

3D POP Art

Pick Your Food - Lesson 1

Author: Shea Brook

Grade Level: 4th Grade

Time Span: 1 week
One 45 minute sessions

Essential Question: "Does art define culture or does culture define art?"

Provoking Questions:

1. What is your favorite food?
2. How inventive can you be with your color choices?
3. What challenges do you think you'll face making your 2D drawing into a 3D sculpture?

Learning Objectives:

1. Students will pick a favorite food item.
2. Students will draw their chosen food item filling up the entire page, and will use markers to color in their food using any color combination of their choice.
3. Students will outline their food items with black markers, cut out their food, and will choose a piece of colored construction paper to paste their work on.

Main Student Learning Results:



A1 Artist's Purpose

A2 Elements of Art and Principles of Design

A3 Media, Tools, Techniques, and Processes

B2 Composition Skills

C1 Application of Creative Process

E3 Goal-Setting

Vocabulary + Visual Provocation:

Week 1:

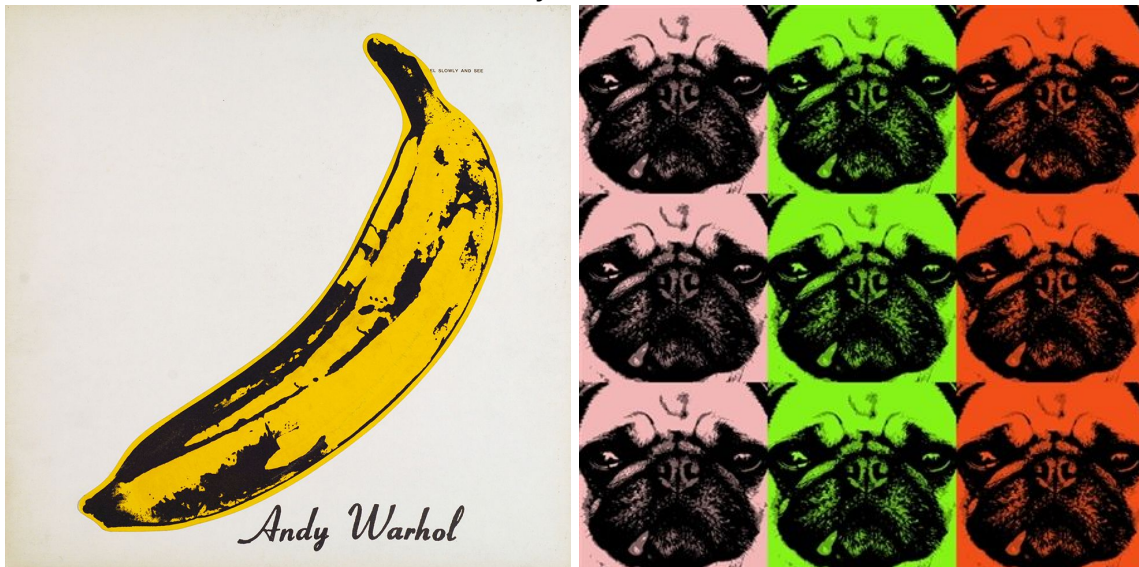
Vocabulary: Andy Warhol, pop art, repetition, popular culture, zooming in, cropping, invented color, flat colors, vibrant colors, matting.

Visual Provocation:

Teacher's Example:



Andy Warhol:





Materials:

Week 1: 5"x7" piece of cardstock paper, 6"x8" colored construction paper, pencils, black markers, markers, scissors, glue sticks.

Direct Instruction:

Week 1:

- Students will arrive to class and will be instructed to gather around a table to view a Smartboard presentation.
- The teacher will ask if anyone knows what Pop Art means before viewing the first slide, or if anyone has heard of the artist Andy Warhol. The teacher will show each slide describing how Pop artists in the 1950s used fun vibrant colors without shading to create art from popular items of their time.
- The students after the slideshow will be directed to another table with the chalkboard for a demonstration. The teacher will ask each student who raises their hand what their favorite food might be.
- Each food will be written on the board so students may see as a reference after the demo. The teacher will then tell the students that these foods are popular to them, and that they will be drawing one food item of their choice in the middle of the piece of paper filling the page. The teacher will stress that they don't want small drawings, and to sketch lightly so they may erase easily.
- The teacher will draw a food item and will demonstrate that when the drawing is finished they will color them with any colors of their choice having fun with using unnatural colors for the food chosen, and will then outline in black marker. Once that is finished they will choose a piece of colored construction paper, cut out their food, and use a glue stick to glue their food on the paper.
- The students will then have the chance to ask questions regarding the project, once finished they will go take their seats and will be passed out pencils and paper to work on their food. They will at any time be able to get up and retrieve markers. The teacher will hand out glue sticks, scissors, and construction paper once they have completed their coloring.

