Department of Arts Administration, Education and Policy

UNIT PLAN OVERVIEW
(Revised 2023)

Teacher Candidate	**Holly Romano**
School	Hastings Middle School

UNIT TITLE	**What is my pop culture?**
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course Title	7th
Beginning Date for this *Unit*	March 12
Ending Date for this *Unit*	March 22

ENDURING UNDERSTANDINGS (FROM ODE 2022 STANDARDS)

- **7.1CR** Explore influences on style and choice of subject matter.

- **7.4 CR** Consider ethics when interacting with visual resources.

- **7.2 PE** Explore materials to design and create works of art.

- **7.4 RE** Connect various art forms to their social, cultural, or historical purposes.

- **7.1 CO** Analyze how art is used to inform or influence beliefs, values, or behaviors of a community.

- **7.3 CO** Explore how personal experiences influence style and choice of subject matter.

CRITICAL ISSUE / BIG IDEA
A). Anticipatory Set (what do the students already know and how will you capture the students' interest in the concepts you are presenting)

B). Rationale (why is this unit of study relevant?) All portions of the unit should demonstrate research-based practices to support art teaching & learning.

A) The 7th grade students have recently finished up a parody art project based on the Mona Lisa, where they created artwork in reference to the Mona Lisa that included visual references from pop culture today. Discussing pop art is a great follow-up to this lesson.

Middle school students are extremely interested in pop culture and developing their identities within it. They gravitate to famous icons, popular brands, and status ranking labels. They are becoming consumers themselves, beginning to have a personal preference over what they want or think is "cool." They are deeply connected to the world of popular culture. "Middle schoolers are drawn to lessons that center on current events and issues that they care about"

(Sickler-Voigt, 2020).

B) The intention of this unit is to have students reflect on what is popular culture and how it influences their choices. Using the Pop Art movement, students will create artwork that reflects their pop culture identities. Because adolescents "turn to peers, music, and other forms of popular culture to express their identity" (Sickler-Voigt, 2020) students might feel these icons and imagery is a sort of self-portrait. It is a good lesson to open the door to self-reflection and understanding that we are more than just consumers.

Central Focus (creating, presenting, interpreting, responding, and/or relating art to context)

- Students will create personal artwork utilizing the building blocks of art, the Elements of Art.
- Students will respond to the work created by their classmates and respond with positive feedback.

Essential Questions (provocative, engaging, critical)

- What is pop art? What is it about?
- Who create(s) pop art? Do artists still create pop art today?
- Can I make pop art relevant to me?
- Can I display my experience of pop culture in artwork?

Possible Integration

DESCRIPTION OF THE ESSENTIAL EDUCATIONAL CONTENT OF THIS UNIT	
Lesson One	
Title	What is pop art?
Lesson Description	Students will be introduced to the art movement of Pop Art. They will learn that pop artists wanted bridge the gap between low art and high art and make art more relatable to the everyday person using recognizable imagery in popular culture.
Approximately how long will this lesson take?	1 class

Lesson Two	
Title	Copyright vs. Fair Use
Lesson Description	Appropriation and copyright infringement were criticisms about pop art. Students will learn what the copyright laws are, and when something is fair use. Then, in groups, students will discuss possible scenarios about whether the situation is a copyright infringement, or if it fits within fair use rights. After a brief table discussion, the students will present their answer to the class with their reasoning, and the class will use red/green cards to vote "Okay" or "Not okay" on each situation. Then the teacher will reveal the answer.
Approximately how long will this lesson take?	1 class
Lesson Three	
Title	What's your pop culture?
Lesson Description	Using mind maps, students will reflect on the pop culture that is in their own lives: brands they buy, restaurants they enjoy, ways technology is in their day-to-day lives, etc. They will then use these mind maps to sketch design ideas for a printmaking project using linoleum blocks.

