

<b>Lesson:</b> Exploring Pop Art Culture Incorporating Pop Art into Comics	<b>Comic:</b> Comic 5 and 6 : All Together Now statue ( <b>Friendship</b> ) Noel Chavasse VC ( <b>Bravery, using your voice and strengths/ learning from history</b> )
<b>Overview of Key Skills</b> <i>Concepts</i> – Colour, pattern, line, shape, form, texture <i>Talking about art</i> – The past, other cultures <i>Skills and processes</i> – Drawing in a sketchbook, collage (working with pop art and colours)	<b>Cross-curricular links</b> History: Culture of Pop Art Movement. Maths: Measuring and Marking English: Summarising, Reciting information, Opinion. PSHE: <b>Friendship and Bravery</b>
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• <b>What is a Pop Art?</b></li> <li>• To find out who Andy Warhol was and explore the Pop art movement.</li> <li>• To explore Warhol's portraits of celebrities.</li> <li>• To be able to use Warhol's technique to create comic book artwork.</li> </ul>
<b>Key Teaching Points / Research Opportunities</b>	<p>Introduce the unit and the learning objectives attached to it. Explain that we are using Pop Art as our project that will directly link to Comics 5 and 6.</p> <p><b>Ask / Research Opportunities:</b></p> <ul style="list-style-type: none"> <li>• What is a Pop Art?</li> <li>• Have you ever seen examples of Pop Art? where?</li> <li>• What makes Pop Art different from other art forms?</li> <li>• Are there different techniques to create a piece of Pop Art?</li> <li>• What materials are they normally made from?</li> <li>• Who is Andy Warhol?</li> </ul> <p>Now think...</p> <ul style="list-style-type: none"> <li>• What is the difference between a comic book and a history book?</li> <li>• What type of pictures do you see in a comic book?</li> <li>• What kind of colour schemes are used in the comic books?</li> <li>• Are there any similarities between the comic and Andy Warhol's work?</li> </ul> <p><b><u>Use Appendix 1 to create these opportunities</u></b></p> <p>Comics:</p> <p>All Together Now statue a powerful statue of friendship stands in the 'Bombed out Church' depicting the famous football match played in 1914 between British and German troops.</p> <p>Research the 'bombed out church' in Liverpool and this famous game.</p> <p>Reflect on how sports can bring whole peoples together; where can we see other examples?</p>