Clean Up:

Week 1: Students will put markers back into their designated box, put glue away, scissors away, and will stack their work in a pile in the center of their tables with their names written on the back or their drawings..

Modifications for Students with Exceptionalities:

1. Students will have their choice of seating.
2. Students may stand or sit while creating their projects.

Technology: Smartboard presentation

Instructional Resources:

Photo of Andy Warhol's design for an album cover:

<http://www.milandesignagenda.com/wp-content/uploads/2013/11/andy-warhol-1.jpg>

Photo of Andy Warhol's Pug style pop art.

<http://www.fotoview.nl/img/1b.jpg>

Photo of Andy Warhol's Converse Sneakers:

<https://s-media-cache-ak0.pinimg.com/236x/1a/1b/c8/1a1bc88a5d9383ee5ef51a580a0d09e7.jpg>

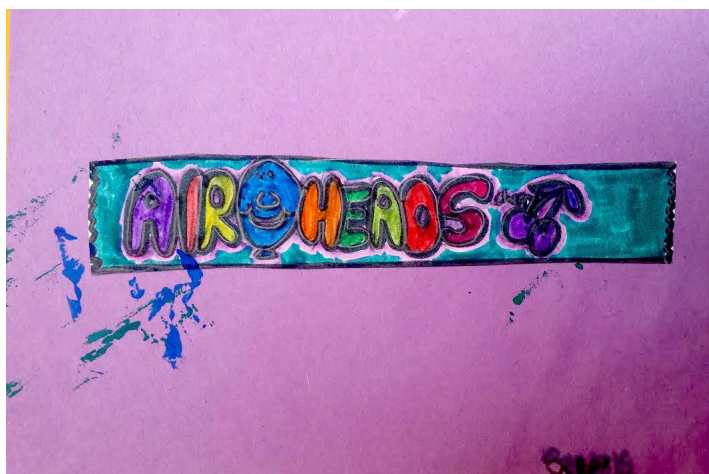
Andy Warhol's Campbell's Tomato Soup Can:

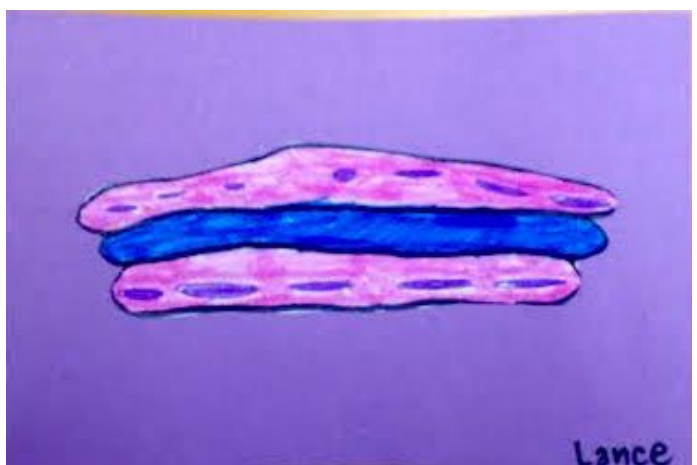
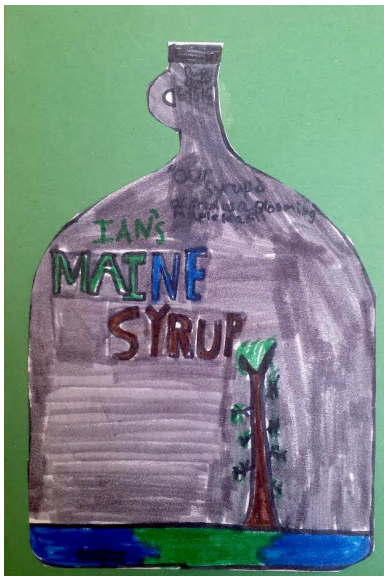
https://swanmoreart.files.wordpress.com/2012/01/warhol-campbell_soup-1-screenprint-19681.jpg?w=198&h=300

Introduction of Project:



Photos of Student's Food Items Completed and Matted:





Lesson Two: From 2D to 3D

Author: Shea Brook

Grade Level: 4th Grade

Time Span: 5 weeks
Five 45 minute sessions

Essential Question: "Does art define culture or does culture define art?"

