Learning Opportunity 3: Introducing Colour as a focal feature

Intended Participants
Grade 4

Materials/ Resources
- Youtube Video http://www.youtube.com/watch?v=jjZLhfUO9YA
- A3 replica of Marilyn Monroe (1962)
- http://artisme.wordpress.com/choose-your-style/andy-warhol-style/
- Coloured Paint
- Paintbrushes
- Water containers
- Students photographs and Four Square Pop-Art Portraits, from Activity 2
- Ipads, Sonic Pics Ipad App

VELS Standards: Level 4, Creating and Making

• Demonstrate an understanding of the art element Colour through the selection of four separate colours that do not include black, white or brown.
• Express an understanding of arts knowledge and represent a distinguished background and foreground through the utilisation of the element of colour.
• Utilise paint to reproduce a bold techniques and skills similar to that of Andy Warhol by employing a range of different colours

ACTIVITY

1. Students will watch the YouTube Video Clip Pop Art Andy Warhol | Pop Art from the Warhol Factory (2.17) as a tune in activity to remind students of some of Andy Warhol’s famous pop-art paintings and the importance of the art element colour.
2. Use the A3 replica of Andy Warhol’s Marilyn Monroe (1962) pop-art portrait that has been represented into four portraits as an example of how students pieces will look once colour applied to the students Four Square Pop-Art Portraits
3. Students are given the guidelines of choosing only five BRIGHT colours, in which each section that being the background, face, hair, lips and eyebrows will be painted a different colour. Explicitly model these instructions.
4. Individually, students will select bright coloured paints and use painting equipment to represent the features on their portrait as well as to distinguish the background from the foreground.
5. Place students completed Four Square Pop-Art Portraits on a drying rack at the completion of the activity

ASSESSMENT

In Action Assessment: Working in pairs, students will use the Sonic Pics app on the iPad to take photographs of their completed Four Square Pop-Art Portraits. They will record themselves describing the key features in their artwork, reflect on the art element of colour and communicate their understanding of the background and foreground of their artwork.

Collect students Four Square Pop-Art Portraits to ensure each student has met the standards of this learning opportunity and has followed the guidelines of the use of colour.