

## Food Pop Art

Grade Levels: 3<sup>rd</sup>- 5<sup>th</sup>



### Supplies:

- Sketch book or Paper for Sketching
- Pencil
- Eraser
- Drawing paper (8x10)
- Large Construction Paper (12x18)
- Printed Artist Statement paper
- Coloring Materials: crayons, coloring pencils, markers, pastels
- Plain paper for writing critique responses

### Standards:

Third	Fourth	Fifth
<b>VA3.CR.1</b> Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.	<b>VA4.CR.1</b> Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.	<b>VA5.CR.1</b> Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

Written by Madison Pritchard-Martenn

<p>a. Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images.</p> <p>c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).</p>	<p>a. Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images.</p> <p>c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).</p>	<p>a. Utilize multiple approaches to plan works of art, incorporating imaginative ideas, universal themes, and symbolic images.</p> <p>c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).</p>
<p><b>VA3.CR.2</b> Create works of art based on selected themes.</p> <p>a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.</p> <p>b. Create works of art emphasizing multiple elements of art and/or principles of design.</p>	<p><b>VA4.CR.2</b> Create works of art based on selected themes.</p> <p>a. Create original works of art that communicate values, opinions, and/or feelings.</p> <p>b. Create works of art emphasizing multiple elements of art and/or principles of design.</p>	<p><b>VA5.CR.2</b> Create works of art based on selected themes.</p> <p>a. Create original works of art that communicate values, opinions, and feelings.</p> <p>b. Create works of art emphasizing multiple elements of art and/or principles of design.</p>
<p><b>VA3.CR.3</b> Understand and apply media, techniques, processes, and concepts of two-dimensional art.</p> <p>a. Develop drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, tempera, watercolor).</p> <p>d. Develop and apply an understanding of color schemes to create works of art.</p>	<p><b>VA4.CR.3</b> Understand and apply media, techniques, processes, and concepts of two-dimensional art.</p> <p>a. Apply drawing and painting techniques with a variety of media (e.g. pencil, crayon, pastel, charcoal, tempera, watercolor, acrylic).</p> <p>d. Apply understanding of multiple color schemes to create works of art (e.g. monochromatic, analogous, neutral, complementary).</p>	<p><b>VA5.CR.3</b> Understand and apply media, techniques, processes, and concepts of two-dimensional art.</p> <p>a. Refine drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, charcoal, tempera, watercolor, acrylic).</p> <p>d. Refine knowledge of multiple color schemes to create works of art (e.g. monochromatic, analogous, neutral, complementary).</p>
<p><b>VA3.CR.5</b> Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.</p>	<p><b>VA4.CR.5</b> Demonstrate an understanding of the safe and appropriate use of materials, tools, and</p>	<p><b>VA5.CR.5</b> Demonstrate an understanding of the safe and appropriate use of materials, tools, and</p>

<p><b>VA3.PR.1</b> Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.</p> <p>a. Prepare works of art for exhibition with signature, title, and/or artist statement on finished work.</p> <p><b>VA3.RE.1</b> Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</p> <p>d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.</p> <p><b>VA3.CN.1</b> Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</p> <p>a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.</p> <p><b>VA3.CN.3</b> Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</p>	<p>equipment for a variety of artistic processes.</p> <p><b>VA4.PR.1</b> Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.</p> <p>a. Prepare works of art for exhibition with signature, title, and/or artist statement on finished work.</p> <p><b>VA4.RE.1</b> Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</p> <p>d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.</p> <p>VA4.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</p> <p>a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.</p> <p><b>VA4.CN.3</b> Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</p>	<p>equipment for a variety of artistic processes.</p> <p><b>VA5.PR.1</b> Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.</p> <p>a. Prepare works of art for exhibition with signature, title, and artist statement.</p> <p><b>VA5.RE.1</b> Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</p> <p>d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.</p> <p><b>VA5.CN.1</b> Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</p> <p>a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.</p> <p><b>VA5.CN.3</b> Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</p>
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## Learning Objectives:

- Use multiple materials in proper and safe ways.
- Sketch multiple ideas in the planning phase.
- Use personal opinions to choose art content.
- Learn about and emulate Pop Art style.
- Properly pair complementary colors.
- Writing persuasively.
- Write an artist statement that explains opinion and choices.

## Plan:

### Teacher Preparation

- Have student sketch books or sketching paper, pencil, eraser, and final product paper ready before the first day.
- The second day, have options available for coloring their artwork. Have artist statement paper printed and ready for students who finish coloring.
- The third day, coloring materials, artist statement papers, large construction paper, and glue sticks should be available.
- The fourth day, artist statement papers, large construction paper, and glue sticks should be available.
- Have ability to display accompanying slides for the lesson.

### Class Time

#### **Day 1**

Seat students and bring them to attention.

Share the Tate Kids YouTube video about Pop Art.

<https://www.youtube.com/watch?v=DhEyoDCTSDQ>



Introduce that they will be creating work inspired by Pop artist Andy Warhol.

Show students his work on the presentation.

Share they will be selecting their favorite food to be the subject of their work.

Ask students to briefly share some of their favorite foods.

Instruct that they have ten minutes to sketch their top 3 favorite foods.

Either give students materials or allow them to get a pencil, eraser, and sketchbook/paper.

Start timer and alert students that their sketch time has begun.

Supervise students as they work and give them time reminders.

At the end of the ten minutes, instruct students that they will now need to pick which of the three foods they would like to use for their artwork.

Instruct students that now they will begin working on their final product.

Pass out the 8x10 drawing papers and ask students to write their name on one side.

When each student has their paper and has written their name, demonstrate for students how to fold the paper to create four equal sections on the paper.

Explain that in each square they will draw their chosen food with a pencil. Each drawing should be the same, not changing angles, size, etc.

Ask students to raise a thumbs up if they understand what to do next.

Instruct students to begin and that this will be what they do for the remainder of class.

Supervise students as they work.

Give time reminders as students work to keep them on track.

Signal when it is time to clean up. Follow your classroom's designated clean up procedure.

Have students turn in their papers for tomorrow.

## **Day 2**

Seat students and bring them to attention.

Instruct that they will finish drawing their food with pencil and then will be allowed to color them.

Explain that they will use special color combinations, complementary colors, to make their food "POP".

Show students with the presentation that complementary colors are opposites on the color wheel, but together they create contrast and 'compliment' each other.

Instruct that students will color each square using a pair of complementary colors. There are three pairs, so the fourth square will be free choice.

With the presentation up still, review the pairs by asking students to tell you the 'match' to the color you call out. Let students raise their hand to answer. (Ex: So what color complements red? Which color pairs with blue?)

Before sending students to draw and color, ask them to raise a thumbs up if they understand and a hand if they need it explained again.

If no one needs another explanation, send students to collect their drawings and supplies.

Once students settle at their seats, instruct that they will spend this whole class period finishing the drawing and coloring the whole page with whichever materials they decide to use. (You can set out whichever coloring materials you would like.)

Monitor student progress and give time reminders.

Keep a close eye on students pairing the right colors together. If many students are not pairing complementary colors, stop working and review the instructions. Do not use their work as a negative example.

Signal when it is time to clean up. Follow your classroom clean up and turn in procedures.

### **Day 3**

Bring students in and gather attention.

Announce that today students should be getting close to finishing.

Instruct that they have three goals today.

One: Students will need to finish coloring their paper with complementary colors.

Two: Students will write an artist statement about their art and their favorite food.

Three: Students will glue their artwork and artist statement onto a large sheet of construction paper.

Summarize it as 1:color, 2:write, 3: glue.

Prompt students to raise their hand to say back to you what they will be doing.

"What will I do first?" "After I finish coloring, what will I do next?" "When I have colored and written, what will I do with those papers?"

Show students where the artist statement papers, construction papers, and glue are at.

Instruct that you will set a timer for ten minutes so students know when they should be done coloring.

Let students begin working.

Give time reminders and monitor progress.

At the end of the ten minutes, check to see how many students are still coloring.

Encourage those still coloring to do a "Focus Five" (timer for five minutes, no talk, just work). Signal when that five minutes is up for the students that it applies to.

Help students transition to the artist statement as necessary.

As students get ready to glue statements and artwork to construction paper, pause students and show them how they will need to lay their papers on the construction paper to make they both fit before gluing them down. Unpause work and allow students to continue working.

Help students as necessary and monitor progress. Give time reminders.

When it is time to turn in work, ask students to ‘sign’ their name and on the construction paper with a marker before turning it in as completed.

Signal clean up procedures and ensure students turn in their work.

#### **Day 4**

Bring in students and gather attention.

Ask if anyone is not complete or pass out papers to those whose work is not completed.

Instruct students that you will give them 5-10 more minutes to finish (you determine how much is needed).

Instruct other students will be able to free draw or read a book while the others finish.

When everyone is done, explain that you will be doing a walk around critique.

Students will leave their artwork at their spot. They will then walk to someone else’s work while the music plays. When the music stops, students will sit in the seat they are closest to. At that seat, they will write on a blank piece of paper one thing they like and one thing they do not like. Once everyone is done, the music will play and they will do the same thing again. Then, they will go back to their seats.

Check for understanding. Pass out blank papers and pencils to each spot.

Play music until students get a little bit away from their seat. Stop the music and instruct them to write one thing they like and one thing they don’t. Ask them to put them head down when they have done that, so you know they are done. When all students are done, play the music again and encourage students to walk away to a new artwork. Stop the music after a few seconds. Instruct students to sit and write one thing they like and one they don’t. After everyone has done that, ask if they want to do it again or go back to their own papers. They may go again or go back depending on the feedback.

When students are back to their own artwork, ask them to read what was said and talk about it with the table or a partner.

Walk the room and read some feedback and talk with students about what they read.

For the remainder of the class period you can start a new lesson, give free time, or instruct students to practice using complementary colors in a free drawing activity.

At the end of class, you can collect artwork and save it for an art show. Older students can be instructed to choose if they would like to keep their piece in their portfolio.

## Possible Accommodations:

- Visual Checklists at students' desks or tables. Presentation slides can also act as a visual checklist of tasks.
- Visual Timers for tasks.
  - (Pick an appropriate time based on your students age, development, and skills)
  - If you need to use your smartboard for a visual timer, you can print the presentation slides as posters or find a way to layer the timer window above the presentation's window. You may be able to use Canva, Classroomscreen, or similar applications to display the presentation instructions with a timer.
- You can provide a break between steps such as drawing and coloring, changing color pairs, coloring and writing, writing and gluing.
- Writing: Students who struggle with physical writing can be accommodated with a laptop and digital artist statement. You will have to print out their statement in between classes and let them glue it on. You could also have another student or yourself act as a scribe and let them verbally answer the prompts.
- If a walking critique is too much movement, stimuli, or there are students who cannot walk around the room, students can trade artworks with neighbors instead of walking to another spot.

Name: \_\_\_\_\_

Artwork Title: \_\_\_\_\_

What food did you choose? Why?

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What is your favorite complementary color pair? Why?

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Name: \_\_\_\_\_

Artwork Title: \_\_\_\_\_

What food did you choose? Why?

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What is your favorite complementary color pair? Why?

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