The teacher will demonstrate how to safely cut the designs in the linoleum and the printmaking process. Students will create multiple prints on white paper, and will also have the opportunity to pull in more pop culture media by collaging materials such as magazine clippings, packaging, and media for which to print on as well. |
| Approximately how long will this lesson take? | 5 classes |

Explain how technology has been used in this unit

- Videos from YouTube in presentation
- Students will use iPads to research for sketch support

LESSON PLAN 1

Teacher Candidate	Holly Romano
School	Hastings Middle School

LESSON NUMBER	1
Lesson Title	What is pop art?
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Couse title	7th
Beginning Date for this *Lesson*	March 12
Ending Date for this *Lesson*	March 12

CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

- **7.1CR** Explore influences on style and choice of subject matter.

CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

- **7.4 RE** Connect various art forms to their social, cultural, or historical purposes.

CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

- **7.1 CO** Analyze how art is used to inform or influence beliefs, values, or behaviors of a community.

Performance-based Assessment Objectives

- Students will understand that pop culture was created as commentary to social behaviors at the time of its creation.

Performance-based Assessment Strategies
(attach assessment documents if applicable)

- Students will orally respond to, and make note of in their sketchbooks, class questions and discussion about pop art.

Academic Language

Vocabulary (define each)

- **Pop Art** — an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture.
- **Popular culture** — a set of beliefs, values, actions, objects, or goods and practices that are popular at any given time and space in society.
- **High art** — art which deals with lofty and dignified subjects and is characterized by an elevated style avoiding all meretricious display (fine art).
- **Low art** — typically refers to products of pop culture and entertainment (commercial art).

Additional Language Demands (*specific* communication task)

- Written notes in skechbooks
- Oral discussion with the class

Accommodations for Special Populations

- There will be a lot of visuals to illustrate what is discussed.
- Students can write comments in notebooks instead of speaking out loud.
- Teacher will reach out to ELL support for students with limited English. Translation support can be given for key words.
- Large fonts used on slides
- Teacher will use a large visual timer for timed activities

Art/Visual Culture Examples (list all artists, artwork or media used)

- Roy Lichtenstein
- Andy Warhol
- Dorothy Grebenak
- Claes Oldenburg
- Jim Dine

Preparations

Materials/Resources for Teacher

- [Google Slides](#)

Materials for Students

- Sketchbooks

Safety Procedures

Teacher reminds students that we are in a supportive space as a community of artists. That means we use good intentions when speaking, we are respectful of other's perspectives, and we give supportive feedback.

LEARNING ACTIVITY
Getting the Classroom Environment Ready

- Google slides ready on smart board
- Sketchbooks on tables

Procedures for the Teaching/Learning Structure (*indicate approximate time for each step*)

Introduction: 3 min
Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: "Good morning/afternoon seventh graders! You finished up your Mona Lisa parody pieces last week, where most of you swapped out Mona Lisa with something from popular culture. I thought it would be great to talk about Pop Art, since making art about popular culture is what this movement was all about.

Pop Art lesson: 35 minutes
Teacher: "To give you an overview of what the Pop Art movie was all about, I have a great video for us to watch, and then we will discuss it afterward."

Students watch video. Teacher guides discussion about what pop art was about and what were common criticisms of the movement. Then the teacher will introduce the students to Roy Lichtenstein, Andy Warhol, Dorothy Grebenak, Claes Oldenburg, and Jim Dine.

Clean-up Procedures (Room, Materials & Work Storage)

Cleanup: 2 minutes

It's time to wrap-up and clean up. Go ahead and put your sketchbooks back in the cabinet.

Closure, Review & Anticipation (what's next?)

Teacher: "Another criticism of Pop Art is that is was stealing imagery. Tomorrow we are going to discuss copyright laws and see if we agree."

Supplemental Activity

Teacher reflection focused on the lesson *after* it has been taught

- Did the students seem engaged in the content?
- Did the students understand the core principal of pop art?