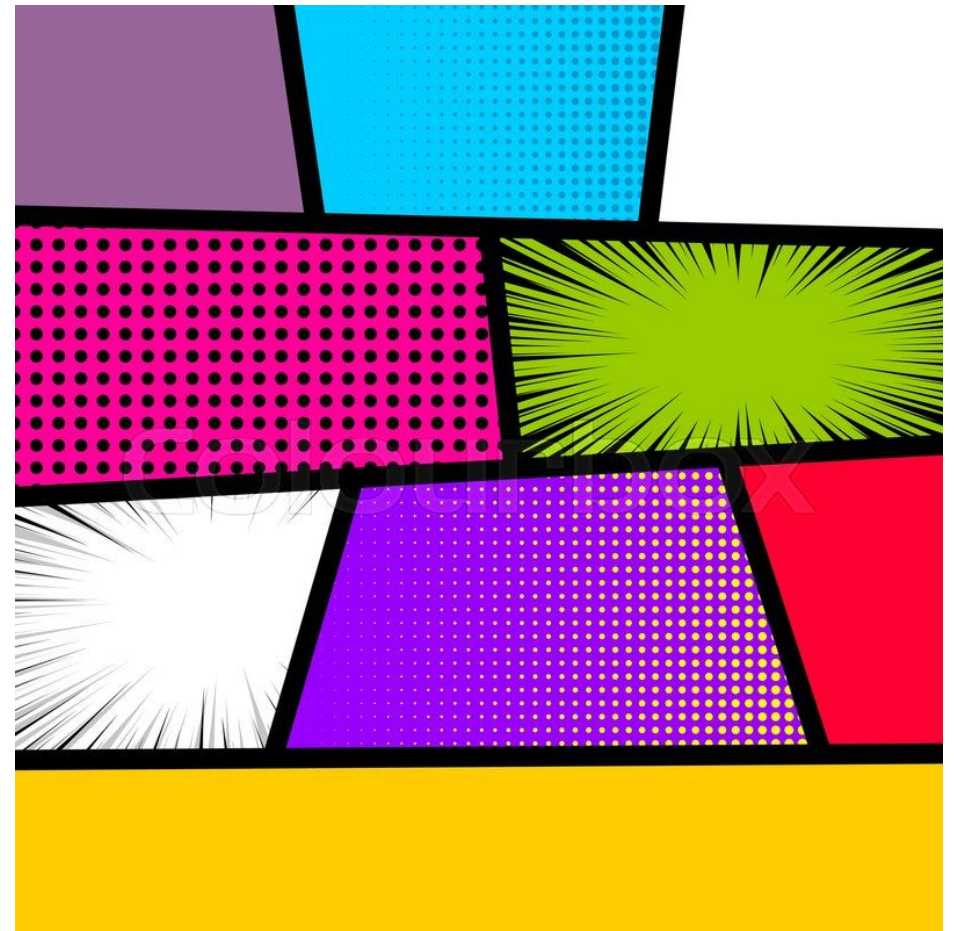
	<p>Noel Chavasse was a Double VC winner as an officer in the Medical Corp. he lost his life saving others in conflict. Research a little about him. Ask your child to look at pictures of different kinds of Pop Artwork, feel different textures and identify features of these. Ask them what they notice about the pictures– materials, colours, design, size.</p> <p>Now look at the artwork produced within Comic 5 and 6 - are there any similarities? What are the differences? (<a href="#">Appendix 2</a>)</p> <p>Read through Comic 5 and 6 : All Together Now statue (<a href="#">Friendship</a>) Noel Chavasse VC (<a href="#">Bravery, using your voice and strengths/ learning from history</a>)</p>
<b>Independent Work</b>	<p>Ask them to make rough drawings of images or patterns they might like to use in their own pop art picture, either from those we have seen or ones found in the Comics / online.</p> <p>Designs should be clearly recognisable as stemming from the Pop Art Movement.</p> <p>Explain that we are going to design our own short comic story which we will then make into a Pop Art style comic for people to read. . Explain the success criteria. Allow the children to suggest their own ideas using the two ideas created within Comic 5 and 6:</p> <p style="text-align: center;"><b><u>Friendship &amp; Bravery</u></b></p> <ul style="list-style-type: none"> <li>▪ Pop Art pictures and speech bubbles should be easily recognisable.</li> <li>▪ Not be too complex in design.</li> <li>▪ Interstices should be visible between the tiles remembering the work from Piet Mondrian</li> <li>▪ Link to the themes of either <a href="#">Friendship or Bravery</a></li> <li>▪ <a href="#">Use Appendix 3 to give you some direction.</a></li> </ul>
<b>Plenary</b>	<p>Ask your child to present their work to the family, explaining their initial ideas.</p> <p>What is the story about? Does it have a message to the public?</p> <p>Do you think this Pop Art culture is a successful one for comic production? why?</p> <p>Recall the success criteria that we set for this project. (outlined below)</p> <ul style="list-style-type: none"> <li>▪ Pop Art pictures and speech bubbles should be easily recognisable.</li> <li>▪ Not be too complex in design.</li> <li>▪ Interstices should be visible between the tiles remembering the work from Piet Mondrian</li> <li>▪ Link to the themes of either <a href="#">Friendship or Bravery</a></li> </ul> <p>Using child's work as an example, work through the self-evaluation form together, explaining how it works.</p> <p>Take a digital photograph of their page and leave a space on the evaluation form for it. Ask the children to annotate the photo with answers to the evaluation questions.</p>

<b>Resources, including ICT</b>	<p>Images of Pop Art taken from the internet.</p> <p>Comic Book 5</p> <p>Comic Book 6</p> <p>Art paper</p> <p>Pencils (drawing and coloured)</p> <p>Books</p> <p>Appendix 1 &amp; 2</p>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>• Can you notice any similarities between Warhol's work and your own?</li> <li>• Have you used Pop Art techniques?</li> <li>• What ideas do they give you for your own work? (colour, texture, composition)</li> <li>• How effective is your picture when placed within a comic?</li> </ul>
<b>Vocabulary</b>	Pop Art, advertising, Comic books, Andy Warhol, Culture, Movement.
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• Able to understand what Pop Art is</li> <li>• Able to use some ideas to draft initial sketches</li> <li>• Able to understand how the movement of Pop Art was created.</li> <li>• Able to understand the principles of Pop Art</li> <li>• Able to create their own sketched design for a simple Picture</li> <li>• Able to demonstrate that they have designed to the success criteria</li> <li>• Able to use the relevant materials to create their own design to be used in comic books.</li> <li>• Able to suggest ways of improving their own work and that of others</li> </ul>
<b>Assessment Opportunities</b>	<ul style="list-style-type: none"> <li>• Drawings in sketchbooks and questioning during the discussion with parents</li> <li>• Pupils explore ideas and make notes of ideas for Pop Art</li> <li>• Pupils explore ideas and collect visual, tactile and other information for their work.</li> <li>• They investigate and use a variety of materials and processes to communicate their ideas and meanings..</li> <li>• They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings.</li> <li>• Completion of Comic Artwork focussed on <b><u>Friendship or Bravery</u></b></li> <li>• Can children explain what the Pop art movement was?</li> <li>• Do children know who Andy Warhol was?</li> <li>• Can children describe what they think about various works of art, giving reasons for their choices?</li> <li>• Can children describe the features of Pop art?</li> <li>• Can children design and create their own Pop art using items from current popular culture?</li> <li>• Can children fairly evaluate their artwork and the artwork of others?</li> </ul>

