



Teacher Resource Packet

4th, 5th 6th Grade Level

POP! COLLAGE

A Lesson Connecting Self-Image and Pop Art



Liz

Andy Warhol, Print, silkscreen on paper, 24" x 24"

The *Museum To Go* program and educational resource materials are made possible by



This resource packet, companion artwork images, virtual tour of the exhibit *Pop!* and many other resources are available through Canton Museum of Art website at www.cantonart.org/learn/muesum-to-go
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Lesson Overview

In this Educator Packet, emerging artists will learn about 1950's pop art and its 21st century relevance. Mass media and pop culture converge to dictate what's trendy at the time. This lesson, Pop! Collage, will focus on blending 2 unique Pop Art-inspired styles by pop artist icons, Andy Warhol, and Roy Lichtenstein. Students will find relevance in Andy Warhol's concept of elevating everyday objects and people to instant celebrity status and Roy Lichtenstein's use of comic book word art to express deeper meaning for how icons, sometimes based on comic book personalities, think and feel. The resulting work of art is a Warhol/Lichtenstein-inspired 2-D collage, combining different techniques used in Pop Art, including the Ben Day dot printmaking method, graphic overlay, complimentary colors, instant (Polaroid) photography and word art to mimic sounds (onomatopoeia).

Lesson Materials

1. Pop! Virtual Tour
2. Pop! Educator Packet

All lesson materials are available for download at www.cantonart.org/learn/museum-to-go

Worksheets & Handouts

- Pre/Post-Assessments:
- Emoji Self-Reflection
 - Celebrity vs. Icon
 - Social Media & Pop Culture





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Content Standards

Museum To Go aims to connect curriculum in an immersive art lesson. 2021-22 Standards are based on the Ohio Department of Education Standards by Grade Level.

Science 4/5/6

4.MD.6 Experiment with light filtration using transparent, translucent and opaque materials.

6.G.3 Draw on transparent material (transparency film) and place over top colored surface.

Visual Art Grade 4/5/6

4.SPE Link ideas in and design of works of art to the emotions and moods expressed in them.

4.23PR Generate ideas and employ a variety of strategies to solve visual problems.

4.4PR Demonstrate motivation, independence and persistence during studio practices to complete artworks.

4.SPR Combine the elements and principles of art and design to create visually effective compositions in original works of art.

4.6PR Demonstrate technical skill through the integration of common processes and topics from other subject areas.

4.SRE Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.

6.2PE Discover and articulate how the media forms of the day use art and images to communicate messages and meaning.

6.SPE Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.

6.6PR Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.

ELA Grade 4/5/6

SL4 .1 Students are engaged effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 4 topics, building on others' ideas while expressing their own clearly

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.



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Lesson Sequence & Studio Process

Introduction and Setup (5 minutes)

Disperse Packets & Materials (5 minutes)

Connect the projector to the MTG tablet. Pull up the MTG Slideshow & POP! 360-Degree Virtual Tour. As images are loading, ask students to complete the pre-assessment worksheet: **Emoji Self-Reflection**.

Museum Virtual Tour & Group Discussion: The Concept of Fame (15 minutes)

Explore a virtual tour of Canton Museum of Art's Pop Art-inspired exhibition, Pop!, and explore Pop Art's distinguishing characteristics. Focus works include Liz, by Andy Warhol and, Crak!, by Roy Lichtenstein. This conversation will transition into the notion of popular culture, art from everyday things, and the fame that recognizable imagery and fame (and how one becomes famous) and will guide students to choose which social media icon they most identify with, using a **pre-assessment worksheet: Celebrity vs. Icon**.

Photo Session (10 minutes)

Instructor dresses in props provided (wig, sunglasses, camera). The instructor asks students to brainstorm with peers closest to them a. what kind of pop culture “influencer” or b. what unique talents or personality traits they would reveal if they were granted 10 seconds of instant fame [[see social media & Pop Culture worksheet](#)]. Discuss symbolism with the students. Students role-play which social media platform best fits their unique personalities and digital outlet for self-expression.

Art-Making (25 minutes)

Instructor leads students through the process of building a layered collage. See steps below.

Lesson Conclusion (5 minutes)

Appointed “prep team” will assist with gathering materials for instructor.

Wrap-Up & Final Thoughts (5 minutes)

Students will share concluding thoughts and take a survey & post-assessment based on what they learned.