Provoking Questions:

1. What found object(s) will you choose to have as the starting point for your sculpture?
2. How will you go about making your sculpture look like your chosen food item?
3. How will you decorate your food sculpture?

Learning Objectives:

1. Students will use their food drawing from the previous lesson as reference for their sculpture, color choices, and for final decoration purposes.
2. Students will begin their sculptures with one to two found object, building out with newspaper and masking tape to get size requirements, and desired shape.
3. Students will paint their sculptures the colors used in their drawing, and will finish by decorating their sculpture with provided materials before the critique.

Main Student Learning Results:



A1 Artist's Purpose

A2 Elements of Art and Principles of Design

A3 Media, Tools, Techniques, and Processes

B1 Media Skills

B2 Composition Skills

B3 Making Meaning

B4 Exhibition

C1 Application of Creative Process

D1 Aesthetics and Criticism

E1 The Arts and History and World Cultures

E3 Goal-Setting

E5 Interpersonal Skills

Vocabulary + Visual Provocation:

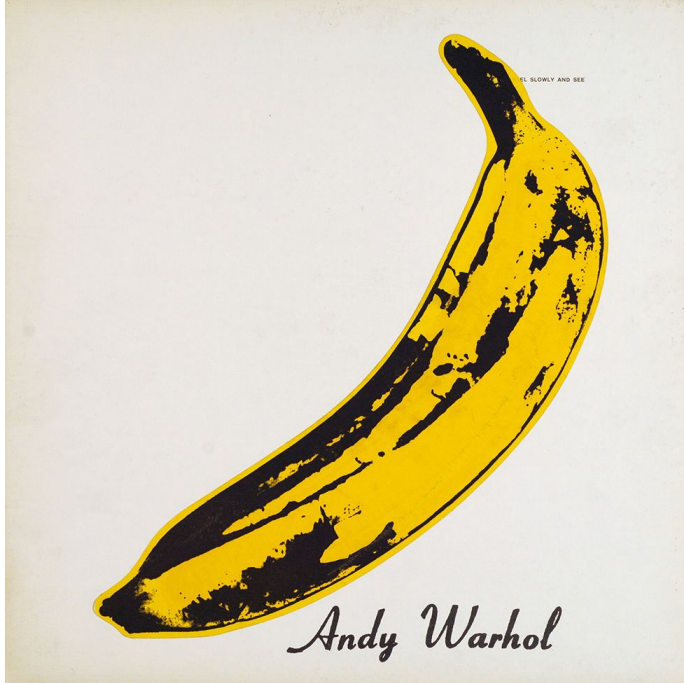
Week 1:

Vocabulary: Andy Warhol, pop art, repetition, popular culture, found objects, building up and out, sculpture, 3D, 2D, form, size.

Visual Provocation:

Students will also be given back their food drawings as reference for their sculptures.

Andy Warhol:



3D Examples of Food:



<p>Week 2: Vocabulary: Same as week one. Visual Provocation: Photos from slideshow presentation will be printed and placed out for reference.</p>
<p>Week 3: Vocabulary: Paint layers, color matching, design, unnatural colors. Visual Provocation: Photos from slideshow presentation will be printed and placed out for reference.</p>
<p>Week 4: Vocabulary: Decoration, surface, statement areas. Visual Provocation: Photos from slideshow presentation will be printed and placed out for reference.</p>
<p>Week 5: Vocabulary: Decoration, surface, critique, feedback. Visual Provocation: Students completed work will be the visual provocation for the critique.</p>

Materials:

Week 1: Newspaper, found objects (toilet paper rolls, yogurt cups, paper towel rolls), scissors, black markers, masking tape, rulers.	Week 2: Newspaper, found objects (toilet paper rolls, yogurt cups, paper towel rolls), scissors, black markers, masking tape, rulers.
Week 3: Paint brushes, water tubs, newspaper, tempera paint (according to student's colors within original artwork), paint palettes.	Week 4: Paint brushes, water tubs, newspaper, tempera paint (according to student's colors within original artwork), paint palettes, Elmer's glue, yarn, colored felt, colored cellophane, scissors, colored paper, hot glue guns, hot glue sticks.
Week 5: Elmer's glue, yarn, colored felt, colored cellophane, scissors, colored paper, hot glue guns, hot glue sticks.	

Direct Instruction:

<p>Week 1:</p> <ul style="list-style-type: none"> ● Students will arrive to class and will gather around a table for a slide presentation. The teacher will ask what students may remember about Pop Art from the previous class as a formative assessment. The teacher will then ask what students may know about the word 3D, or sculpture. ● Each slide will be discussed along with trying to guess how artists made their 3D food items. This will spark some ideas for how the students might build and decorate their own food products. ● The teacher will then have students gather around another table for a demonstration of the days project. The table will be set up with masking tape, scissors, rulers, newspaper, and an assortment of found objects such as toilet paper rolls, yogurt cups etc. ● The teacher will bring out their original drawing of their ice cream and will tell the students that they will be creating a 3D sculpture from their original 2D drawing. The teacher will go over how 3D sculpture can be viewed from all angles, and can be walked around. The teacher will tell the students that they will get to pick up to two found objects to help them build up their sculpture from the inside out. On the chalkboard will be written the required height of 8 inches
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wide by 10 inches tall. The students dependent on how their sculpture is oriented (standing up or laid down), must follow these requirements.

- The teacher will demonstrate ripping, and taping newspaper to start getting the shape they desire building upon the found objects. The teacher will request that by the end no plastic or cardboard be showing, and that all sides are smooth for the next step. Getting the sides smooth can be accomplished with masking tape.
- Students at this point may start asking questions. Once the questions have been answered the teacher will pass out their original food artwork for them to use as reference and will have students take a seat so they may pass out found objects. Students will spend the class working on their sculptures while the teacher walks around answering questions as they arise.

Week 2:

- Students will arrive to class and will find that their work has been placed out on the tables accompanied by their food drawings. The teacher will instruct the class that they will use the whole class finishing their sculptures.
- Tables will also have all the materials necessary to finish their sculptures. If there is time in the end of class the teacher will have students walk around each table looking at the shapes of sculptures next to their respective drawings to get input on what could be done to better or make the process easier for that particular student.

Week 3:

- Students will arrive to class and will find their work once again placed out on the tables along with their drawings. The tables will have newspaper on the surfaces because today the teacher will explain that they have the entire class to work on painting their food sculptures the same colors they chose to color in their food drawings.
- The teacher will ask that students paint every surface of their sculptures (even the bottom), with no tape or newspaper showing since sculpture is viewed from every angle. The teacher will also ask students to be careful not to get paint on their original drawings since these will be displayed along with their sculptures. The teacher will give a brief overview of how to clean out a paintbrush, how to dip the bristles into paint not allowing the paint to go too far above the tip for control. The teacher will pour out paints for each student having them line up with paint palettes after they have placed water tubs and paint brushes at their stations.
- The students will spend the entire class period working on their sculpture while the teacher walks around answering any questions as they may arise.

Week 4:

- Students will arrive to class with the classroom set up as before and will finish painting their sculptures. The teacher will ask for multiple layers of paint instructing the students to use the first half of class to its fullest to cover all newspaper and tape underneath.
- The second half of class will be spent working on decorating their sculptures to enhance its appearance. There will be a separate area set up with various materials such as colored yarn, felt, cellophane, markers, colored paper, glue, and scissors. The teacher will also have printed pictures of the slides shown in the first class of the food sculptures. There will also be a hot glue station set up that only the teacher can use when they need to glue on something heavier.

Week 5:

- Students will arrive to class and will be instructed to finish decorating their sculpture, making sure to keep to their original photo and whatever they decide to use must enhance their sculpture. The second half of class will be for a critique.

