Lesson Title: Positive/ Negative Warhol

Subject: Art 1

Content Area: Visual Arts

Time to Complete: 3 Classes

Essential Question: How can we create “Pop Art” today?

Task Description:

1. Pick out a photo shopped celebrity to do.
2. Trace the black areas of your celebrity.
3. Using graphite papers trace the photo four times.
4. Paint: two of them should be in positive form and two of them in negative form.

*Goals*

1. Creative Expression. Students will develop and expand their knowledge of visual arts media, techniques, and processes in order to express ideas creatively in their artworks.
2. Aesthetic Perception/Creative Expression. Students will demonstrate knowledge of the elements and principles of design and show an aesthetic awareness of the visual and tactile qualities in the environment that are found in works of art.
3. Creative Expression/Aesthetic Valuing. Students will use a variety of subjects, symbols, and ideas in creating original artwork and will evaluate the use of these elements in the artworks of others.
4. Historical and Cultural Perception. Students will demonstrate a knowledge of artists, art history, and world cultures and will understand how the visual arts reflect, record, and shape cultures.
5. Historical and Cultural Perceptions/Aesthetic Valuing. Students will use thorough analysis, interpretation, and judgment to make informed responses to their own artworks and those of others.

*SC State Standards (Grades 9-12)*

I. Understanding and applying media, techniques, and processes

Students will

1. Communicate ideas through the effective use of media, techniques, and processes in their artworks.
2. Apply media, techniques, and processes with skill, confidence, and sensitivity sufficient to make their intentions observable in their artworks.
3. Demonstrate the skillful, safe, and responsible application of a variety of media, tools, and equipment.

II. Using Knowledge of structures and functions

Student will

1. Identify and describe the interrelationships among the elements and principles of design that communicate a variety of artistic perspectives and purposes.
2. Create artworks that use appropriate structures and functions to solve specific visual arts problems.
3. Evaluate the effectiveness of artworks in terms of structure and function.

III. Choosing and evaluating a range of subject matter, symbols, and ideas

Students will

1. Make personal choices and formulate interpretations regarding symbols, subject matter, ideas, and expression in artworks.
2. Use the appropriate art vocabulary and concepts to make and defend aesthetic judgments about the validity of the source and content of their own artworks and significant artworks of others.

IV. Understanding the Visual Arts in relation to history and cultures

Students will

1. Describe how the subject matter, symbols, and ideas in various artworks are related to history and culture.
2. Explain how a variety of artworks, artists, and visual arts materials represent and reflect the history and culture of SC.
3. Describe the function and explore the meaning of specific artworks from various cultures, periods, and regions of the world.

V. Reflecting upon and assessing the merits of their work and the work of others

Students will

1. Analyze the intention of the artist in a particular work and justify their interpretation of that intention.
2. Make complex descriptive, interpretive and evaluative judgments about their own artworks and those of others.

Instructional Objectives

To create a contemporary piece of pop art (rubric)

To understand what positive and negative space is (Artist statement)

To understand the idea of pop art (quiz)

Materials, Tools, and Equipment

12 X 18 white paper, graphite paper, photo shopped celebrity, sharpie

Vocabulary

Elements of Design (line, shape, form, color, value, texture, space)

Principles of Design (balance, rhythm, movement, contrast, emphasis, pattern, unity)

Technology Integration – Using Photoshop