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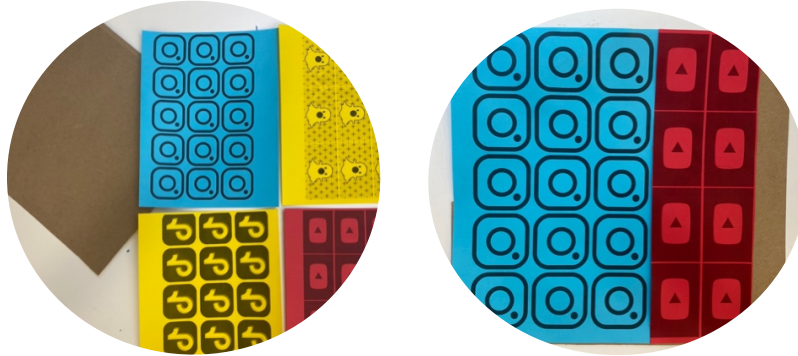
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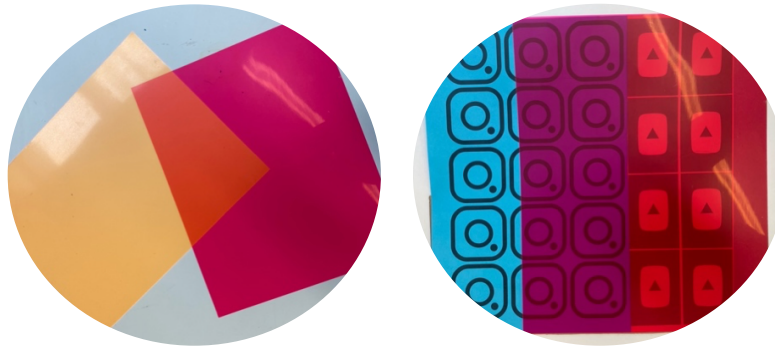
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Steps to Create a Pop-Art Inspired Collage

LAYER 1 PATTERN Glue serial imagery of social media logos onto chipboard.



LAYER 2 COLOR Overlay imagery with complementary color sheets of acetate.



LAYER 3 LINE Draw/Cut out a cartoon-like cloud on white paper. Outline in red.





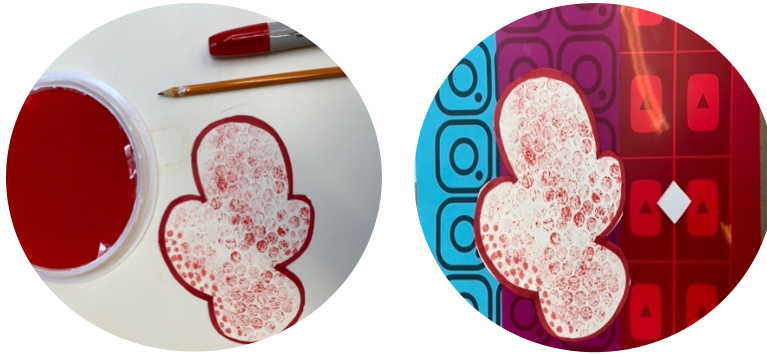
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LAYER 4: TEXTURE Open red stamp pad, press bubble wrap onto pad, then press onto white shape. Print entire shape then adhere with double-sided mounting square.



LAYER 5: SPACE & BALANCE Place 3 yellow starburst shapes on the composition. Attach using mounting squares. Add "Pop Scrap" to fill in empty space.





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LAYER 6: WORD ART Overlay layered collage elements with one sheet of pre-printed word bubble outline/transparency film. Position the clear film over the red stamped cloud shape for best effect. Use alphabet stickers or hand draw letters to spell a word that sounds like the noise it describes (onomatopoeia).



LAYER 6: FOCAL POINT As a final addition, position Polaroid photo portrait slightly in front of the speech bubble.





