search_group=&lang=en&search_source=search_form (Andy Warhol images) http://www.shutterstock.com/cat.mhtml?searchterm=pop+art+background&search_group=&lang=en&search_source=search_form (Pop Art images-comics) https://www.google.com/search?q=pop+art+sculpture&tbm=isch&tbo=u&source=univ&sa=X&ei=zVAbU-3jGILcqwGW9oC4AQ&sqi=2&ved=0CCcQsAQ&biw=1045&bih=660 (Pop Art sculpture images) https://www.google.com/search?q=3d+pop+art&tbm=isch&tbo=u&source=univ&sa=X&ei=81AbU4vbPMrIqwGAl4GYCg&ved=0CDIQsAQ&biw=1045&bih=660 (3-D Pop art images)

Student Resources:	http://www.pbs.org/art21/artists/mark-dion (Mark Dion) http://video.pbs.org/video/1281770054/ (Cindy Sherman Transformation)	
Assessment:	Students will use their journals/sketchbooks to identify and describe pop arts link to advertising and packaging, comic strips, celebrities and everyday objects. Sketchbooks and journals allow for demonstration through learning that elicits depth and complexity due to the organic nature of the format. Teachers may wish to provide students with a template for the entry. http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart graphic organizer)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.slideshare.net/alimy1ae/a-lesson-in-pop-art (A Lesson in the American Art Movement: Pop Art)	Students may use images/visuals to construct their journal entry
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Thinking map for comparing and contrasting)	Students may use their journals/sketchbooks to begin comparing the similar and unique styles of diverse Pop Artists
Critical Content:	• The contributions of various artists to the pop art movement such as Andy Warhol, Fred Wilson, Mark Dion, Eduardo Paolozzi, Portia Munson, John Wesley, Richard Hamilton, Peter Blake, Pauline Boty, Rosalyn Drexler, Marisol Escobar, Niki deSaint Phalle, Idelle Weber, Marjorie Strider, Roy Lichtenstein, and Claes Oldenburg • Stylistic differences in works of art • Characteristic and expressive features of different pop artists	
Key Skills:	• Describe historical impart of pop art on our culture • Compare and contrast different approaches to creating art	
Critical Language:	Symbol, logo, sign, social commentary	

Learning Experience # 2
The teacher may introduce students to the artwork of pop artists such as Andy Warhol, Roy Lichtenstein, Marisol Escobar, and Claes Oldenburg so that students can recognize and distinguish pop art elements (e.g., heavy outlining, size variation, bright colors, collage, repetition and juxtaposition).

Generalization Connection(s):	Symbols are repurposed to represent or express new or different cultural meanings Meaning in art is created through the juxtaposition and re-contextualization of expressive features and characteristics (of art) Symbols in art can define culture and reflect its values
Teacher Resources:	http://www.slideshare.net/alimy1ae/a-lesson-in-pop-art (A Lesson in the American Art Movement: Pop Art) http://artfulartsyamy.blogspot.com/2011/11/lesson-plan-lichtenstein-pop-art-self.html (Lichtenstein Pop Art Lesson) http://www.shutterstock.com/cat.mhtml?searchterm=pop+art&search_group=&lang=en&search_source=search_form (Pop Art images)

	http://www.shutterstock.com/cat.mhtml?searchterm=andy+warhol&search_group=&lang=en&search_source=search_form (Andy Warhol images) https://www.google.com/search?q=marisol+escobar+images&tbm=isch&tbo=u&source=univ&sa=X&ei=aFIbU-2tI4rJqQHE-oG4Bg&ved=0CCcQsAQ&biw=1045&bih=660 (Marisol Escobar images) http://www.shutterstock.com/cat.mhtml?searchterm=pop+art+background&search_group=&lang=en&search_source=search_form (Pop Art images-comics) https://www.google.com/search?q=pop+art+sculpture&tbm=isch&tbo=u&source=univ&sa=X&ei=zVAbU-3jGILcqwGW9oC4AQ&sqi=2&ved=0CCcQsAQ&biw=1045&bih=660 (Pop Art sculpture images) https://www.google.com/search?q=3d+pop+art&tbm=isch&tbo=u&source=univ&sa=X&ei=81AbU4vbPMrIqwGAl4GYCg&ved=0CDIQsAQ&biw=1045&bih=660 (3-D Pop art images)
Student Resources:	*Pop Art -Adventures in Art* by Christian Demilly) http://www.shutterstock.com/cat.mhtml?searchterm=pop+art&search_group=&lang=en&search_source=search_form (Pop Art images) http://www.shutterstock.com/cat.mhtml?searchterm=andy+warhol&search_group=&lang=en&search_source=search_form (Andy Warhol images) https://www.google.com/search?q=marisol+escobar+images&tbm=isch&tbo=u&source=univ&sa=X&ei=aFIbU-2tI4rJqQHE-oG4Bg&ved=0CCcQsAQ&biw=1045&bih=660 (Marisol Escobar images)
Assessment:	Students will use their journals/sketchbooks to identify Pop Art stylistic features in presented art works. Sketchbooks and journals allow for demonstration through learning that elicits depth and complexity due to the organic nature of the format. Teachers may wish to provide students with a template for the entry. http://americanart.si.edu/education/pdf/becoming_an_art_critic_activity.pdf (Smithsonian American Art Museum- Becoming an Art Critic Activity) http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/BubbleMap.pdf (Bubble web map) http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf (Basic Cluster Word Web for brainstorming characteristics

