**Andy Warhol Lesson Plan**

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**Unit/ title: Printmaking**

**Grade level: 5th Grade**

**Number of Students:**

**Lesson \_\_1\_\_\_ of \_\_\_1\_\_**

**Lesson title: Pop Art and Printmaking with Andy Warhol**

**Enduring Understanding:**

Students will define what is Pop Art and what is not, along with identifying and analyzing Andy Warhol’s screen prints. Students will question what craftsmanship and color relationships.

**Lesson Rationale and Summary**

Through this lesson, students will physically, mentally, and creatively understand the process of printmaking and transferring an image. Andy Warhol’s screen prints will expose students to another aspect of contemporary visual culture. Due to printmaking’s versatility, students can challenge their craft and envisioning with multiple prints of the same design.

**Summary:**

 •Students will interpret pop art and Andy Warhol’s prints.

 •Students will create and experiment with at least four different prints of the same design. Students will use simple printmaking techniques transferring their design onto a piece of colored paper from their foam stamp.

 •This lesson is personalized because students can draw anything pop culture (and appropriate) related, along with referring to social and cultural contexts for inspiration. The historical context of Andy Warhol and his screen prints will be discussed in a PowerPoint.

**Lesson Objectives with connections to State Standards**

**The students will** (number these):

**• Discuss Andy Warhol and pop culture (**2PE Identify and communicate how historical and cultural contexts influence ideas that inform artists)

**• Experimentation in multiple prints and demonstrates improvement (**1PR Integrate observational and technical skills to strengthen art making)

**• Discuss interests and impact (**4RE Communicate how personal artistic decisions are influenced by social, environmental and political views.)

**• Analyze Andy Warhol’s methods and organization in his work, notice the repetition and how it makes the viewer feel (**5PEFocus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works.)

**Content vocabulary:**

Pop Art – art made from or inspired by commercial items and advertising in social and cultural contexts.

 Andy Warhol – A pop art printmaking artist.

 Printmaking – the process and act of transferring an image multiple times to paper with ink

**General vocabulary:**

 Composition – the layout of your image

 Cool – colors that are blue, green, and purple

 Warm – colors that are red, orange, and yellow

Complementary – colors that are across each other on the color wheel

**Instructional terms:**

 Brayer – the rolling tool used to charge and apply the ink to the foam

How to “charge” a plate of ink – using a brayer on the ink rolling until it is smoothly and evenly applied

**Planned Assessments**

**Pre-Assessment**

- Interest Survey of their favorite pop culture items (i.e. McDonalds, Campbell’s soup)

- Brief class conversation on their knowledge of printmaking

**Formative Assessment:**

* PowerPoint on Andy Warhol and contemporary printmaking artist
* Demo on printmaking: (explain that these steps happen after their design is finished) scratch into the foam with a dull pencil. Students may lay their paper drawing over top or sketch lightly on the foam before. Once the design is carved deep enough, they will cut it out. With supervised and assisted ink use on their stamps, students will lay their paper on top of the stamp.
* Walk while observing students work on designs and printing.
* Prompt discussion about color use and what colors look best together (cool/warm and complementary)
* Go over clean up instructions: clean ink off with water in the sink from the trays and brayers. Clean off your stamps in a pre-made water bucket next to the sink. Remind them to place their prints on the drying rack. Tables will be called up for cleaning one at a time (chosen by behavior)

**Summative Assessment:**

* Students will have an informal critique and analyze the progress of their prints. Comparing and contrasting between their first and last variation.
* Students will write a reflection on their work. What they like best about it? Is there anything you could improve on? What did you learn? Why was Any Warhol’s work successful?

**Differentiated Instructional Strategies**

 • English language learners: PowerPoint is shown and handout is given

 • Visual learners: PowerPoint and demo of printing

 • Verbal learners: Have students repeat instructions

 • Aural learners: show step by step demonstration of printing the foam to paper

 • Kinesthetic learners: use them as a “helper” with the demo

 • Students with physical disabilities: Provide hand over hand instruction (if needed)

**Lesson Resources**

**Equipment:** Computer, Microsoft PowerPoint, chalkboard or smart board for drawing, sink and water

**Health & Safely:** first aid kit

**Supplies:** Water-soluble printing colored ink 3 colors, 5x7 class set (20) of foam pieces, 5x7 class set (20) of a variety of colored papers 3 colors. Brayer, plastic sheets to charge ink (one for every table, total of 5), class set of pencils, scrap paper for students to draw and sketch (at least 5x7 size), 10 scissors,

**Instructional support materials:** Needed to teach each lesson. Attach copies of any handouts that you will provide to students.

