

Course Name	Design	Grade Level	9-12
-------------	--------	-------------	------

<p>Enduring Understanding (s): (Statements summarizing important idea(s) and core process(es) that are central to an art topic and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular area of art. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to art. These statements link two or more concepts.)</p>	<p>Prepared Graduate Competency (ies): (List, in bullet form, which Prepared Graduate Level Competency [ies] will be addressed in this lesson as it [they] relate [s] to the enduring understanding [s].)</p>
<p>Popular culture can <i>influence</i> an artist’s inspiration to create an artwork that is relevant and personal.</p> <p>An artist’s personal expression <i>determines</i> the composition he/she uses to create an artwork.</p>	<p>Comprehend:</p> <ul style="list-style-type: none"> ➤ Make informed critical evaluations of visual and material culture, information, and technologies ➤ Analyze, interpret, and make meaning of art and design critically using oral and written discourse <p>Reflect:</p> <ul style="list-style-type: none"> ➤ Use specific criteria to discuss and evaluate works of art ➤ Critique personal work and the work of others with informed criteria ➤ Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information <p>Create:</p> <ul style="list-style-type: none"> ➤ Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design ➤ Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies <p>Transfer:</p> <ul style="list-style-type: none"> ➤ Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts ➤ Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas

Objectives/Outcomes/Learning Targets: Student will be able to... (Measurable)

(Aligned to: Bloom's-Standards-GLEs/ and, when appropriate, Numeracy, Literacy and Technology. Should be written as: Objective. Bloom's: ____ - Standard: ____ - GLE: ____ . Numeracy, Literacy, and/or Technology)

The student will be able to compare and contrast his/her work to that of Andy Warhol, discussing subject matter, technique and color. (Bloom's: Evaluating, Standard: Transfer, GLE: The work of art scholars impacts how art is viewed today)

The student will be able to apply, identify and justify the four color schemes he/she used in his/her painting. (Bloom's: Understanding, Standard: Reflect, GLE: Reflective strategies are used to understand the creative process)

The student will be able to choose a popular culture symbol or personal interest image and create an effective composition using that symbol or image four times. (Bloom's: Creating, Standard: Create, GLE: Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas)

The student will be able to utilize the technique of painting in order to create an artwork that is clean, neat, includes layering, and demonstrates knowledge of mixing paint. (Bloom's: Applying, Standard: Comprehend, GLE: Art and design have purpose and function)

Pre-Assessment: (Hint-Turn objectives into questions.)

(This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/objectives of the lesson. Be specific in describing what you would recognize as proficient skill/knowledge.)

1. Name an object or a person that Andy Warhol made artwork of:

2. Name some cool colors _____

3. Name some warm colors _____

4. Define the following color schemes:

Monochromatic _____

Analogous _____

Triad _____

Tetrad _____

5. What is something that you are struggling with in painting?

Accommodations and modifications:

(Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives. The curriculum does not change; access, process and product are reconsidered. NOT about doing more or less.**)

- Students will be given specific instructions and will be given extra help if needed.
- Students will be encouraged to complete paintings with neatness and accuracy.
- Students will be given 3 workdays to complete the project. They may work on it outside of class if they are not able to finish. It will be due a week after the last work day.
- Students will also have a paraprofessional present during class time to work one on one with them
- Students who finish early will have the opportunity to outline their design in sharpie, start a new painting, or create an artwork of their choice

Vocabulary/Literacy Integration:

(List terms specific to the topic and describe how literacy is integrated into the lesson.)

Pop art, popular culture, consumerism, screen print, lithographs, triad, warm colors, cool colors, analogous, monochromatic, tetrad

- Students will be asked to take notes on the color schemes and Andy Warhol Powerpoint
- Students will be asked to write comparing and contrasting their work to that of Andy Warhol
- Students will be able to articulate the color schemes they used and why they used those color schemes

Materials:

(Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**)

- Paint palettes
- Paint brushes
- Water cups
- Paper towels
- Pencils
- Paper
- Paints- Green, Orange, Purple, Red, Yellow, Blue, Black, White
- Ruler
- Sketchbooks

Resources:

(**List** all visual aids and reference material (books, slides, posters, etc.) Be specific; include title, artist, etc. Make reference to where the material can be found. (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**)

- Images of Andy Warhol prints
- Images of Van Gogh paintings
- Color Wheel

Preparation:

(What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**)

- Make an example of the painting to use for demonstration and to see any issues that come up during the process.
- Set out supplies appropriate to what students will be working on that day
- Get power point ready

Safety:

(Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**)

- Students should be mindful about where they are putting their supplies and try to minimize spills and hazards
- Students will be encouraged to wash hands to remove any paint
- Students will be encouraged to wear painting shirts

Action to motivate/anticipatory set:

(Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? What inquiry questions will you pose? Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: presenting a skit, telling a story, posing a series of questions, role-playing, etc.)