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Materials Needed

INTRO

- Famous t-shirt, sunglasses, Warhol-inspired wig
- Photo enlargements of Warhol, Lichtenstein, social media influencers
- CMA website/360 virtual tour/projector/tablet

PHOTO SESSION

- Polaroid Fuji Instax camera
- Fuji Instax film
- AA batteries for camera

COLLAGE-MAKING

- 12" x 12" chipboard
- Social Media logos – Tik Tok, Instagram, YouTube, Snapchat
- Foam mounting squares
- Glue sticks
- Scissors
- Sharpie Markers – large, chisel-tip, red and black
- Die-cut callout shapes
- Pre-cut "Pop Scrap:" geometric-shaped colored cardstock and vinyl adhesive paper, complimentary color palette
- Colored acetate film
- Transparency film – printed with assorted styles of speech bubbles
- Block letter stickers – self-adhesive vinyl, Gothic font
- Alphabet letter stencils
- Words taken from comic strips – onomatopoeia reference
- Social Media logos – Tik Tok, Instagram, YouTube, Snapchat
- White Bristol Board, cut into 6" x 6" rectangles
- Stamp pad – large, washable, red
- Bubble wrap, cut into small 4" x 4" squares
- Waterless hand wipes



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Exhibit Overview

The phenomenon that was Pop art emerged in London in the 1950s, and in the United States shortly after. Pop art challenged traditions of fine art by drawing inspiration from popular and mass culture. Pop Art became “popular” with artists who did not think that traditional art reflected their everyday lives. Things like common household objects and consumer products not portrayed in traditional art found their way into Pop Art. By using every day, recognizable imagery in their work, the artists of Pop made their work relatable to everyone. In Pop Art you will typically find recognizable imagery such as items on grocery store shelves or Hollywood celebrities on the pages of popular magazines, along with bright colors, humor, and irony. During the Pop Art era, artists also experimented with the art process itself by testing innovative techniques like printmaking and mixed media.

POP! not only highlights this important movement in art, but also converges pieces from our Permanent Collection with those of private lenders in Ohio and from Art Bridges Foundation. *POP!* is on view from November 23, 2021, to April 3, 2022. Featured are artists such as Andy Warhol, Jeff Koons, Sister Corita Kent, and Roy Lichtenstein, among others.

Visit the Virtual Tour of this Exhibition www.cantonart.org/learn/museum-to-go



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Focus Artworks

Crak! (1964)

Roy Lichtenstein
Lithograph on paper
24" x 24"



Liz (1964)

Andy Warhol
Print, silkscreen on paper
24" x 24"





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Meet the Artist

Roy Lichtenstein



Roy Lichtenstein

Birth Date: October 27, 1923

Death Date: September
29, 1997

Roy Lichtenstein was born in New York City's Upper West Side in 1923, the son of a real estate agent. He began his artistic studies in 1939 at the Art Students' League in New York City. A year later, he enrolled in The Ohio State University in Columbus, Ohio. After a stint in the Army during World War II, he earned his Master of Fine Arts degree, began teaching, and created window displays for Halle's Department Store in Cleveland, Ohio.

In the 1960s, creators of Pop Art admired the energy and simplicity of the commercial images around them. They isolated and enlarged these images to comment on the media's growing influence on American life. By transforming objects from popular culture, Roy Lichtenstein and others revitalized modern art, although not without stirring up the sensibilities of many art critics.

Lichtenstein is best known for his series of paintings depicting large-scale scenes from action and romance comics. His interest in using comic book imagery began when he would draw Mickey Mouse, working from the imagery printed on bubble gum wrappers but enlarging the imagery. Lichtenstein's first solo show of his comic strip paintings caused offense to many critics. "LIFE" magazine went as far as to label him the "worst artist in the world."



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Meet the Artist

Andy Warhol



Andy Warhol

Birth Date: August 6, 1928

Death Date: February 22, 1987

Andy Warhol, born in 1928, was the son of Andrei and Julia Warhola, immigrants from Mikova, deep in the Carpathian Mountains, near what is known today as the Czech Republic. Warhol attended the Carnegie Institute of Technology in Pittsburgh. He began his career as a fashion illustrator, specializing first in shoes, then in other images; his work always had a provocative bent. The images were slick, quick, and easy to read. They did not require much thought, and they could be produced in mass quantities, consumed, and thrown over for new images.

Warhol is most often associated with his images of Coke bottles, Brillo pad cartons, and contemporary American celebrities. He created endless rows of these images through a silk-screening technique and later massed produced them in lithographs. Warhol viewed the world as a mechanical, repetitive place where fame comes from recognition and the ability to inspire the sensational.

