

CARLOW  
UNIVERSITY Art Methods and Materials  
Lesson Plan Components, Definitions, and Template:

**Lesson Plan Title/Overview:** Pop Art

**Grade Level/Course:** 2nd Grade

**Duration:** 3 40-minute class periods

**P.A. State Standards Addressed:**

9.1.3.H Handle materials, equipment and tools safely at work and performance spaces

- Identify materials used.
- Identify issues of cleanliness related to the arts.

9.2.3.A. Explain the historical, cultural and social context of an individual work in the arts

9.4.3.D. Recognize that choices made by artists communicate ideas through works in the regarding subject matter and themes arts and humanities (e.g., artist's classical ballet of the American West in interpretation through the use of Agnes De Mille's Rodeo).

**Overall Goal:**

- Have student practice their scissor and gluing skills
- Students learn about pop art and Andy Warhol

**Objective(s):**

- Student creates their own Pop art piece
- Student can identify that is style is pop art

**Resources/Materials and Teaching Aids:**

12x18 paper divided into 6x6 squares

Tracers of different characters of pieces of children pop-culture

- Pokeball, Among Us character, Minecraft creeper, unicorn, x-box remote, my little pony, any other requests gathered ahead of time.

6x6 pieces of copy paper

Access to copier

Pencils

Markers

Scissors

6x6 pieces of different colors of construction paper

Glue stick

**Focus / Motivation/ Essential Question(s):**

**Vocabulary:**

Andy Warhol

Pop Art

**Procedure(s):**

Day 1

Introduction: Video: [Pop Art](#) until 2:30.

Power Point introducing Andy Warhol

1. Introduction to project: Creating our own pop art piece.
  - Students will select their subject for their pop art project
2. 6x6 paper and tracers passed out(if students choose to use tracers).
3. Students will draw their chosen character or symbol on their 6x6 paper. Once drawing is complete, students trace their drawings in black. Ensure there are names on back

Teacher will make 6 copies of each students' drawing before next class.

Day 2

1. Teacher passes out copied drawings
2. Students instructed to color each one different colors. Emphasize that they do not have to be accurate.
3. Once students are done coloring they will cut out the subjects. Ensure students have names on back of each subject
4. Time allowing, move on to next day

### Day 3

1. Once each subject is cut-out, students gather six different colored pieces of 6x6 pieces of construction paper, and a piece of 12x18 piece of paper.
2. Teacher demonstrates how to glue on the square construction papers so that there are no spaces. Students do the same.
3. Once everyone finished gluing their papers, they can glue down their characters. Teacher emphasizes that each subjects should be close to the same spot in each square
4. Time allowing, students decorate each square of each construction paper.

### Closure/Comprehension Questions:

Students clean up with 5 minutes left

Ask student these questions: What is the name of this art movement? (Pop art)

### Extensions:

- Teacher draws and copy a character ahead of time for student needing extra help

### Evaluation and Assessment:

#### Rubic

Student was attentive to introduction	Yes	No
Student drew their chosen character to best of ability	Yes	No
Student practiced good coloring skills	Yes	No
Student used different colors on each character as instructed	Yes	No
Student practiced safe scissors skills	Yes	No
Student was careful when gluing squares and subject	Yes	No

5-6 Yes = Outstanding 3-4 Yes = Satisfactory 0-2 Yes = Needs improvement