1. **There will be small squares of paper at each table. One person at the table pick something to draw, everyone at that table draws the same thing, they then hand their papers to main person to sign.**
2. **How do you feel about this? Is that person the artist because they came up with the idea?**

Ideation/Inquiry:

(Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions and processes you will engage students in to help them develop ideas and plans for their artwork.)

Students will be asked to list or think of list of things that they are interested in or any pop culture icons that they think are interesting. Students will then choose something that appeals most to them and they will create a composition using those images.

Procedures: (Align with instructional methodologies and approximate times for instruction.)

Give a detailed account (**in bulleted form**) of how you will present the lesson logically and sequentially (**include approximate time for each activity**). Include motivation and ideation/inquiry where appropriate.)

Day 1:

3. Students will come in and sit down at their seats, they may get out any supplies like a sketchbook if they need to.
4. Students will then be asked to take out their sketchbooks and something to write with
5. There will be small squares of paper at each table. One person at the table pick something to draw, everyone at that table draws the same thing, they then hand their papers to main person to sign.
6. How do you feel about this? Is that person the artist because they came up with the idea?
7. Explain that Andy Warhol did this in his career, he would create something and then others would make prints of his work and he would sign them.
8. We're going to talk about Andy Warhol, remember to write down three facts during the powerpoint that you find interesting, or if you hear something I say and find it interesting.
9. Often used images of popular culture in his artwork. However, this also made him very controversial.
10. Was interested in consumerism and mass production so he created art that spoke to that.
11. Why do you think he would pick Campbell's soup? How do you feel about these? Do you like them? Dislike them? Why?
12. Came to CSU as a speaker and signed the Campbell's soup can. Is it his?
13. Does anyone know what that top image is of? What kind of car is this? Has anyone seen these food sticks? Would these be effective now?
14. Andy was a successful designer, some of his earlier work has been on pawn stars. How do you think this could have influenced his artwork?
15. Does anyone know what Brillo pads are? What is Andy Warhol trying to convey?
16. What do you think an event would be that Andy Warhol would make an artwork about now?
17. Do You think it was important that Andy used easily recognizable images?
18. Who is this an image of? Why would Andy choose to reproduce this image?
19. Who is this an image of? Who is someone he might make an image of now?
20. This is probably one of his more famous images, who is this?
21. Why would he multiply the image?

22. How does this image speak to his other artworks?
23. Who is this an image of? Were going to create paintings using popular culture imagery/interests. Something we really want to think about is why we choose certain images/icons, and how we place them. Would this be as interesting without the sunrays in the background?
24. What kind of colors are in the top left? (complementary)
25. When we think of composition, we want to think of flipping the image, how large the image is, and what kind of space it has. Does anyone remember positive and negative space? Does this image have a lot of negative space?
26. Does this image have a lot of negative space? What did this person do to make the painting more interesting? Do you think they left the background white with no paint? The actually painted it white to match the texture.
27. This person incorporated their own personal interests into an image that they created.
28. For this project we are going to find some imagery that is interesting or a part of pop culture. That image should then be traced onto a 9 inch by 12 inch sheet of tracing paper. Once done, move the image around to find a composition that is interesting to you.
29. Outline the image in sharpie. Trace the image onto the onto poster board 4 times using the light box or a window.
30. The requirements are that you need to repeat the image four times. It will eventually include 4 different color schemes. The final should be neat and thoughtful.
31. Either think or write down some of your interests. Either use a computer or print out from library to trace your image onto the tracing paper. The image must be approved before you start tracing on the large paper. Do not choose something too difficult and detailed, and do not choose something that has a single, simple image in the center. Consider combining images. Need to do at least two tracings! Choose one.
32. Does anyone have any questions?
33. Students may start looking for images, they must write their name on the board if they leave to go to the library. Tracing paper will be at the front, pencils and sharpies in the kit.
34. At the end of class, students will be asked to clean up their supplies, put their folders in the drawers, and push in chairs.

