



<p><b>1. What is our purpose?</b></p> <p><b>To inquire into the following: Transdisciplinary Theme</b></p> <p>How we express ourselves (stand alone art unit- Pop Art being a form of popular culture and society)</p> <p><b>Central Idea</b></p> <p>Art movements can reflect the popular culture of society during certain times in history.</p> <p><b>Summative assessment task(s):</b> What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <p>Discussion: what is popular in grade 3?</p> <p>Pop Art introduction: looking at artwork, discussing what we see, learning about the movement and Andy Warhol</p> <p>Creating artwork that reflects the pop art style and influence</p>	<p>Class/grade: <u>Art 3*</u>      Age group:  Grade 3</p> <p>School: American School of Bombay      School code:</p> <p>Title: Pop Art</p> <p>Teacher(s): <u>Martens, Amy; Shah, Jayshree; Vora, Drishti</u></p> <p>Proposed duration number of hours:                      over number of weeks:</p> <p>(Week 20, 3 Weeks) </p>
	<p><b>2. What do we want to learn?</b></p> <p><b>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</b></p> <p>Connection Reflection</p> <p><b>What teacher questions/provocations will drive these inquiries?</b></p> <p>How do artists express what is popular? How does pop art appeal to many people? Who was Andy Warhol? How can we related to pop art today?</p> <p><b>What lines of inquiry will define the scope of the inquiry into the central idea?</b></p> <ul style="list-style-type: none"> <li>• Art expresses what is important to society.</li> <li>• Andy Warhol lead the Pop Art movement in America</li> <li>• Pop Art is a modern style of art that still used today to express trends and popular things.</li> </ul>

## Planning the inquiry

### 3. How might we know what we have learned?

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

#### **Photo Booth Pop Art Rendering Visual Arts Project**

Students will use the photo booth application to render a black and white pop art filtered photo to color using oil pastel, paint, crayons, markers, and colored pencils.

#### **Pop Art Poster Visual Arts Project**

Students will create a pop art poster incorporating bright colors, complementary color pairings, easily recognizable objects, and simple shapes and outlining.

#### **Pop HeARTs Visual Arts Project**

Students will create an oil pastel rendering of a heart inspired by pop artist Jim Dine

#### **Written Reflection Self Assessment**

Students will write a paragraph about the importance of pop art and how they have used it in this unit in three different forms.

### 4. How best might we learn?

#### **What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**

Reading Pop Art books, looking at Pop Art prints  
Video on Andy Warhol

3 Projects:

1) Pop Art Poster: students will create a stencil of an everyday object they like and trace it 3-6 times on a poster- using fluorescent paints color will be added to help objects stand out

2) Pop HeARTS: Students will learn about Jim Dine and create their own heart (aligning with valentines day) using oil pastels and choosing colors to convey feelings

3) Photo Booth Rendering: students will take photos on photo booth, print in color and black and white, then fill in the bw copy with their choice of oil pastels, paint, colored pencil, crayons, or markers.

-Class discussions include color choice, stencil making, photo filters, and material usage and choice.

Artwork will be displayed and shared with the school

#### **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**

observing and planning  
thinking  
communication skills (nonverbal)

### 5. What resources need to be gathered?

#### **What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?**

pop art prints  
google image searches  
Jim Dine website  
Andy Warhol Website  
Andy Warhol video (art room copy)  
Pop Art Books (art library)  
Photo booth (macs, ipad, etc)

#### **How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**

encourage students to look up ads (obama campaign posters, billboards, t-shirts etc)  
Bombay souvenirs often have pop art prints on them (mugs, coasters etc)

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**6. To what extent did we achieve our purpose?**

**Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**

Students are able to identify this style of art and describe its attributes.

**How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.**

Have students complete more open ended short answer questions such as:  
why do you think people like pop art?  
why do you think this type of art has not always existed?  
why do you think andy warhol decided to start something new?  
do you think pop art will ever fade in popularity?

**What was the evidence that connections were made between the central idea and the transdisciplinary theme?**

[Please begin typing here]

**7. To what extent did we include the elements of the PYP?**

**Elements of PYP**

**What were the learning experiences that enabled students to:**

- **develop an understanding of the concepts identified in "What do we want to learn?"**
- **demonstrate the learning and application of particular transdisciplinary skills?**
- **develop particular attributes of the learner profile and/or attitudes?**

**In each case, explain your selection.**

I think having students identify an every day object popular in their life helped them build excitement and ownership for their posters.

They LOVED using photo booth and thought it was pretty cool that an entire filter was created because of an art movement.

I think their observations of well known pop artists helped them plan and create their own pieces.

**Profile**

**8. What student-initiated inquiries arose from the learning?**

**Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**

do we have to pick opposite colors for the object and background?

can I draw..... for my poster? (is it easily recognizable? is it something common or popular?...yes!)

I saw pop art in \_\_\_\_\_ gallery! (relating, recognizing, connecting)

*At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.*

Students really enjoy relating the art to their interests- they liked thinking about what was common or popular in their life and challenged some ideas brought up by peers to determine if they were "popular enough!"...

**What student-initiated actions arose from the learning?**

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Many students found they had pop art t-shirts and wore them to school

most students have some sort of device to take photos and took their own pop art pictures at home and brought them or emailed them in

created 3 large group collaborative pop art posters that have been framed and hung around school

**9. Teacher Notes**

**Teacher Notes**

I really enjoyed the expansion of this unit this year... We did three different explorations, with three different angles and a variety of materials and I think the kids really loved it. I seemed to break it down into manageable sizes and pieces and materials this year so it didn't take all that much longer but in the end we produced three times the work!

Thought for next year- find/explore a local bombay pop artists- graphic design/filters photos/ etc

All kids love pop art.. I just need to remember not to overdo it in \*every\* grade.... This year grade four did their mural in the theme of pop art then loved it so much (remembering it from last year) that we used it as the theme for their printmaking as well)