DEEP SPACE
SPARKLE

POP ART

6th

LICHTENSTEIN STILL LIFE
ABOUT ROY LICHTENSTEIN

Roy Lichtenstein was a modern Pop Art painter born in New York in 1967. He loved working with abstract shapes and art inspired by comic strips and everyday objects.

His bright colors and strong designs were associated with POP ART. He tried to replicate mechanical reproduction in his art. He was most famous for his use of BenDay dots. These were originally used to print pictures inexpensively. Lichtenstein painted very large canvases with these tiny dots, placing them very close to one another and varying the size so they would create VALUE.

If you look closely at his paintings, you can see that the faces in his paintings are made up of Benday Dots.

Lichtenstein chose the colors of his art carefully. He chose the 4 colors that a printer uses: black, red, yellow and blue.

At first Lichtenstein’s work was highly criticized for lack of originality and even copying in his art but now his work can be found in famous museums all over the world.

*Head- Red and Yellow, 1962, Oil on Canvas, Albright-Knox Art Gallery, Buffalo, NY, USA*
Lichtenstein was inspired by the abstraction (and Picasso) when creating his art. Fusing two styles of art allowed Lichtenstein to carve out his own style.

This project uses a selection of materials but there is no right way for children to use them. This lesson is a suggestion for a streamlined process but many 6th graders will enjoy using the materials to create their own interpretation of Lichtenstein’s art.

Still Life with Picasso, 1973, screenprint

WHAT YOU’LL NEED:

- 2 @ 12” x 18” white sulphite paper
- 6” x 18” black sulphite paper (cut 12 x 18 in half)
- Red, Yellow, Blue tempera paint
- Flat brush
- Bubble wrap
- Sheets of white paper for printmaking
- Small pointed brush
- Black tempera paint watered down to a cream consistency
- Scissors & glue
- Red, Blue and yellow paper strips and scraps
STILL LIFE WITH PICASSO COLLAGE

1. On a sheet of white paper, use the watered down black paint and a small brush to paint the abstract face. I like to start with the eye (see video) and then draw the side of the face. The important thing to remember is to create one solid shape from the top of the paper to the bottom. This makes the face easy to cut out and glue to the background.

2. Set portrait aside to dry.

3. Keep scrap of white paper to draw paint brushes and vase. It’s really fun to have a few vases on display for kids to look at but if that is not possible, have children look at images or draw from their imagination. The idea is to draw with paint, a vase that will hold the paint brushes. The video demonstrates the drawing of the vase.

4. On the same sheet of scrap paper, use a sharpie marker to draw 3-4 paintbrushes. Look closely at Lichtenstein’s artwork, Still Life with Picasso to see how the brushes are just long rectangles.

5. On a sheet of yellow and red paper (or whatever color you choose to use), have students simplified 2-3 pieces of fruit to the most basic shapes. Lichtenstein used bananas, grapes and an apple but the students can choose to use whatever fruit they like.

6. Cut out paintbrushes and set aside.
THE BACKGROUND

7. The background consists of black paper, benday dots and scraps of colored paper. The idea is to use the collection of papers to create a background in the style of Lichtenstein.

8. Glue black paper first then use the benday dot paper to fill in sections of the white paper background. Add strips of colored paper to fill in the gaps or to add contrast.

8. Cut out face, vase, fruit and paint brushes and glue according to Lichtenstein’s art OR the child’s interpretation.

WATCH VIDEO FOR FULL INSTRUCTIONS. THE VIDEO IS LOCATED IN THE POP ART BUNDLE INSIDE THE MEMBERS’ CLUB
If you would like to make BenDay Dots using bubble wrap, here are some simple steps:

1. Cut a sheet of bubble wrap into 12” x 18” sections.
2. With a flat edge brush, brush blue tempera paint (no water) over bubble wrap.
3. Press a sheet of white 12” x 18” sulphite paper over painted bubble wrap. Press and smooth with hands.
4. Carefully peel off white paper.
5. Repeat with red paint and yellow paint.
6. Set aside to dry and then use in Lichtenstein lessons.
CREATING