Clean Up:

<p>Week 1: Students will write their names on all pieces of their sculpture created. They will then place all newspaper back in the bin it came from, place their artwork in the center of their tables, scissors back in their designated bin, and masking tape back in a designated bin.</p>	<p>Week 2: Students will write their names on all pieces of their sculpture created. They will then place all newspaper back in the bin it came from, place their artwork in the center of their tables, scissors back in designated bin, and masking tape back in a designated bin.</p>
<p>Week 3: Students will place their painted sculptures on an area laid out with newspaper. They will place their drawings in the center of the tables for the teacher to collect, and will then clean up their paint palettes, throw away newspaper on tables if messed by the paint, clean out their brushes and then clean down tables with a wet sponge if the tables were covered in paint.</p>	<p>Week 4: Students will place their painted sculptures on an area laid out with newspaper. They will place their drawings in the center of the tables for the teacher to collect, and will then clean up their paint palettes, throw away newspaper on tables if messed by the paint, clean out their brushes and then clean down tables with a wet sponge if the tables were covered in paint. Students will place all unused decorating materials back into their designated bins, and will cap any glue used placing the bottles back into their designated bins.</p>
<p>Week 5: Students will place all unused decorating materials back into their designated bins, and will cap any glue used placing the bottles back into their designated bins.</p>	

Modifications for Students with Exceptionalities:

3. Students will have their choice of seating.
4. Students may stand or sit while creating their projects.

Technology: Smartboard presentation

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Andy Warhol's Campbell's Tomato Soup Can:

https://swanmoreart.files.wordpress.com/2012/01/warhol-campbell_soup-1-screenprint-19681.jpg?w=198&h=300

Yarn Ice Cream:

https://flavorwire.files.wordpress.com/2011/05/6_ice-cream.jpg

Donut:

https://msgomezart.files.wordpress.com/2013/03/img_0537.jpg

Fries and Burger:

http://3.bp.blogspot.com/-00HvHBSU8-k/TzLzg_pinuI/AAAAAAAAAXc/Dbyz2vg6cv8/s1600/CIMG3429.JPG

M&M's:

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Popcorn:

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Burger and Hotdog:

<https://s-media-cache-ak0.pinimg.com/564x/45/05/04/450504645f83616afac29d52cefab7c5.jpg>

Introduction of 3D Sculpture Project:



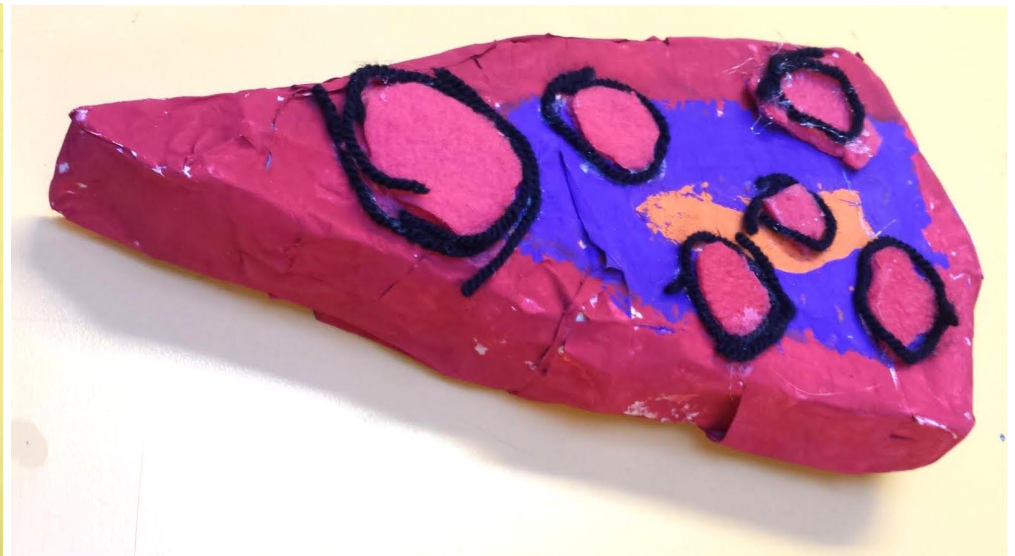
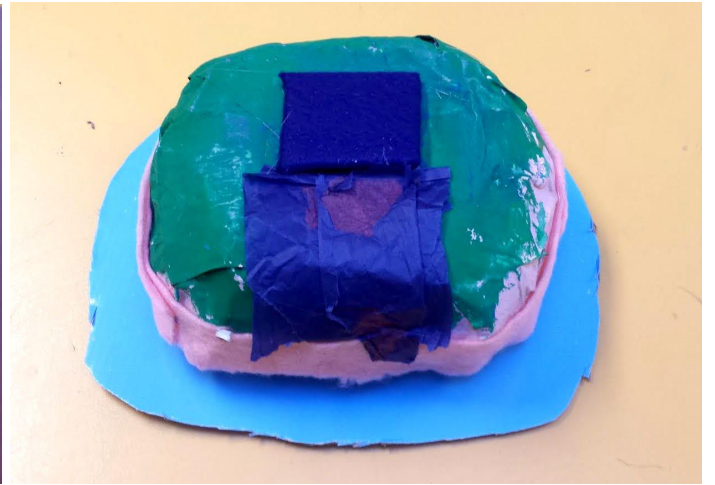