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may organize pop art reproductions and notes in a sketchbook

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may organize pop art works by stylistic similarities; simultaneously describing differences	Students may create a graphic/digital presentation of stylistic characteristics of pop art work (students may use compare/contrast work from previous learning)

Critical Content:	• Pop artists transform ordinary objects into works of art using techniques including: heavy outlining, size variation, bright colors, collage, repetition and juxtaposition • Pop artists such as: Andy Warhol, Fred Wilson, Mark Dion, Eduardo Paolozzi, Portia Munson, John Wesley, Richard Hamilton, Peter Blake, Pauline Boty, Rosalyn Drexler, Marisol Escobar, Niki deSaint Phalle, Idelle Weber, Marjorie Strider, Roy Lichtenstein, and Claes Oldenburg

Key Skills:	• Identify and explain the contributions of various artists to the pop art movement such as Andy Warhol, Fred Wilson, Mark Dion, Eduardo Paolozzi, Portia Munson, John Wesley, Richard Hamilton, Peter Blake, Pauline Boty, Rosalyn Drexler, Marisol Escobar, Niki deSaint Phalle, Idelle Weber, Marjorie Strider, Roy Lichtenstein, and Claes Oldenburg • Analyze pop art expressive features such as… heavy outlining, size variation, bright colors, collage, repetition and juxtaposition, etc. used to conceive ideas and transform them into works of art
Critical Language:	Transformation, everyday objects, juxtaposition

Learning Experience # 3	
The teacher may introduce additional pop artists such as Andy Warhol to highlight color-relationship systems so that students can explore (and experiment with) the ways in which artists play with color to visually transform an everyday object into works of Pop Art.	
Generalization Connection(s):	Symbols are repurposed to represent or express new or different cultural meanings Meaning in art is created through the juxtaposition and re-contextualization of expressive features and characteristics (of art) Symbols in art can define culture and reflect its values
Teacher Resources:	http://www.slideshare.net/alimy1ae/a-lesson-in-pop-art (A Lesson in the American Art Movement: Pop Art) http://artfulartsyamy.blogspot.com/2011/11/lesson-plan-lichtenstein-pop-art-self.html (Lichtenstein Pop Art Lesson) http://www.shutterstock.com/cat.mhtml?searchterm=pop+art&search_group=&lang=en&search_source=search_form (Pop Art images) http://www.shutterstock.com/cat.mhtml?searchterm=andy+warhol&search_group=&lang=en&search_source=search_form (Andy Warhol images) http://www.shutterstock.com/cat.mhtml?searchterm=pop+art+background&search_group=&lang=en&search_source=search_form (Pop Art images-comics) http://www.artbabble.org/video/sfmoma/andy-warhol-pop-art (What is Pop Art?) http://www.scholastic.com/browse/lessonplan.jsp?id=1483 (Lesson Plan - drawing) http://www.warhol.org/education/resourceslessons/Lesson-1--Silkscreen-Printing/ (PPTs, handouts, lesson plans - silk screening) http://www.dickblick.com/lesson-plans/pop-art-portraits-in-the-style-of-andy-warhol/ (Lesson plan - clay)
Student Resources:	http://www.youtube.com/watch?annotation_id=annotation_51892&feature=iv&src_vid=ulZ64VDhwXM&v=kZTsbJcr9VI (YouTube of Andy Warhol and Pop Art) http://www.biography.com/people/andy-warhol-9523875 (Warhol biography and video)
Assessment:	Students will use their journals/sketchbooks to create a high color, multiple panel, visual representation of an everyday object

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with pre-constructed outlines of objects	Students may create a high color visual representation of an everyday object (not a multiple panel)