- Samples of good craftsmanship and prints.

- Sample of foam stamps for students to touch and examine.

- Andy Warhol PowerPoint

**LESSON PROCEDURES**

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| Lesson Part | Teacher Actions | Student actions  |
| Assessment of prior learningApprox. time 30 minutes | - Interest Survey of their favorite pop culture items (i.e. McDonalds, Campbell’s soup)- Brief class conversation on their knowledge of printmaking: What is printmaking? How is printmaking different from a drawing?  | Students take said survey on materials. Students will analyze and interpret printmaking. |
| Lesson OpeningApprox. time 30 minutes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Formative AssessmentApprox. time 30-45minutesBody of lesson Approx. time 2 days \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Formative AssessmentApprox. time 15 minutesLesson ClosureApprox. time 15 minutesSummative Assessment Approx. time 30 minutes | - Go over what students did last time: Student drew their favorite meal and demonstrated a juxtaposition between the meal and the natural food it comes from (tomatoes, potatoes) - Relate how that assignment connects to the current one: Think about foods and other products branding and why you like it. Current project adds on to their drawing abilities and combines a new element of ink printing. Previous project got students to explore their drawing styles.- Teacher has casual conversation with students over their feeling on the given materials / survey - Remind students to take care of the foam pieces. I.e. safe place in folder or class cubby- Go over appropriating their image for a school setting- Behoove students to be cautious with ink; teacher places ink on the plate and charge it while students watch. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- PowerPoint on Andy Warhol and contemporary printmaking artist- Demo on printmaking: (explain that these steps happen after their design is finished) scratch into the foam with a dull pencil. Students may lay their paper drawing over top or sketch lightly on the foam before. Once the design is carved deep enough, they will cut it out. With supervised and assisted ink use on their stamps, students will lay their paper on top of the stamp.-Walk while observing students work on designs and printing.-Prompt discussion about color use and what colors look best together (cool/warm and complementary)-Go over clean up instructions: clean ink off with water in the sink from the trays and brayers. Clean off stamps in pre-made water bucket. Remind to place prints on the drying rack. Tables will be called up for cleaning one at a time (chosen by behavior)-Write the steps of printing on the board (steps that were demo-ed) - Teacher will give step-by-step instruction how to apply ink to their stamp and transfer it to their papers. - Students must make at least 4 variations of their print- Students will charge the ink on a plate after the teacher applies the ink. -Students should be encouraged and told to use complementary or warm and cool colors-Students should recognize the juxtaposition between colors - Analyze the meaning and use of having multiples and variations- Assist students in creating their drawing/design-The teacher will repeat the vocabulary words through out the lesson: these include the elements and principles of art/design. - Promoting **line** and **color**. With the act of printing and making multiples, students will go over **unity** of the prints. -Students will clean up their stations with any scrap paper/foam.-Ink, brayers, and plates will be at two tables / two-three students will be chosen to clean off these\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-Mid-critique one-on-one with me where I will go around the class and sit with a student to discuss their progress with their prints.-Samples and step-by-step illustrations. -Teacher will answer any questions Remind students it is important to understand printing and the transfer of ink to paper: printmaking is a old and traditional practice that was turned into an art form later. Can pass down for generation. Andy Warhol was a trailblazer in screen-printing. Go over colors (warm and cool, complementary) and unity of multiple prints as a whole. -Informal critique and analyze the prints. Compare and contrast between their first and last variation.-Reflection: What they like best about it? Is there anything you could improve on? What did you learn? Why was Any Warhol’s work successful?  | Students respond voluntarily in the interaction. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-Students make practice sketches and designs-Student interact with PowerPoint and watch a video- Watch demoApplies their own voice in this lesson with variety of pop culture references with meaning to student-Students make their design and transfer it to the foam-Brainstorm ideas for pop art. -Create design and engrave foam-Cut out foam stamp-Students will compare and contrast objects and aspects to distinguish if it is pop art/culture -Participate in class discussion of warm and cool colors, and complementary colors-Charge ink on plate with teacher- Apply ink to stamp evenly-Lay paper on top of stamp and press evenly with palm of hand -Gently take hand off of stamp-Repeat process with different colors and paper Participate in critiqueWrite self evaluation/ reflection and answer given questions |
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