Day 2:

1. Students will come in and get out their sketchbook, a pencil, and their tracings that they have started so far.
2. Before students get started they will be asked to sit in their sits and take a few minutes to look at the powerpoint.
3. Does anyone remember what a composition is?
4. So as you are working on your project, continue to consider how you are addressing the composition.
5. So here we have some examples of different compositions. In the top left, the object is placed in the center, and that can be interesting sometimes if it has a purpose for being in the center. The problem with this is our eye gets stuck in the middle.
6. The next one, the tree is moved so we have a balance of negative and positive space. Our eye moves from one side to the other.
7. Decreasing or increasing sizes really lets us only move our eyes from one side to the other.
8. Now there are variations of sizes on either side of the page, but nothing is going off.
9. Objects should not “kiss” the edge but they should have space to breathe.
10. In this image we have things going off the edge and different sizes of objects.
11. Here are two different ways to fill in space, one has clouds going off the page and the other uses a frame to hold everything in.
12. Here we have a figure placed on the left and then a crossing design to offset it.
13. These two are very different in that one is very symmetrical, what is symmetrical?
14. The other is asymmetrical, what is asymmetrical? Is one more successful than the other? How are these two alike?
15. After students have looked at the presentation, they will be shown the next steps to their project. One they have two sketches and one is approved, they may go out to the commons to start tracing on the windows. They will need tape and a pencil.
16. They will need to draw the image 4 times and flip it if they need to. Their tracing paper image should be outlined in sharpie to make it easier to see.
17. Students will be asked to consider their composition.
18. If students leave to trace their images they need to write their name on the board and what time they left.
19. Students who finish by the end of class may start painting one of their squares with complementary colors since they have already learned that.

Day 3:

1. Students will continue to work on their tracing projects. They will be told that they have two more class periods to finish tracing and then it is homework.
2. Before they start tracing, they will be shown the color theory PowerPoint and take notes on the color scheme.
3. Here are the warm colors which would be red, orange, and yellow, they are going to be on one side of the color wheel.
4. Does anyone remember the artist we were looking at when we looked at the color wheel? This is another Van Gogh painting, where do you see warm colors?
5. Where do you see warm colors in this painting? What other color scheme could this be that we have learned about before?
6. These are the cool colors, blue, green and purple, these are going to opposite from our warm colors.
7. Where do we see colors in this painting?
8. Monochromatic uses tints and shades of just one color. What is a tint? What is a shade?
9. How his Van Gogh using monochromatic colors in this painting?
10. Does anyone remember what happened when you added black to yellow? So would this still be monochromatic?
11. Analogous colors are going to 3-4 colors next to each other on the color wheel.
12. What do you think the analogous colors are going to be in this painting?
13. What are the analogous colors in this painting?
14. Complementary colors are... can someone name complementary colors that we have not discussed yet?
15. Here is an example where Van Gogh is using complementary, along with 2 more paintings.
16. Triad is using three colors distant from another on the color wheel as well as tetrad being the same only with four colors. We don't want the majority of colors to just be on one side of the color wheel.
17. Can someone name the colors used here, is it triad or tetrad, how do you know?
18. Remind students that they will need to incorporate 4 different color schemes into their painting. They should write the name of the color scheme on the back of the painting.
19. Students will continue to work and some may start painting.
20. Students should clean up at the end of class and put their folders away.

Day 4:

1. Students will continue to work on their tracing on their large pieces of paper.
2. When tracing they should always be thinking about their composition.
3. Students may go out into the commons and trace as long as they have their name up on the board.
4. When students have finished tracing, they may start to paint.
5. They need to decide which 4 color schemes they are going to use, they should all be different. They can write on the back what they are going to do in each section so that they can refer to the back.
6. Students will need to get paint, this time they may use the purple, green, and orange containers of paint.
7. Ask students the following:
 - What is going well?
 - What are you struggling with?
 - What do you like about paint?
 - What do you not like?
 - Do you have a favorite? Why?
 - How is this different/similar to Andy Warhol?
 - Why did you chose the imagery you did?
 - How did you decide on that composition?
8. Students will paint until five minutes until the end of the class and then they may start cleaning up.
9. They will need to throw away paper towels, clean out their brushes, put away folders and clean up their area.