As a Pop artist, he used his work as a social commentary to express his view of life. Warhol said many times that the only accurate statement an artist can make is repetition to the point of boredom since this is the way the public perceives images, remembers them and becomes accustomed to them. Warhol's works do not require much thought like the disposable society he represented. To emphasize the ambivalence between emotional and visual responses to his work, Warhol said that "his image is a statement of the symbols of the harsh, impersonal products and harsh materialistic objects on which America is built. It is a projection of everything that can be bought and sold, the practical but impermanent symbols that sustain us." Warhol is considered one of the most influential artists of the 20th century. His work and ideas reflect and helped shape American mass media and popular culture.



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Lesson Vocabulary

Exhibition: A public display of artworks with a similar theme or style.

Persona: A set of characteristics that defines yourself.

Symbolism: An object or sign that represents something else.

Texture: The way something looks or feels.

Line: A point moving in space.

Icon: A person of celebrity status who is instantly recognizable to many people.

Onomatopoeia: Words that sound like the noise they are describing.

Serial Imagery: Multiple images of the same object are arranged in a deliberate grouping to be viewed as one work of art.

Mass Production/Consumption: When a resource is made available to many people by producing the same type of thing. When the same kind of resource is used up by many people and becomes in high demand to make more.



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Lesson Discussion Points

Is being famous easy? Can regular people be famous, too?

Who are instantly recognizable people that you know? Are there celebrities in your community?

What if you could have 10 seconds of instant fame like a super-human with superpowers?

What are the sounds associated with fame or superpowers?

What would your power word be and how would it sound when you made it?

Say your power word as you strike a pose. What are the different sides of you?

Does having your photo taken by someone else make you feel “popular?”

How do you want others to perceive you (glasses on) vs. Who you are on the inside (glasses off)?

If you could describe yourself with a symbol such as an emoji, which emoji(s) would you choose?

What is Pop Art?

- Originated in the 1950's
- Derived from words, Popular Culture
- Objects are often overlooked for their meaning
- People become objectified when they become iconic
- Idea behind the person or object is forgotten when the image is seen repeatedly (mass-produced) or used repeatedly (mass-consumed)



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Related to *Liz* portrait [Warhol]

Have you ever “liked” or “shared” a photo of someone?

Why was it important for you to share it with someone else?

What happens when you share something special repeatedly?

What is a popular trend that you subscribe to?

Are there any trends you used to follow that are no longer in style?

Related to Campbell’s Soup Can print & Comic Strip Art [Warhol & Lichtenstein]

Can everyday objects be art?

How does social media elevate and promote normal ideas, hobbies, talents, etc. into something spectacular and watched or shared repeatedly?

Andy Warhol paid a friend \$50 for her ideas. She asked him what he liked, to which he replied, “soup.” She told him to make art that “anyone could relate to,” so he painted every flavor of Campbell’s soup that you might see on a grocery store shelf and hung the images of soup in a series on the gallery wall. Today, this serial imagery is worth over \$13 million. Warhol later painted other series of objects and portraits of people he knew (many of them were already popular celebrities, but some of them became famous due to Warhol’s portraits of them).

Andy Warhol predicted that “In the future, everyone will be famous for at least 15 minutes.” Today, ideas are shared in an instant, making new forms of art accessible to everyone around the world.

[Discuss social media trends here]

Technology (and the Digital Age) allows us to create content (a form of expression) in still and moving images.

Social Media influencers have fleeting, yet instant, fame.

Have you ever created a username that is not your real name? Celebrities often use “stage” names to conceal their identity and keep their real or private selves hidden from the public.



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Why do social media influencers market themselves in a certain way? How do they reinvent themselves and why? To encourage and maintain a fan base?

Related to *Crak!* Lithograph [Lichtenstein]

Roy Lichtenstein was challenged by his young son to draw Mickey Mouse as an iconic character he saw in comic books. He later extracted fictional characters and storylines from old comic books and reproduced parts of them into paintings and sculpture. He also used the Ben Day dot printing technique to replicate the non-human, machine process of creating color variations with colored dots.

Is there anything changing around you in your world currently? How would traditional comic book characters and modern-day Manga characters react to some of these same events? If you were a comic book hero, what would your special power be?

Ben Day Dots – Machine-made color separation process used in printed material (advertisements, labels, magazines, comic books); Primary colored ink dots that combine to make all other colors depending on the size and saturation of each dot.

Like Warhol, Lichtenstein made art that mimics the machine process of duplicating popular imagery. What makes his paintings look like something from a comic book?

Do you have any favorite comic book characters?

How are celebrities like comic book characters? What famous actors play the roles of comic book / superheroes?

