

POP ART ASSIGNMENT

Grade 10 Art Assignment

Guiding Questions:

1. What are some characteristics of the Pop Art Movement?
2. Could Pop Art Movement survive today? Why or why not?

Your assignment:

Create painting using contour drawing skills of popular person or object using a monochromatic colour scheme.



Objectives (and procedures)

1. Each student will identify eight value changes on a monochromatic value scale.
2. Each student will construct a 'colour' value scale - monochromatic – model with paint.
3. Students will design a pop art portrait or object painting utilizing five value changes. (Three day project.)- 12"X18"
4. Students will learn and understand the Pop Art movement and the artist's involved. Discuss issues that face artists today when painting celebrities and trademarked goods. i.e. Obama portrait- Artist Shepard Fairey
5. Students will research and write about how Pop Art is being used today and whether or not it is a viable art movement or has it shifted into the realm of commercial art entirely. (To be done as homework)
6. Students will locate a photograph that can be used for their subject matter. To be done as homework. They will also discuss copyright issues.
7. Students will draw and enlarge their portrait choices to an 12 x 18" piece on white paper.
8. Students will distinguish 5 light to dark values in their image.
9. Students will paint their portraits utilizing their color choice in a Monochromatic or tonal (gray) Value Scale.
10. Students will make critical judgments towards one another's art pieces, critiquing and evaluating each piece.
11. Students will verbalize through a written paragraph: Artist Statement -describing the concepts learned and relevance to a Modern Pop Art Movement.

Gallery from Ken Schwab's students, Leigh High School



Art Rubric for Beginning Draw, Paint, and Design: Pop Art

Weak Basic Proficient Strong
1 2 3 4

Standards	Criteria	Mark
Creative expression	1. Student demonstrated ability to create a value scale painting utilizing the elements (line, color, value, shape) and the principles (balance, emphasis, contrast, unity) of design.	1 2 3 4
Connections, Relationships, Applications	2. Student demonstrated their understanding of a monochromatic color scheme; representing a tint, mid-value, and shade. 5 Values in all.	1 2 3 4
Creative Expression	3. Craftsmanship was evident; project was free of smudges, folds, creases, and tears.	1 2 3 4
Artistic Perception	4. Student was able to present piece in front of the class and using art terms learned discuss the creative process. Student was also able to use critical thinking in assessing their own as well as a fellow students' project.	1 2 3 4
Work skills	5. Student was a self- directed learner, managing time and resources efficiently to accomplish goals.	1 2 3 4
Work skills Aesthetic Valuing	6. Student was an informed thinker, using creative strategies in identifying and making decisions to solve problems	1 2 3 4

Expected School wide Learning Result (ESLR)

Evaluation of Learning Objectives

1. Did each student create a monochromatic value scale gradually shifting from its lightest value to its darkest?
2. Did students learn and understand the Pop Art movement and the artist's involved?
3. Did students research and write about how Pop Art is being used today and whether or not it is a viable art movement or has it shifted into the realm of commercial art entirely? What artists did they find? Could the Pop Art Movement survive today? Why or why not?
4. Did each student design a pop art portrait painting where they separated light, mid, and dark values?
5. Did each student draw and enlarge their portraits through drawing techniques taught in class...proportion, contour, upside down etc...
6. Did students divide the portraits into five basic values; one representing a very light value, one mid-light, one a mid mid dark, and darkest shade? Did they exhibit craftsmanship in painting these value changes on their portraits?
7. Did students will make critical judgments towards one another's art pieces critiquing the success or failure of the assignment? Standard to be taught is aesthetic valuing; responding to, analyzing, and making judgments about artworks.
8. Did students verbalize through a written paragraph; Artist Statement describing the concepts learned and relevance to their growth as an artist
9. Extension: Students will design their own art project utilizing the concepts and ideas learned. (one class period)
10. Extension: - Try Pop Art Digitally - Here is a [Lichtenstein Inspired Portrait Tutorial](#)

Copyright issues

"A release is not needed to use a person's name or image for informational purposes. An informational (or "editorial") purpose is anything that informs, educates or expresses opinions protected under the First Amendment of the United States Constitution (protecting freedom of speech and of the press)"

http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter12/12-b.html

Students need to know that making a painting from a photograph is considered a derived work and is a violation of copyright. Andy Warhol (and/or his estate) was sued for using photographs without permission. Other artists have been sued for using photographs (Robert Rauschenberg and Jeff Koons, for instance). Fair Use is a defense as students are using the photographs for educational purposes - but is not a given. If you don't want to have students write permission letters, then perhaps it would be better to do this as a self portrait lesson (Warhol also made many self portraits). Students do have the right to make a portrait of anyone they wish using any sources they wish (for personal use) - they don't have the right to display the work or publish it (like on a school web site). A school would not be sued for displaying the work should it be discovered, but they could be asked to remove the image from the web site. It is far easier to apologize than get permission. Most of my letters sent asking permission over the years have gone unanswered. It should be noted too that most licensing agreements do ask to see a sample of the finished art work (thus granting permission to make the work of art). Do your lesson - but include the copyright lesson, too. This lesson did motivate students. All were successful. It was a good skills lesson.

Note: There are now licensing agreements in place between the Warhol Foundation and estates/companies featured in Warhol's work. Warhol did not enter into such agreements himself, however. Warhol did have an agreement with Disney when he created his Mickey Mouse series. Warhol did not do Quaker Oats' Aunt Jemima when they threatened a lawsuit for trademark infringement. Warhol made his own "mammy" using a model. If you would like sources for this information - contact Judy Decker. I will send you my web "wanderings" on the subject.

Permission has not been received from other celebrities pictured here. Their images will be removed if requested to do so. Johnny Depp photograph (top) used for inspiration ©2006 Walt Disney Pictures. The other Johnny Depp photograph (bottom) used is copyright 1990.