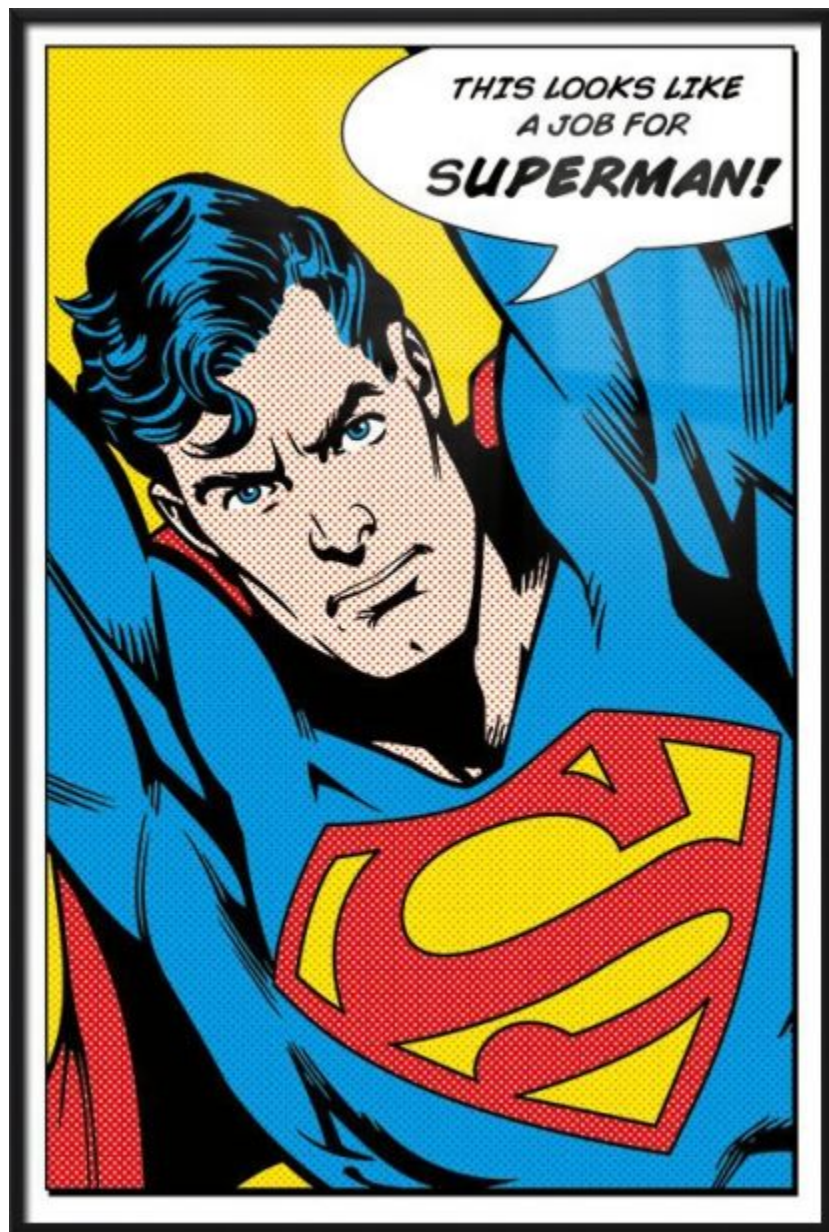
## Appendix 1









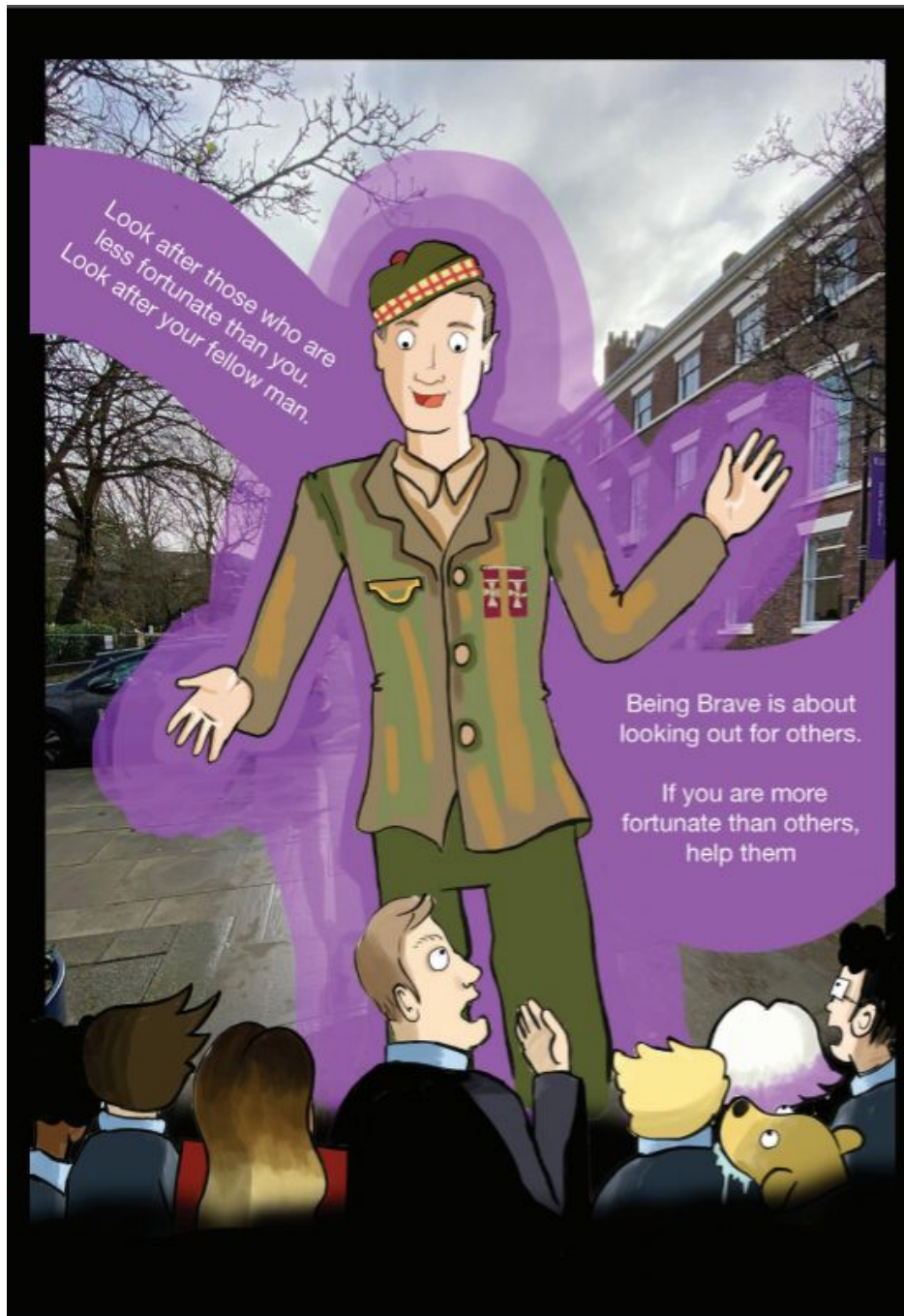




## Appendix 2









## **Appendix 3**

**Panels** - A panel is an individual frame, or single drawing, in the multiple-panel sequence of a comic strip or comic book. It is the smaller box on a page in which the images are drawn. A panel consists of one drawing that depicts a single moment in time.

**Speech Bubbles** -Graphic used to assign ownership of dialogue. Speech bubbles are used to tell your readers what each character in your comic strip is saying and feeling.

There are lots of different ways in which speech-bubbles can be drawn.

**Scream Bubbles:** Indicate a character is screaming or shouting. They have jagged edges.

**Coloured Bubbles:** Conveys the emotion that goes with the speech, such as red for anger.

**Icicle Bubbles:** Have jagged icicles hanging from the bottom representing cold hostility. Similarly the speech bubbles of monsters may have an outline that suggests dripping blood or slime.

**Thought Bubbles:** Graphic used to show internal thoughts of a character. Usually cloud shaped and connected to owner by a series of smaller bubbles.

**Onomatopoeia:** A word that imitates the sound that it is describing. Famously used in comics as a pictorial representation of a sound effect.

**Captions:** Narrative device used to convey information that cannot be communicated by speech. Usually takes the form of a small rectangular box situated in a corner of the panel.