Day 5:

1. Students should start their paintings and be reminded about the care of supplies.
Where do the paints go?
How do you clean your brush?
Does this bottle look like it has been taken care of properly? These brushes?
1. They need to decide which 4 color schemes they are going to use, they should all be different. They can write on the back what they are going to do in each section so that they can refer to the back.
2. Students will need to get paint, this time they may use the purple, green, and orange containers of paint.
3. Ask students the following:
What is going well?
What are you struggling with?
What do you like about paint?
What do you not like?
Do you have a favorite? Why?
How is this different/similar to Andy Warhol?
Why did you chose the imagery you did?
How did you decide on that composition?
4. Students will paint until five minutes until the end of the class and then they may start cleaning up.
5. They will need to throw away paper towels, clean out their brushes, put away folders and clean up their area.

Day 6:

“Work Day” – Same as above

Day 7:

“Work Day” – Same as above

Day 8:

“Work Day” – Same as above

Day 9:

“Work Day” – Same as above 2 DAYS LEFT

Day 10:

“Work Day” – LAST WORK DAY

Day 11:

1. Students will take out their paintings and put them on their desks.
2. Students will then get out their sketchbook and something to write with.
3. Tell students that today we are going to be reflecting but first we are going to do something a little different.
4. Have students look up at the projector screen and they will see the following: How to be an Explorer of the World. Show students the book and explain what it is. It’s a book of exploration ideas to get you to look at the world a little differently.
5. Your mission is to document and observe the world around you as if you’ve never seen it before. Take notes. Collect things you find on your travels. Document your findings. Notice patterns. Copy. Trace. Focus on one thing at a time. Record what you are drawn to.
6. What you are going to do is pick one of the following:
EXPLORATION #10: CHOOSE ONE THING
Choose an everyday object. Look at the top half for 10 minutes. Record everything you see there. Then do the same for the bottom half. The longer you look, the more you will see.
 - Be very specific, you can try drawing the object as well. “ If something is boring after 2 minutes, try it for four. If still boring, then eight. Then sixteen, then thirty two. Eventually one discovers that it is not boring at all.”EXPLORATION #36: TRUTH ABOUT INANIMATE OBJECTS

Capture the hidden life of inanimate objects you find. What do they do when there are no people around? Track their activities and social interactions. You may have to do undercover for this.

- You may want to draw your objects, pay really close attention and be very descriptive. Be creative, there is not right way or wrong way, just let go.

EXPLORATION #57: THOUGHT EXPERIMENTS

Einstein used “Thought experiments” (questions that can only be solved using the imagination), on a regular basis. He actually formulated the special theory of relativity by asking the question, “What would it be like to travel on a beam of light?” It is interesting to conduct these thought experiments in the midst of everyday life.

- What if little elves lived on the roof and only came out at night? What if I had the power of invisibility? Draw pictures that could along with your images. Fill up the page!

7. The rules are: you must work for 20 minutes. You cannot just sit in your sit and you need to work independently, work away from people that you think could be distracting for you. We are going to be completely quiet because you are just going to be in your own thoughts. Does anyone have any questions?
8. Take the next minute to decide which one you are going to do, and then find a spot to sit in the room, you can take your stool.
9. Students will then go around the classroom and choose something that they want to work on. Students should be quiet when they get started. I will tell them know that I will start the twenty minutes and let them know when there is 10 minutes and 5 minutes left.
10. When students are done they can return to their seat with their sketchbooks.
11. Have students answer the following: Was this weird for you? Did you like this? Not like it? Would your exploration be considered a reflection?
12. So here is the definition of reflection, a thought idea, or opinion formed or a remark made as a result of meditation, consideration of some subject matter, idea, or purpose. Does this seem like what you just did?
13. I know some of you are like ahhhh reflection, but honestly you are doing it all the time. When you are thinking to yourself you are reflecting, when you make adjustments you are reflecting. If I just give you a project and do it but don’t think about it what are you doing, what are you learning?
14. I will hand out rubrics to students and tell them to not worry about the rubrics but instead turn it around and on the back answer the following in complete sentences. 1. How do you think you improved throughout the process? If you were to do this again , what would you do differently? Why did you choose the imagery you did? Why is it important to your artwork? How is your artwork similar or different to that of Andy Warhol?
- 15.