Lichtenstein's paintings are like a scene frozen in time or one isolated frame from a comic book. He also includes word art in his paintings to show us what the character is thinking; almost bringing the make-believe cartoon character to life; many of his paintings also imitate sounds.



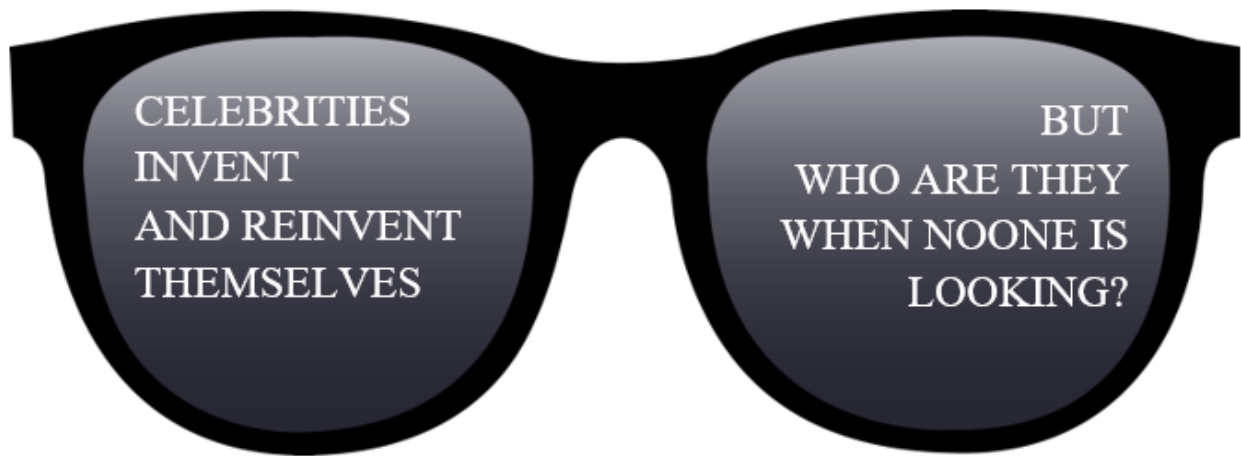
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Emoji Self-Reflection



SELF REFLECTION

1. Choose 2 or 3 emojis to describe who you are BEHIND the sunglasses.
2. Choose 2 or 3 emojis to describe how you'd like others to perceive you.





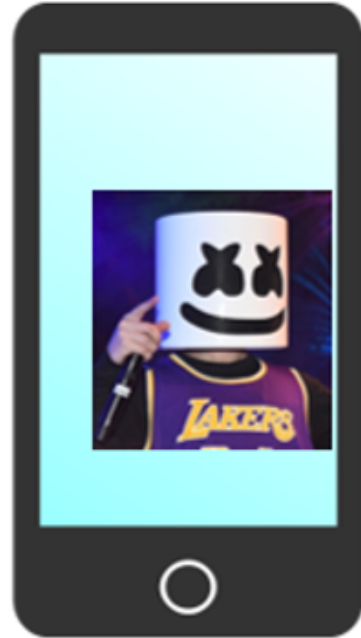
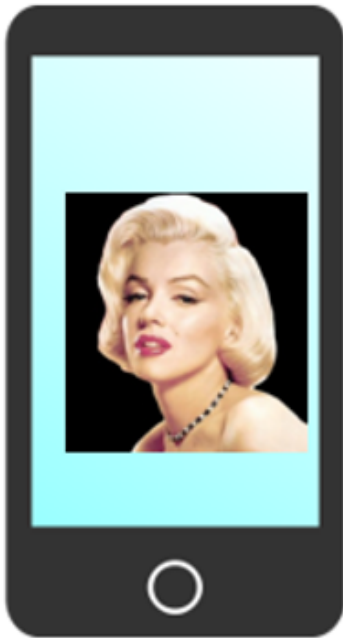
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Celebrity OR Icon





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Social Media & Pop Culture



Campbell's Soup-Tomato (Sunday B. Morning), (1962), Andy Warhol, Silkscreen



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Post-Assessment

Write a Recipe for 5-Ingredient POP ART Soup



POP ART SOUP

3 Cups of What You Learned About Pop Art:

Cup #1

Cup #2

Cup #3

1 Tablespoon of What You Would Like to Know More About:

1 Dash of What You Enjoyed Most About the Lesson:

