



# Title: Pop Art Ocean Drawing

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Recommended Grade Level(s): Middle School (6-8)

Topic(s) (Tags):

Examples of Topics from A2R WebPage: Pop Art, Keith Haring, inspired, style, drawing, emphasis, movement, detail, vibrant, bold

## Objective:

Students will learn and discuss the art and art style of the artist Keith Haring. The students will discuss the Pop Art style and Keith Haring's importance to the art movement and involvement with art for political and social causes. The students will create a Pop Art Keith Haring inspired drawing that emphasizes a current issue regarding oceans and the environment.

## Standard/Concept

Anchor Standard #1:  
Generate and conceptualize artistic ideas and work.

Anchor Standard #2:  
Organize and develop artistic ideas and work.

Anchor Standard #6:



Convey meaning through the presentation of artistic work.

Anchor Standard #7:  
Perceive and analyze artistic work.

Anchor Standard #8:  
Interpret intent and meaning in artistic work.

Anchor Standard #11:  
Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

## Materials

- High-quality, 8X10 white paper (Free from Art to Remember)
- Pencil & eraser
- Student sketchbooks
- Permanent black markers
- Markers in all colors
- Blank paper for artist statements and critiques
  - Optional: Chromebook computers for digital statements
- Optional mediums: watercolor or tempera paint, colored pencil, oil pastel

## Breakdown

Day	Direction
1	The teacher will direct the students on a lesson about the Pop Art movement and the artist Keith Haring. The teacher will show images of Keith Haring's artwork and the students will discuss what they see, similarities in his artwork, and how the artwork reflects his interest in political and social activism.




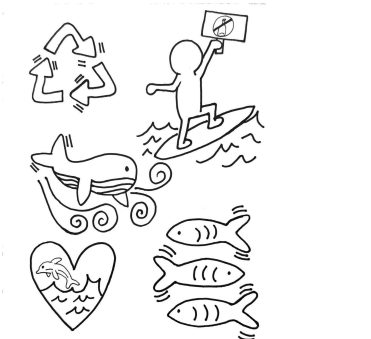

	After the discussion, students will work in their sketchbooks drawing 3-4 sketches of possible ideas for their final piece.
2	On the second day, students will show their completed sketches to the teacher. The teacher will have a discussion with the student on which idea highlights the Pop Art elements and illustrates their idea best. Students will get a piece of paper and start drawing their final artwork, using their best sketch as inspiration. This drawing will be done in pencil and should take up the entire piece of paper.
3	Students will display their in-progress artwork on their tables for a mid-project critique. The students and teacher will go around the art room and look at all the unfinished artwork. Students will get on the spot quick critiques and feedback on their art pieces. This will give the students opportunities to edit and improve their artwork, and also ideas for ways to further improve their pieces.
4-5	Students will complete their drawings and color them in (optional: teacher can choose coloring medium of choice or allow artists to choose). Drawing must be fully colored in and only areas intentionally left white should be blank. Students should focus on Keith Haring's artwork and keep their pieces bold and vibrant in their color choices. When the artworks are fully colored, students will use permanent markers to trace over all of their lines. Lines should be smooth and bold. Students should also add movement lines to emphasize motion in their figures.
6	Optional: On the last class of the project students will have an art critique. During the art critique students will put their art out for student viewing. Students will view all the artwork in the class. When they are finished they will complete a short statement about their own artwork. This statement could be a complete artist statement, a few sentences describing their artistic process, or ways in which they completed the assignment that followed all guidelines. The students will also complete a statement about the artwork of another artist in the class following the same format as their own. This statement will be given to the other artist as feedback. As the teacher, make sure that students keep the statements positive and productive.

## Steps for the Lesson

# LOADS OF LESSONS




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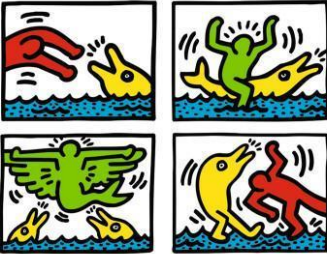
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Step	Directions	Image
1	<p>The teacher will lead the students in a discussion on the artist Keith Haring and his work. The teacher will focus on his art with ocean and marine life imagery, however a brief description of his impact on Pop Art and activism will be mentioned. Students will discuss the following when viewing the artwork as a class:</p> <ul style="list-style-type: none"> <li>• Simple lines</li> <li>• Movement</li> <li>• Bold, vibrant colors</li> <li>• Faceless figures</li> <li>• Lack of small detail and its impact on the artwork as a whole</li> <li>• The illustrative qualities of Pop Art</li> <li>• Implied meanings of each piece as related to current modern issues and interests</li> </ul>	
2	<p>Students will work in their sketchbooks after the art discussion creating sketches of possible ideas for their final artwork. Student art should focus on the Pop Art style of Keith Haring and include elements of current political and social issues involving oceans and the environment. A variation of sketches should be completed, students should aim for 3-4 ideas.</p>	
3	<p>Students will share their sketchbook drawing with the teacher and discuss their options and ideas for their final artwork. The student will choose their best idea and get a sheet of paper to start on their final drawing. The drawing will be done in pencil.</p>	

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4	<p>The students will draw their final drawing with pencil to fill their paper. Students should emphasize movement, draw simple lines, keep their details bold, and make sure their drawing illustrates their social or political statement on oceans.</p>	
5	<p>Students will use markers to color in their drawing. Students may choose to keep some areas of their drawing white, as did Keith Haring with his illustrations. However, the teacher should encourage students to stick with the bright, vibrant style of Keith Haring's artwork.</p> <p>Optional: Drawings can be painted using water color or tempera paint. Drawings can be colored using oil pastels or colored pencils.</p>	
6	<p>When the drawing is fully colored, students will use black permanent markers to trace over all of their pencil lines. The lines should be bold and smooth. Students will add emphasis lines to show movement around their figures.</p> <p>Optional: If using tempera paint, students will need to use black tempera paint for their lines, oil pastels if they are colored with oil pastel, and colored pencils if they colored with colored pencils. Permanent markers can be used on top of watercolor paint.</p>	

7	Optional: Students will have an art critique and complete an artist statement or critique about their own artwork and the artwork of others.	<div> <div>Name _____ Class _____</div> <div>Art Critique</div> <div> <div>Artist name: _____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> </div> <div> <div>Artist name: _____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> </div> <div> <div>Artist name: _____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> <div>_____</div> </div> </div>
8	Optional: Students can create a diptych, triptych, or quadriptych of Keith Haring inspired drawings similar to the style of Andy Warhol. This option would include discussing the art and artist Andy Warhol, another important Pop Art artist.	<div>  </div>