

Instructional Unit Title: Pop Culture and Art

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.

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).

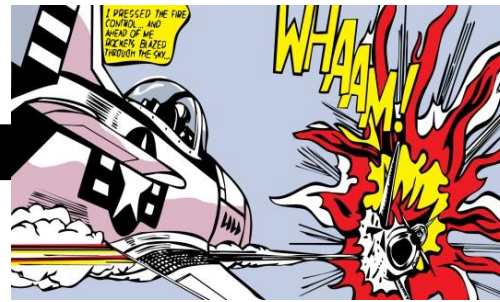


The teacher may introduce additional pop artists such as Andy Warhol to highlight color-relationship systems so that students can explore (and experiment with) the ways in which artists play with color to visually transform an everyday object into works of Pop Art.



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.

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.



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.

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.



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.

PERFORMANCE ASSESSMENT: 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.

This unit was authored by a team of Colorado educators. 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. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.