Lesson 1 Teaching & Learning materials

Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.
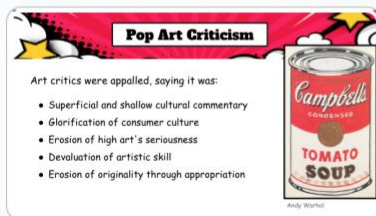
Slides:

1

2

3

4

5

6

Roy Lichtenstein

7

Andy Warhol

Printmaking at "The Factory"

8

Andy Warhol

Printmaking at "The Factory"

9

Dorothy Grebenak

Fiber artist
"Make it a rug!"

10

Claes Oldenburg

Sculpture artist
"Make things big!"

11

Claes Oldenburg

12

Jim Dine

Worked in a hardware store
"Make things colorful!"

13

LESSON PLAN 2

Teacher Candidate	Holly Romano
School	Hastings Middle School

LESSON NUMBER	2
Lesson Title	Copyright vs. Fair Use
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course Title	7th
Beginning Date for this *Lesson*	March 13
Ending Date for this *Lesson*	March 13

CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

- **7.4 CR** Consider ethics when interacting with visual resources.

CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

Performance-based Assessment Objectives

- Students will learn the copyright and fair use laws for imagery.

Performance-based Assessment Strategies
(attach assessment documents if applicable)

- Students will work in groups to discuss and answer copyright situations and present to the class their findings.

Academic Language
Vocabulary

- **Copyright** — protects original works of authorship as soon as an author fixes the work in a tangible form of expression.
- **Fair use** – Fair use is a doctrine in United States law that permits limited use of copyrighted material without having to first acquire permission from the copyright holder.

Additional Language Demands (*specific* communication task)

- Small group discussion
- Class discussion

Accommodations for Special Populations

- There will be a lot of visuals to illustrate what is discussed.
- Students can write comments in notebooks instead of speaking out loud.
- Teacher will reach out to ELL support for students with limited English. Translation support can be given for key words.
- Large fonts used on slides
- Teacher will use a large visual timer for timed activities

Art/Visual Culture Examples

- Roy Lichtenstein
- Andy Warhol
- Dorothy Grebenack

Preparations

Materials/Resources for Teacher

- [Google slides](#)

Materials for Students

- Two sided yes/no cards, laminated
- Situation examples for each group

Safety Procedures

Teacher reminds students that we are in a supportive space as a community of artists. That means we use good intentions when speaking, we are respectful of other's perspectives, and we give supportive feedback.

LEARNING ACTIVITY
Getting the Classroom Environment Ready

- [Google slides](#) ready on Smart screen
- Yes/no cards ready to pass out
- Situation cards ready to pass out

Procedures for the Teaching/Learning Structure (*indicate approximate time for each step*)

Introduction: 3 min
Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: "Good morning/afternoon seventh graders! Yesterday we talked about the art movement of Pop Art. Can anyone remind me what were the goals of Pop Art? What was their message?" Teacher guides discussion towards art reflecting day-to-day lives of people and pushing the definition of art.

Teacher: "We learned that many art critics were not very happy with this art movement. Who remembers what their negative comments were?" Teacher guides discussion towards not original ideas, copying, etc.

Teacher: "Today I want to talk about the idea of how people said they were appropriating — copying things in culture that other's had created and using for their own use. Without permission.

We have laws in place to protect creators called copyright law." Teacher talks through slide 16 -18.

Teacher: "I have some cards here with a situation written on them. In your table groups, you are going to discuss if you think these are okay or not based on copyright law. You will have 5 minutes to discuss. I have printed out a flow chart for each table to use for support. Then we will go around the room and your group will read your situation and tell the class what your decision was and why.

I have these yes/no, red/green cards that the class will use to vote after you present. Then I will let you know what I think the correct answer is."

Teacher passes out situation cards, voting cards, and flow charts to each group, then sets a 5 minute timer on the smart board. When the timer is complete, teacher will go through slides 19-25 to call on groups to present their answer to the class. Then whole class will vote yes/no and the teacher will present what the answer is.

Clean-up Procedures (Room, Materials & Work Storage)

Cleanup: 5 minutes

Teacher: "It's time to wrap-up. Put your situation cards, your flow charts, and your voting cards on a stack in the middle of your tables. If you have your sketchbook, please put those away in the cabinet."

Closure, Review & Anticipation (what's next?)

Teacher: "Now that we understand what Pop Art is and how we can use popular culture references appropriately, tomorrow you will start working on your own Pop Art artwork."

Supplemental Activity

Students can search "Appropriation in art" on their iPads and discuss their findings in table groups.

Teacher reflection focused on the lesson *after* it has been taught

- Did the students understand copyright?
- Did they answer the situational questions correctly?

Lesson 2 Teaching & Learning materials

Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.
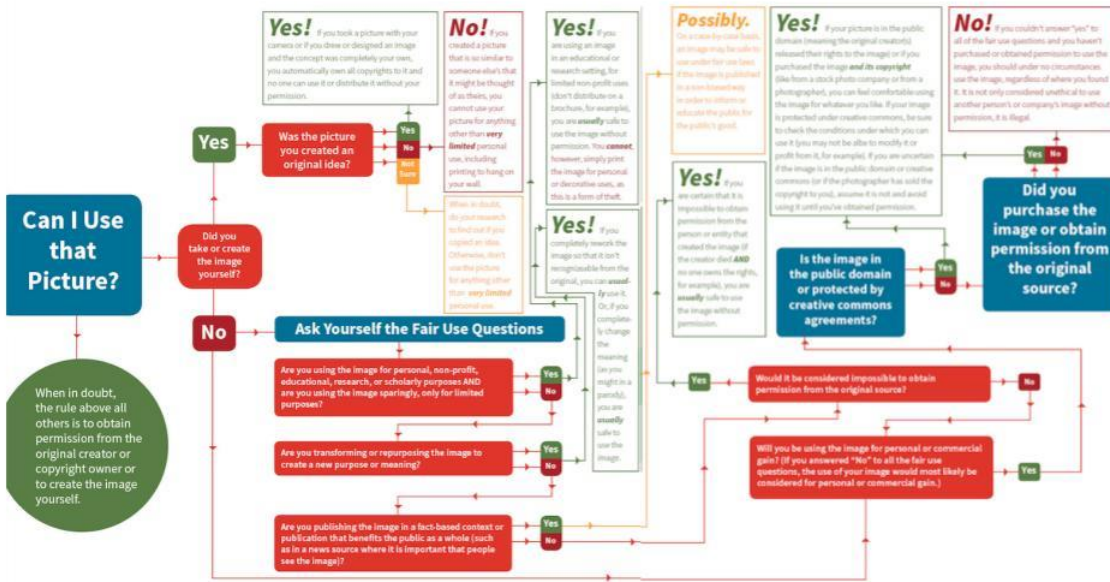
Slides:

Copyright

Exclusive rights for creators to make and sell copies of their works, to create derivative works, and to perform or display their works publicly.

No one else can use work without creators permission.

Exception: Expire 70 years after the author's death or 95 years after publication.

Fair Use

Only allowance against the copyright. States that certain kinds of uses are allowed, even without permission or payment.

Does not devalue the original.

Not for profit
(Criticism, comment, news, teaching)
OR
Must be artistically transformative from the original
(Fan art, satire, commentary, etc)

16

Is this okay?

Can you use an artist's work as your profile picture on social media?

17

Is this okay?

Can your family make matching Mickey Mouse shirts to wear on your Disney trip?

18

Is this okay?

Can you make a Lego stop-motion movie, upload it to YouTube, and then make money from it through advertising?

19

Is this okay?

Can you get a tattoo of the Amazon logo?