- Generate and conceptualize artistic ideas and work — combine ideas to generate an innovative idea—demonstrate diverse methods to approaching art making
- Organize and develop artistic ideas and work — experiment and develop skills in multiple techniques through practice—show craftsmanship through care—document objects of personal significance
- Refine and complete artistic work—create artists statements using art vocabulary to describe personal choices in art-making

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation— define roles and responsibilities of a curator—explaining the skills/knowledge needed to preform curation
- Develop and refine artistic work for presentation — develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork
- Convey meaning through the presentation of artistic work — cite evidence of how an exhibition in a museum presents ideas and provides information about specific concepts

RESPONDING

- Perceive and analyze artistic work- compare interpretation of art to another’s interpretation—analyze cultural associations suggested by visual imagery
- Interpret intent and meaning in artistic work — interpret art by analyzing form, structure, context information, subject, visual elements, and use of media to identify mood and ideas conveyed
- Apply criteria to evaluate artistic work— recognize differences in criteria used to evaluate works of art depending on styles

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art- apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding
CREATING

☑ Generate and conceptualize artistic ideas and work — Combine concepts collaboratively to generate innovative ideas for creating art.

☑ Organize and develop artistic ideas and work — Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

☑ Refine and complete artistic work—Reflect on whether personal artwork conveys the intended meaning and revise accordingly

PRESENTING/PRODUCING

☐ Analyze, interpret and select artistic work for presentation— Analyze similarities and differences associated with preserving and presenting two- dimensional, three- dimensional, and digital artwork.

☐ Develop and refine artistic work for presentation — Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.

☑ Convey meaning through the presentation of artistic work — Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

RESPONDING

☑ Perceive and analyze artistic work—Identify and interpret works of art or design that reveal how people live around the world and what they value.

☑ Interpret intent and meaning in artistic work — Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

☑ Apply criteria to evaluate artistic work—Develop and apply relevant criteria to evaluate a work of art

CONNECTING

☑ Synthesize and relate knowledge and personal experiences to make art- Generate a collection of ideas reflecting current interests and concerns that could be investigated in art- making.

☑ Relate artistic ideas and works with societal, cultural and historical context to deepen understanding — Analyze how art reflects changing times, traditions, resources, and cultural uses.
I CAN STATEMENTS FOR POP ART STILL-LIFE

• Today I will learn about LINE and SHAPE, so that I CAN draw a STILL-LIFE using the handout guiding me through how to make a pop-art inspired still-life. I’ll know I have it when my lines are strong and bold.

• Today I will learn about POP ART and the work of artist ROY LICHTENSTEIN to inspire my still-life. I’ll know I have it when I’ve included the 3 primary colors and black to make my art standout.

• Today I will learn about PRINTMAKING, so that I CAN create BENDAY DOTS in the style of Roy Lichtenstein to decorate the sections of my still-life.

COMMON CORE STANDARDS POP ART STILL-LIFE

CCSS.ELA-Literacy.RI.6.7
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

You can assess students’ understanding of the information presented on the life and work of Roy Lichtenstein formally through verbal questions and answers. Students are presented the information via PowerPoint, posters, etc. and may be given page 2 of this packet to read and summarize the main ideas from the text before starting the artwork.

CCSS.ELA-Literacy.SL.6.5
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

After students have completed their drawing, they may use their work to present to the class how learning about Roy Lichtenstein’s style influenced and inspired the decisions made in creating their compositions. This further clarifies their understanding of the main ideas of Lichtenstein’s POP ART style.

CCSS.ELA-Literacy.W.6.1
Write arguments to support claims with clear reasons and relevant evidence.

As students complete an artist statement (page 11), they are supporting claims about what their artwork means. This requires them to build their answer based on how they created the work as evidence pointing toward the composition’s meaning.
WHAT IS THE NAME OF YOUR ARTWORK?

________________________________________________________________________________________

HOW DID YOU CREATE YOUR ARTWORK?
(What tools, supplies and techniques did you use?)

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WHAT DOES THIS PIECE OF ART MEAN TO YOU?
(You can use “I” statements and talk about your inspiration and what creating this piece of art means to you)

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