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Student may work with a complex object as subject matter Student may explore and analyze additional color relationships	Students may extend panel number from 4-16 and create the art work in a digital /electronic media
Critical Content:	• Characteristics of a particular painting media (tempera, watercolor, acrylic) • Color relationships: complementary, analogous, monochromatic	
Key Skills:	• Recognize stylistic differences in works of art • Explain and defend the relevance of the re-interpreting of symbols and objects in art • Plan and showcase artwork • Use pop art expressive features and characteristics to conceive ideas and transform them into works of art	
Critical Language:	Symbol, repetition, transformation, acrylic, complementary, analogous, monochromatic	

Learning Experience # 4

The teacher may provide examples of the way some Pop Artists used language (such as visual onomatopoeia) so that students can explore (and experiment with) the ways in which artists transform words and phrases into works of Pop Art.

Generalization Connection(s):	Symbols are repurposed to represent or express new or different cultural meanings Meaning in art is created through the juxtaposition and re-contextualization of expressive features and characteristics (of art) Symbols in art can define culture and reflect its values
Teacher Resources:	http://www.youtube.com/watch?v=uNsyQDmEopw (YouTube old comic of Gerald Mcboing Boing - kid who speaks in sounds) http://www.youtube.com/watch?v=S8jAPtm2tEk (YouTube clip "Batman" fight scene) http://www.youtube.com/watch?v=f1b5kCvVBo8 (YouTube clip Onomatopoeia song: http://www.youtube.com/watch?v=uNsyQDmEopw (YouTube of Dr. Seuss comic "Gerald Mcboing Boing" - kid who speaks in sounds) https://www.google.com/search?q=ed+ruscha+images&tbm=isch&tbo=u&source=univ&sa=X&ei=t1MbU_T0FYW4qAHKlYCoCA&ved=0CCcQsAQ&biw=1045&bih=660 (Ed Ruscha images) http://library.thinkquest.org/J0112392/omomatopoea.html (Examples and poem lesson) https://docs.google.com/a/district70.org/document/d/1VnMdLbDzgp0PMU6hRM-4VJcNy0C9_EomdErzGdzBH-Q/edit (Lesson and graphic organizers)
Student Resources:	http://www.youtube.com/watch?v=S8jAPtm2tEk (YouTube clip "Batman" fight scene) http://www.youtube.com/watch?v=f1b5kCvVBo8 (YouTube clip Onomatopoeia song)
Assessment:	Students will use their journals/sketchbooks to create visual examples of language-based Pop Art- using words, phrases, and/or onomatopoeia

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.youtube.com/watch?v=uNsyQDmEopw (YouTube of Dr. Seuss comic "Gerald Mcboing Boing" - kid who speaks in sounds)	Students may list words that are examples in place of drawing the word in a visual context

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.moma.org/visit/calendar/exhibitions/1408/ (Students may research how sound is used in contemporary art by examining MoMA Studio: Sound in Space)	Students may use digital tools to connect an auditory sound to their visual product
Critical Content:	• The relevance of pop art to cross-cultural and cultural connections	
Key Skills:	• Identify and explain pop art expressive features and characteristics used to conceive ideas and transform them into works of art	
Critical Language:	Onomatopoeia, relevance, transformation, visual context	

Learning Experience # 5		
The teacher may introduce additional ways that pop artists that use language (e.g., Roy Lichtenstein) so that students can explore (and experiment with) the connections between Pop Art and social commentary.		
Generalization Connection(s):	Symbols are repurposed to represent or express new or different cultural meanings Meaning in art is created through the juxtaposition and re-contextualization of expressive features and characteristics (of art) Symbols in art can define culture and reflect its values	
Teacher Resources:	https://www.google.com/search?q=roy+lichtenstein+images+free&tbm=isch&tbo=u&source=univ&sa=X&ei=dFQbU-HWM4jprAHt-4AY&ved=0CEIQsAQ&biw=1045&bih=660 (Roy Lichtenstein images) http://www.slideshare.net/alimy1ae/a-lesson-in-pop-art (A Lesson in the American Art Movement: Pop Art) http://artfulartsyamy.blogspot.com/2011/11/lesson-plan-lichtenstein-pop-art-self.html (Lichtenstein Pop Art Lesson) http://www.moma.org/learn/moma_learning/themes/pop-art/appropriation (MoMa) http://www.mmoca.org/mmocacollects/resources/lesson-plans/what-is-popular (Lichtenstein lesson Plan) http://www.biography.com/people/roy-lichtenstein-9381678 (Lichtenstein biography)	
Student Resources:	http://www.biography.com/people/roy-lichtenstein-9381678 (Lichtenstein biography) http://www.artic.edu/aic/collections/exhibitions/Lichtenstein/index (Lichtenstein retrospective)	
Assessment:	Students will use their journals/sketchbooks to draft a comic book style artwork about a "social issue" at school (cheating, bullying, recycling, cliques, etc.). Teachers may wish to supply a template for this entry. http://www.havefunteaching.com/worksheets/writing-worksheets/comic-strip-worksheets/ (Several comic book graphic organizers) http://www.printablepaper.net/category/storyboard (Story board templates)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may employ visual handouts with example of art work http://www.comicbook-art.com/ (site with various comic book artist information and artwork examples-teacher should preview artwork for appropriate content)	Students may use a pre-built comic panel and will fill in color and dialogue

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Student may research the history of comics and graphic novels http://www.makebeliefscomix.com/Comix/ (Online comic book creator)	Students may create a digital comic
Critical Content:	• The relevance of pop art to cross-curricular and cultural connections • Explain and defend the relevance of the re-interpreting of symbols and objects in art • Plan and showcase artwork • Use pop art expressive features and characteristics to conceive ideas and transform them into works of art	
Key Skills:	• Explain and defend the relevance of the re-interpreting of symbols and objects in art • Plan and showcase artwork • Use pop art expressive features and characteristics to conceive ideas and transform them into works of art	
Critical Language:	Visual commentary, social issue, symbol, cultural meaning, serial art work, panel	

Learning Experience # 6	

The teacher may provide students with examples of Pop Art sculptors/sculptures so that students can recognize and articulate how Pop Art characteristics are translated into three-dimensional form.

Generalization Connection(s):	Symbols are repurposed to represent or express new or different cultural meanings Meaning in art is created through the juxtaposition and re-contextualization of expressive features and characteristics (of art) Symbols in art can define culture and reflect its values
Teacher Resources:	https://www.google.com/search?q=pop+art+sculpture&tbm=isch&tbo=u&source=univ&sa=X&ei=zVAbU-3jGILcqwGW9oC4AQ&sqi=2&ved=0CCcQsAQ&biw=1045&bih=660 (Pop Art sculpture images) https://www.google.com/search?q=3d+pop+art&tbm=isch&tbo=u&source=univ&sa=X&ei=81AbU4vbPMrIqwGAl4GYCg&ved=0CDIQsAQ&biw=1045&bih=660 (3-D Pop art images) http://www.slideshare.net/jgcahoon/assemblage-powerpoint (Power Point on assemblage) http://www.pbs.org/wnet/americanmasters/episodes/robert-rauschenberg/about-the-artist/49/ (Biography and lesson resources) http://www.artnet.com/artists/robert-rauschenberg/artworks (Art Collection) http://www.slideshare.net/jgcahoon/assemblage-powerpoint (Power Point on assemblage)
Student Resources:	http://www.slideshare.net/jgcahoon/assemblage-powerpoint (Power Point on assemblage) http://www.slideshare.net/jgcahoon/assemblage-powerpoint (Power Point on assemblage)
Assessment:	Students will use their journals/sketchbooks to identify Pop Art stylistic features in three-dimensional art works and the artists who created them. Sketchbooks and journals allow for demonstration through learning that elicits depth and complexity due to the organic nature of the format. Teachers may wish to provide students with a template for the entry. http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart graphic organizer)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may work in pairs or small groups to identify art work and artists and visually depict their work using images

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Thinking map for comparing and contrasting)	Students may organize three-dimensional art works by simultaneously describing differences and similarities

Critical Content:	• Pop artists transform ordinary objects into works of art using three-dimensional sculptural techniques; especially scale • Three-dimensional Pop artists such as: Claes Oldenburg, Jasper Johns, George Segal
Key Skills:	• Identify and explain the contributions of various three-dimensional artists to the pop art movement such as: Claes Oldenburg, Jasper Johns, George Segal • Analyze pop art three-dimensional expressive features and characteristics of art used to conceive ideas and transform them into works of art; especially scale
Critical Language:	Three-dimensional, transformation, scale

Learning Experience # 7

The teacher may expose students to the work of additional pop artists (e.g., Fred Wilson) who uses assemblage to "repurpose" three-dimensional artworks so that students can explore (and experiment with) the ways in which artists use assemblage in Pop Art creations.

Generalization Connection(s):	Symbols are repurposed to represent or express new or different cultural meanings Meaning in art is created through the juxtaposition and re-contextualization of expressive features and characteristics (of art) Symbols in art can define culture and reflect its values
Teacher Resources:	http://www.fredwilsonindy.org/ (Fred Wilson Artist Website) http://www.pacegallery.com/artists/507/fred-wilson (PACE Gallery) http://nymag.com/nymetro/arts/features/n_9014/ (The Shock of the Familiar)
Student Resources:	https://www.pbs.org/art21/artists/wilson/ (Art 21)
Assessment:	Students will create an assemblage that transforms on object so the viewer reconsiders its new purpose and function

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may develop ideas from a pre-determined set of objects	Student may work collaboratively to complete sculpture

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.google.com/search?q=Found+object+sculpture+installations&rls=com.microsoft:en-us:IE-Address&rlz=1I7GFRC_enUS363&tbm=isch&tbo=u&source=univ&sa=X&ei=KhvPUv-aIYWpqgHj9IHoDQ&ved=0CCwQsAQ&biw=1920&bih=1056 (Found object sculpture installation images) http://www.pinterest.com/artsieaspie/sculpture-installation-and-found-object-art/ (Found object sculpture installation images)	Students may create artwork on a larger scale. Students can work collaboratively to create a large-scale installation.
Critical Content:	• Three-dimensional works of pop art and the artists who created them • Relevance of the re-interpreting of symbols and objects	
Key Skills:	• Use pop art three-dimensional expressive features and characteristics of art to create art work • Identify examples of ordinary objects that are transformed into three-dimensional works of pop art and the artists who created them • Explain and defend the relevance of the re-interpreting of symbols and objects	
Critical Language:	Three-dimensional, transformation, scale	

Learning Experience # 8	
The teacher may provide art critique guidelines so that students can begin to comprehend the function of critique in facilitating understanding of the meaning behind the re-interpretation of cultural/popular symbols and objects in Pop Art.	
Generalization Connection(s):	Symbols are repurposed to represent or express new or different cultural meanings Meaning in art is created through the juxtaposition and re-contextualization of expressive features and characteristics (of art) Symbols in art can define culture and reflect its values
Teacher Resources:	http://www.nytimes.com/pages/arts/index.html?adxnnl=1&adxnnlx=1386173693-MmewsAwfiJQ+5X0jTTTDCA (New York Times Arts) http://www-bths.stjohns.k12.fl.us/teachers/rizzol/078D56A1-0118C716.8/4%20Steps%20to%20Critiquing%20Art%20Work.pdf (4 steps in critiquing art work) http://www.artinamericamagazine.com/ (Art in America) http://artforum.com/ (Art Forum) http://www.goshen.edu/art/ed/critiqueform.html (Art critique form) http://portalsso.vansd.org/portal/page/portal/Staff_Portal/Staff_Pages/COLR_STAFF_PAGE/COLUMBIARIVER_Phelps/Artwork%20Critique%20Form.pdf (Art critique form)
Student Resources:	http://www.nytimes.com/pages/arts/index.html?adxnnl=1&adxnnlx=1386173693-MmewsAwfiJQ+5X0jTTTDCA (New York Times Arts)

Assessment:	Students will analyze and describe intended meaning in the transformation of symbols, language, phrases, icons, etc in a piece of Pop Art. Students will use their journals/sketchbooks to construct and argument or persuasive art critique. Sketchbooks and journals allow for demonstration through learning that elicits depth and complexity due to the organic nature of the format. Teachers may wish to provide students with a template for the entry. http://www.u-46.org/cnt/docs/Argument%20Writing%20Template_1.pdf (Argumentative writing template) http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf (Persuasive writing template) http://portalsso.vansd.org/portal/page/portal/Staff_Portal/Staff_Pages/COLR_STAFF_PAGE/COLUMBIARIVER_Phelps/Artwork%20Critique%20Form.pdf (Art critique form)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students will be provided with a series of specific questions to respond to http://www.goshen.edu/art/ed/critiqueform.html (Artwork Critique form)	Students may respond to questions in oral format
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students provided with a professional critique to review http://www.proartcritique.com/index.php?option=com_content&view=article&id=8&Itemid=225 (Sample professional art critiques) http://www.goshen.edu/art/ed/critique1.html (Site that provides guidance and resources for Successful Art Class Critique) http://artsedge.kennedy-center.org/educators/how-to/tipsheets/art-crit-made-easy.aspx (ArtsEdge Tip Sheet on art critiques)	Students may write an article critiquing artwork
Critical Content:	• The relevance of the re-interpreting of symbols and objects	
Key Skills:	• Analyze and describe intended meaning in the transformation of the artwork	
Critical Language:	Art review, critic, critique, re-interpretation, contextualization	