20

Is this okay?

Can you use clippings of photos from magazines to make a collage prints and sell them

21

Is this okay?

Can you draw a fanfic comic about Batman and give them to your friends?

22

Is this okay?

Can you paint a copy of Starry Night by Van Gogh and sell it?

23

Flowchart reference sheet:

LESSON PLAN 3

Teacher Candidate	Holly Romano
School	Hastings Elementary School

LESSON NUMBER	3
Lesson Title	What is your pop culture?
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course Title	7th
Beginning Date for this *Lesson*	March 14
Ending Date for this *Lesson*	March 22

CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

- **7.1CR** Explore influences on style and choice of subject matter.

CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

- **7.2 PE** Explore materials to design and create works of art.

CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

- **7.3 CO** Explore how personal experiences influence style and choice of subject matter.

Performance-based Assessment Objectives

- Students with reflect on personal experiences of popular culture and create an artwork that showcases it.
- Students will explore printmaking with the use of alternative materials.

Performance-based Assessment Strategies
(attach assessment documents if applicable)

- Using mind maps, students will reflect on what parts of popular culture they choose to include in their everyday lives.

- Students will create artwork using a printmaking technique.
- Students will use alternative materials like paper bags, magazines, and packaging that supports their experience with popular culture, using them for collage and a substrate for printing.

Academic Language
Vocabulary

- Printmaking — making pictures or designs by printing them from specially prepared plates or blocks.
- Linoleum block — a piece of thick, soft, cork linoleum carved in relief with a design, pattern, or pictorial motif, and used in making prints.
- Brayer — a printer's hand inking roller
- Mind map — a diagram for representing tasks, words, concepts, or items linked to and arranged around a central concept or subject using a non-linear graphical layout that allows the user to build an intuitive framework around a central concept.
- Collage — a piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a backing.
- Pop culture — modern popular culture transmitted via the mass media and aimed particularly at younger people.

Additional Language Demands (*specific* communication task)

- Students will write while using a mind map

Accommodations for Special Populations

- Teacher can supply a foam piece instead of linoleum for students who would struggle with carving, or students can focus on using collage.

Art/Visual Culture Examples

- Gigi Rodgers
- KAWS
- Takashi Murakami
- Jeff Koons
- Yani Shen

- LaToya Hobbs
- [Intro to Printmaking video](#)
- [Linoleum cutting instructions](#)

Preparations

Materials/Resources for Teacher

- [Google slides](#)

Materials for Students

- 4 x 6 linoleum soft cut blocks
- Linoleum cutting tools
- Pencils
- Mind map paper
- Sketch guide paper
- Rulers
- Masking tape
- Scissors
- Printmaking ink
- Brayers
- Ink trays
- Quality printmaking paper
- Table covers
- Misc reclaimed materials like bags, boxes, and magazines

Safety Procedures

Teacher reminds students that we are in a supportive space as a community of artists. That means we use good intentions when speaking, we are respectful of other's perspectives, and we give supportive feedback.

Teacher shows a video and demonstrates safety procedures when working with linoleum cutting tools. Students can tape rulers to tables for support.

LEARNING ACTIVITY

Getting the Classroom Environment Ready

- Students have sketchbooks for mind map activity
- Sketch guide papers — enough

Procedures for the Teaching/Learning Structure (*indicate approximate time for each step*)

Day 1

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: "We have been talking about pop art and how it was used to reflect popular culture of that time and consumerism. Then we learned about copyright versus fair use to know what type of imagery we can use and how we can use it. We learned that we can use imagery we didn't originally create if we are making artwork that is commentary to our experience.

Pop culture mind maps: 25 min

Today, we are going to reflect on what our personal experiences are with pop culture. Pop culture is what is seen in mass media and is aimed particularly at younger people." Teacher talks through slides 27-32.

Teacher: "We are going to create mind maps to discover what your personal pop culture experience is. A mind map is a brainstorming technique that is useful to generate ideas." Teacher goes over slide 33 with students, supporting them to make their own mind maps based on themes of brands, everyday items, food, and technology. Students get 10 minutes for this activity.

Sketching: 12 min

Teacher: "Now that you have some ideas for what fills your personal pop culture experience, take out your iPads and research some imagery related to what you wrote. For example, I have Starbucks as one of mine, so I might use their logo or an icon for a cup of coffee. I also have email as a big part of technology I experience. I might draw the envelope icon or an email window. Your goal is to match up imagery for as many items on your mind map as you can. You can use your sketchbooks to draw your ideas."

Cleanup: 3 minutes

Teacher: "Okay, it's time to wrap up for today. Go ahead and place your mind maps in your sketchbooks and put your sketchbooks back into the cabinet."

Day 2

<u>Introduction: 3 min</u>

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

<u>Design: 35 min</u>

Teacher: "Yesterday we started brainstorming ideas about what is included in our personal popular culture experience, and we did some sketches. Today I want to start talking about the process of printmaking, the technique we will be using to make our artwork. This process became very popular in the fine art world during the Pop Art movement. I have a good video that gives you an overview of all types of printmaking. We will only be doing linoleum cut printing." Teacher shows video on slide 35, then introduces artists on slide 36 and 37 for visual examples.

Teacher: "I want to spend the rest of class putting together ideas for your designs. Include three popular culture items from your mind map. My recommendation is to not make it too small or too complicated. You will be carving your design, so you don't want to worry about too much detail.

I have template sheets that have rectangles the same size as our easy cut blocks. Use these to draw your composition ideas. I will pass out one sheet to everyone, but if you need more, I will have them here on the supply table. Grab more if you need it."

Students work on composition ideas. Teacher walks around the room giving support when needed.

<u>Cleanup: 3 minutes</u>

Teacher: "Okay, it's time to wrap up for today. Go ahead and place your sketchbooks back into the cabinet."

Day 3

<u>Introduction: 3 min</u>

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

<u>Design: 35 min</u>

Teacher: "Yesterday you all started working on your designs for your prints. I am going to demo how you will be transferring your final designs to your linoleum piece. Let's meet at the table in the back for my demo" Teacher shows students how to trace their design with tracing paper, then lay tracing paper on easy cut (face down) to rub it onto the easy cut. Then trace design with Sharpie.

Teacher: "You must review your designs with me before I will give you a piece of tracing paper. I want to ensure that you can be successful with your design. We will spend the rest of class working on them. The goal is to be finished with your design by the end of class today."

Cleanup: 3 minutes
Teacher: "Okay, it's time to wrap up for today. Go ahead and place your design sketches you're your sketchbooks and place them back into the cabinet."

Day 4

Introduction: 3 min
Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Design final: 34 min
Teacher: "Yesterday most of you finished your designs for your easy cut print. Today I want to demonstrate how to carve the design out. First I have a clip from a video to show how to to safely use the carving tool. After the video, I am going to do a demonstration as well. It's very important that we are safe with these carving tools. They are sharp so we need to use them respectfully." Teacher shows demo video, then does additional demo to students at table.

Teacher: "If you have your design approved, you should be working on tracing it and transferring it to your easy cut block. You need to trace it with Sharpie before you begin cutting. This makes sure your design doesn't rub off while carving.

If you are still working on your design, you need to finish it today. Make sure you meet with me to get your design approved and get a piece of tracing paper.

Student work while teacher walks around room supporting where needed.

Cleanup: 4 minutes

Teacher: "Okay, it's time to wrap up for today. Go ahead and place your design sketches you're your sketchbooks and place them back into the cabinet. If you are carving, you need to return the tools and clean up the trimmings. Make sure to write your name on the backside of your linoleum block. We will store them in the box with your class number on it." Teacher supports students in proper cleanup.

