2021- Unit 4: Pop Art Portraits

Content Area: **Fine and Performing Arts**
Course(s): **Exploratory Art**
Time Period: **September**
Length: **10 Days**
Status: **Published**

Standards/Indicators/Student Learning Objectives (SLOs):

VA.6-8.1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
VA.6-8.1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
VA.6-8.1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
VA.6-8.1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
VA.6-8.1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
VA.6-8.1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
VA.6-8.1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
VA.6-8.1.5.8.Re8a	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
VA.6-8.1.5.8.Re9a	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
VA.6-8.1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
VA.6-8.1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
VA.6-8.1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

Career Readiness, Life Literacies, and Key Skills:

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready

	individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
WRK.9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
TECH.9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
	There are variety of resources available to help navigate the career planning process.
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
	There are ethical and unethical uses of information and media.
	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Essential Questions:

[Essential Question] - How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Enduring Understandings:

[Enduring Understanding] - People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

- Pop Art was a reactionary art movement to the commercialization of art as mass production, advertising, and celebrity took hold of popular culture.
- Pop Art is a controversial art style due to it's imitation rather than it's originality.
- Andy Warhol and Roy Lichtenstein are two of the most famous Pop Artists.
- Pop Art is a movement in modern **art** that imitates the methods, styles, and themes of popular culture and mass media, such as comic strips, advertising, and science fiction.
- Pop Art uses repetition, bold colors, exaggeration, and parody in its treatment of subject matter.

Lesson Titles:

Lesson 1: Intro to Pop Art and famous Pop Artists

Lesson 2: Pop Art as political/societal commentary; Critique the movement

Lesson 3: Paraody in Art: Roy Lichtenstein

Lesson 4: Color Theory Properties

Lesson 5: Creating a Pop Art Portrait

Inter-Disciplinary Connections:

LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
MA.7.G.A	Draw, construct, and describe geometrical figures and describe the relationships between them.
MA.7.G.A.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Equity Considerations

Asian American Pacific Islander Mandate

Topic: AAPI Pop Artists

Featured figures - Introduce students to prominent AAPI Pop artists like Philip Chen, Yayoi Kusama, Takashi Murakami, and Ching Ho Cheng. Showcase their unique styles, thematic interests, and contributions to the Pop Art movement.

Topic: Cultural influences - Explore how AAPI artists often incorporate elements of their cultural heritage, tradition, and personal narratives into their Pop Art pieces. Compare and contrast their approaches with Western Pop artists.

Topic: Global perspectives - Discuss how AAPI Pop artists challenge dominant narratives and offer diverse perspectives on consumerism, social issues, and popular culture through their work.

 Addresses the Following Component of the Mandate: The political, economic, and social contributions of Asian American Pacific Islanders, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

[National Museum of Asian Art](#)

[Takashi Murakami](#) - Japanese contemporary artist known for his colorful Superflat style, blending traditional Japanese motifs with anime and popular culture references.

[Asia Art Archive](#)

LGBTQ & Disabilities Mandate

Climate Change Mandate

Holocaust Mandate

Amistad Mandate

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:
- Students will define Pop Art
- Students will be able to identify the qualities inherent in Pop Art
- Students will be able to differentiate between Modern Art and Classical Art
- Students will collect and organize samples as inspiration for their work
- Students will create a grid to map out their work
- Students will sketch their Pop Art portrait
- Students will apply color using Primary Colors
- Students will evaluate and critque their work via a self-rubric

Modifications

ELL Modifications:
- Create alternate rubrics for assessments
- Focus on domain specific vocabulary and keywords
- Use real objects when possible
- Offer alternate/modify assignments and assessments
- Read aloud assessments-Repeat, reword, clarify
- Digital translators
- Use of online resources provided in both English and native language

IEP & 504 Modifications:
- Create alternate rubrics for assessments
- Offer alternate/modify assignments and assessments where possible
- Read aloud assessments
- Repeat, reword, clarify
- Use graphic organizers
- Use of online resources with instruction
- Use visuals

G&T Modifications:

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning
- Provide additional rigorous challenge problems for advanced students
- Modeling
- Refrain from having them complete more work in the same manner
- Determine where students' interests lie and capitalize on their inquisitiveness
- Encourage students to make transformations- use a common task or item in a different way
- Higher level discussion questions
- Student led/directed discussions

At Risk Modifications

- Guided notes
- Outlines & graphic organizers
- Study guides
- Academic Enrichment
- Modeling
- Non-verbal redirection of behaviors
- Retesting
- Review, restate, reword directions
- Slower pacing of materials
- Study guides
- Visuals

Technology:

-Chromebooks

-Promethean Board

-Google Classroom

-Google Slides

-Google Forms

TECH.8.1.8   Educational Technology: All students will use digital tools to access, manage, evaluate, and

	synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.8.C	Design: The design process is a systematic approach to solving problems.

Formative Assessment:

- Warm Ups- Is it Art?
- Anticipatory Set- Popular Culture and Commercialization
- Closure
- Class Discussions of Warm Ups
- Debates on Pop Art subject matter
- In Class Observations of project setup and work
- Socrative Quiz

- Anticipatory Set

- Closure

- Warm-Up

Summative Assessment:

- Pop Art Reaction Essay: What makes something "art?"
- Pop Art Portrait
- Peer Critique

- Alternate Assessment

- Benchmark

- Marking Period Assessment

Alternative Assessments:

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources & Materials:

Google Slides

Chromebooks/Internet

Drawing Paper/ Pencils/ Erasers

Markers

Rulers