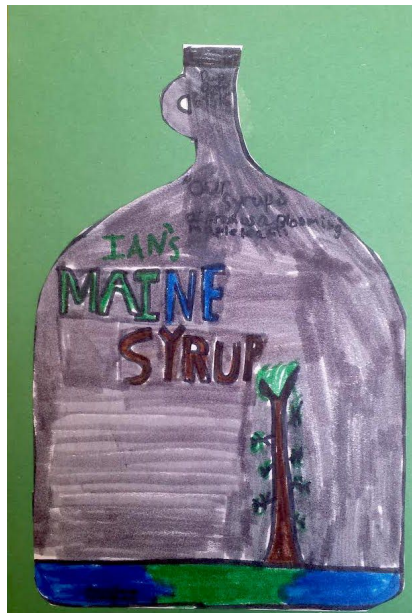




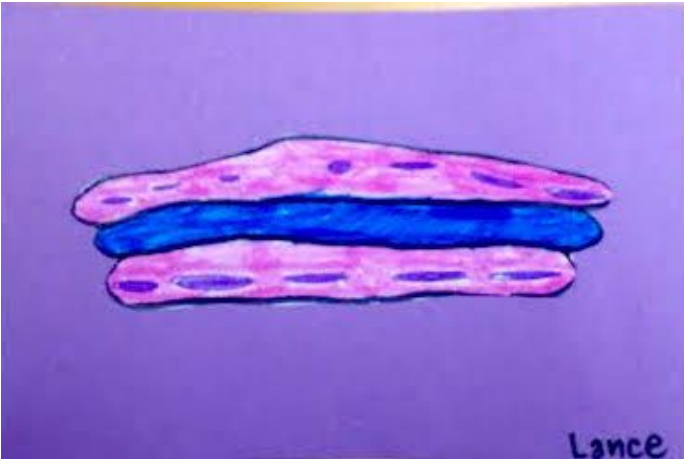
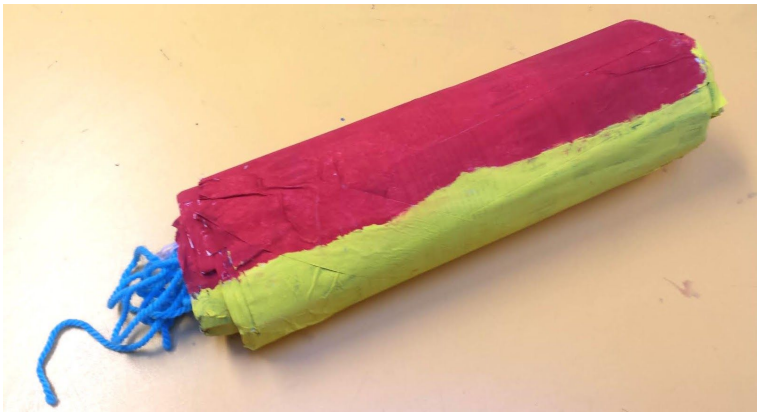
Photos of Student's Final Work (From 2D to 3D):











Exhibition:

