

Pop Art Lesson: Lichtenstein Onomatopoeia Words

Lesson Title	Lichtenstein Onomatopoeia
Grade Level	7-8th
Curricular Areas	Art
Time	~80 minutes
Materials/Resources	Acrylic Paint: Primary blue, red, and yellow, and black Pencils Small paintbrushes Dowel rods Heavyweight paper for painting Lichtenstein Powerpoint Presentation
Technology Used	Classroom computer Classroom projector Microsoft Powerpoint
Standard(s) of Learning	<p>Virginia Standards of Learning</p> <p>7.3 The student will apply in two-dimensional and three-dimensional works of art the elements of art and the principles of design, including line, shape, form, color, value, texture, space, proportion, rhythm, balance, emphasis, variety, and unity.</p> <p>7.9 The student will create two-dimensional and three-dimensional works of art, integrating the elements of art and principles of design.</p> <p>7.16 The student will identify styles and themes in contemporary and historical works of art.</p> <p>8.1 The student will create works of art that emphasize specific formal color relationships.</p> <p>8.13 The student will identify and analyze art and architecture from various world cultures, periods, or civilizations by styles, symbolism, and technological impact.</p> <p>8.22 The student will describe personal sensory responses to the visual qualities of a work of art, using appropriate art vocabulary.</p>
Specific Objective	TSW create a painting in the style of pop artist Roy Lichtenstein using primary colors and unique typography.
Bloom's Taxonomy Level	<p>Knowledge/Remembering TSW recall knowledge of color relationships and primary colors.</p> <p>Understanding/Explaining/Describing TSW explain his/her choice of word and style of illustration.</p>

	<p>Applying TSW use knowledge of Lichtenstein's style to create artwork.</p> <p>Analyzing N/A</p> <p>Evaluating N/A</p> <p>Creating TSW create a unique illustration of an onomatopoeia word by using elements of Lichtenstein's style.</p>
Multiple Intelligences Addressed	<p>Visual-Spatial Visual-Spatial learners will benefit from the projected images of Lichtenstein's work, to which TTW refer for direct teaching, and to which TSW refer for class discussion.</p> <p>Bodily-Kinesthetic N/A</p> <p>Musical N/A</p> <p>Interpersonal Interpersonal learners will benefit from working in groups to brainstorm onomatopoeia words to add to the class list.</p> <p>Intrapersonal Intrapersonal learners will benefit from time allocated to work independently.</p> <p>Linguistic Linguistic learners will benefit from questions TTW ask during direct teaching.</p> <p>Logical-Mathematical Logical-Mathematical learners will benefit from the discussion of color relationships and the reasons for using primary colors in this project.</p>
Differentiation	<p>TTW assist with independent work on paintings needed. Students who work faster will be encouraged to peer teach.</p> <p>TTW provide a completed example and list of onomatopoeia words for students as needed on an individual basis.</p>
Focus Activity	<p>Focus Activity: 5 minutes</p> <p>TTW project an image of Lichtenstein's work.</p> <p>TTW write instructions on the board for students to identify the colors and their relationship in the image.</p> <p>TSW answer the focus question in their daily journal/sketchbook.</p>
Direct Teaching/Modeling	<p>Direct Teaching: 20 minutes</p> <p>TTW present the Lichtenstein Onomatopoeia slideshow.</p>

	<p>TTW encourage class discussion of Lichtenstein's work.</p> <p>TTW present the directions for the project.</p> <p>TTW assist students in brainstorming a list of class words to write on the board for ideas to get started.</p>
Check for Understanding	<p>Q: Which colors can't be made by mixing other colors together? A: Blue, Red, Yellow</p> <p>Q: Which colors CAN be made by mixing other colors together? Which colors? A: Orange, Green, Violet. Red+Yellow = Orange, Yellow+Blue = Green, Red+Blue = Violet.</p> <p>Q: What are the dots in these Pop Art paintings called? Ben Day dots.</p>
Guided Practice	<p>TTW demonstrate using a dowel rod to make Ben Day dots.</p> <p>TTW demonstrate why it is important to paint color areas first, and add the black outlines last.</p>
Independent Practice	<p>TSW sketch at least three ideas in his/her sketchbook to be approved by the teacher.</p> <p>TSW select one idea and transfer to larger, heavyweight paper.</p> <p>TSW use one paint color at a time to fill in areas behind lettering, as well as the lettering.</p> <p>TSW fill at least one area with Ben Day dots.</p> <p>TSW outline their painted areas with black paint and a thin paintbrush.</p>
Accommodations, if necessary	<ol style="list-style-type: none"> 1. Preferential seating during presentation. 2. Seating arrangement flexibility if a student is distracted by certain peers. 3. Larger paper and/or brushes if needed.
Closure (include estimated time for completion)	<p>Clean-up: 5-10 minutes</p> <p>TSW follow classroom procedures for cleaning up from painting.</p>
Evaluation/Assessment	<p>Formative: Assess student understanding through questioning throughout lesson.</p>
Source	<p>C. Morland</p>