Student reflective/inquiry activity:

(Sample questions and activities [i.e. games, gallery walk, artist statement, interview] intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Students will be asked to write a reflection thinking about their artwork

1. This project we looked at Andy Warhol, how do you think your artwork is similar to his? How is it different? Think about the texture, colors, subject matter, objects, composition, and audience.
2. Why did you choose the images you did? Why are they important to you? Are they important to society? Would someone recognize the image in 20 years?

Post-Assessment (teacher-centered/objectives as questions):

(Have students achieved the objectives and grade level expectations specified in your lesson plan?)

Post-Assessment Instrument:

(How well have students achieved the objectives and grade level expectations specified in your lesson plan? Rubric, checklist, rating scale, etc.)

Can the student compare and contrast his/her work to that of Andy Warhol, discussing subject matter, technique and color?		20-18 pts	17-14 pts	13-10 pts	9-0 pts
	Color Schemes	Student used 4 four different	Student used 4 four different	Student used 2-3 different	Student used 0-1 different

<p>Can the student apply, identify and justify the four color schemes he/she used in his/her painting?</p> <p>Can the student choose a popular culture symbol or personal interest image and create an effective composition using that symbol or image four times?</p> <p>Can the student utilize the technique of painting in order to create an artwork that is clean, neat, includes layering, and demonstrates knowledge of mixing paint?</p>		color schemes effectively and can identify and justify each	color schemes somewhat effectively and can somewhat identify and justify each	color schemes and can somewhat identify and justify each	color schemes and could not identify or justify any
	Composition	Student created an interesting and unique design with an apparent pop culture icon/interest. Tried different possibilities and problem solved	Student created a somewhat unique design with a pop culture icon/interest. Tried different possibilities and problem solves	Student created a design with a pop culture icon/interest but did not attempt to make it unique. Did not try other possibilities or problem solve	Student did not choose an appropriate design and did not try other possibilities or problem solve
	Technique	Application is clean and neat, even layering and adequate mixing of paint	Application is somewhat clean and neat, mostly even layering and adequate mixing of paint	Application is not very clean and neat, some even layering of paint, attempted mixing of paint	No attempt at clean or neat application, no evidence of even layering or attempt at mixing paint
	Compare/Contrast	Student made several (3) thoughtful connections between own work and that of Andy Warhol	Student made several (3) somewhat thoughtful connections between own work and that of Andy Warhol	Student made some (1-2) connections between own work and that of Andy Warhol	Student did not make any connections between own work and that of Andy Warhol
	Effort	Comes to class fully prepared, works all class, positive attitude	Comes to class mostly prepared, works almost all class, positive attitude	Comes to class somewhat prepared, works part of class, doesn't always have a positive attitude	Does not come to class prepared, chooses to not work during class, doesn't have a positive attitude

Self-Reflection:

After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

1. I think that to an extent the first objective was met although some students didn't go into as much detail. They looked mostly at the subject matter and some students had some insightful feedback such as "My work is different than Andy Warhol because his was controversial and mine is not." A lot of students found that their work was similar in that they used different color schemes in their paintings. The second objective was met by almost all students because they were required to write on the back what color scheme they used in that square and then justify why it was that color scheme. The third objective was achieved by many students because a lot of them have several different interests and they were easily able to choose an image that was interesting to them. Some of the students struggled with mixing paint and painting, some students were frustrated, but they grew immensely through the process. One student was able to physically see his brush control improving from one square to the next.
2. If I were to do this again, I would have them practice color mixing and brush techniques on something smaller, more like experiments, and then I would have them choose an artist that they would find really anywhere, and then they would create a painting that is influenced by that artist, whether it was content, subject matter, color, or technique. I think that this would really make the lesson more engaging and students could find an artist that they could really relate to. It would also allow them to paint how they wanted to after they had learned all of the techniques.