Day 5

Introduction: 3 min
Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Worktime: 34 min
Teacher: "Today everyone should be carving their designs into their linoleum pieces. I want to have all the designs cut by the end of class tomorrow, so try to stay focused. Remember, these carving tools are sharp. I expect you to use them responsibly. Go ahead and pick up your pieces and a cutting tool and start working."

Cleanup: 4 minutes
Teacher: "Okay, it's time to wrap up for today. Go ahead and place your design sketches you're your sketchbooks and place them back into the cabinet. Return the carving tools and clean up the trimmings. Make sure your name is on the backside of your linoleum block and place it in the box." Teacher supports students in proper cleanup.

Day 6

Introduction: 3 min
Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Worktime: 34 min
Teacher: "Today we are going to begin printing with your linoleum carvings! I am excited for you to print your designs today!

I have set up a demonstration area to show you how to print. Let's all gather around the table and I will take you through the steps" Teacher demonstrates steps on slide 41.

Teacher: "I have traditional printmaking paper here for you to use. You need to have at least 3 prints, but you can make more. I also want to challenge you to use some of the non-traditional materials, like these shopping bags and packaging. You can also clip out some imagery from these magazines and create a collage to print on top of. Don't be afraid to experiment. Challenge yourself to take your prints to the next level by adding the texture of these non-traditional materials."

Teacher has printing ink and rollers set up at each table for the table groups. Students can choose between yellow, red, blue, black. Teacher will walk around the room while students work on their prints, giving support where needed.

Cleanup: 6 minutes

Teacher: "Okay, it's time to wrap up for today, so find a stopping point. Make sure to wash your printing block and place them in the class box. Any wet prints you have need to go on the drying rack."

Day 7

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Worktime: 34 min

Teacher: "Today is our last day for this project. You can make additional prints and try some of the non-traditional materials. Reminder, you need 3 prints on white paper, and then one print on non-traditional materials."

Teacher will walk around the room while students work on their prints, giving support where needed.

Cleanup: 6 minutes

Teacher: "Okay, it's time to wrap up for today, so find a stopping point. Make sure to wash your printing block and place them in the class box. Any wet prints you have need to go on the drying rack."

Clean-up Procedures (Room, Materials & Work Storage)

- Artwork is on the drying rack.
- Linoleum blocks cleaned and in class box.

Closure, Review & Anticipation (what's next?)

A great idea would be to move next into a self-portrait identity project, especially focusing on the internal identity. This will support students understanding that they are more than just consumers.

Supplemental Activity

Self-reflection activity

Students can answer these questions in their sketchbooks

- What did you learn about your experience with pop culture?
- What was your favorite part of the lesson?
- What was the most challenging part?

Teacher reflection focused on the lesson *after* it has been taught

- Were the students excited about printmaking?
- How did the students manage the design step? Did they understand the directions?
- Were the students respectful of the carving tools?
- How well did the students carve?
- Could any step of the process be done better?

Lesson 3 Teaching & Learning materials

Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.
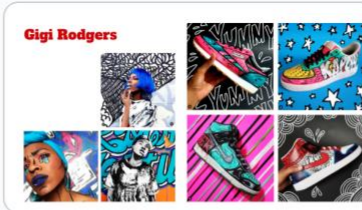
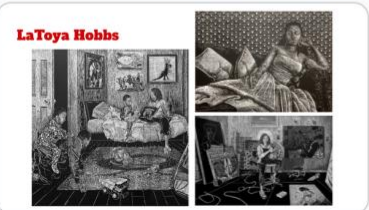**Google slides:**

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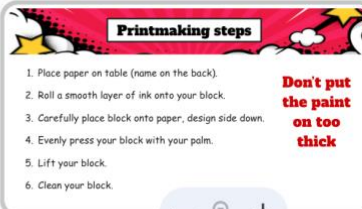

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Teacher samples:

Bibliography:

Sickler-Voigt, D. C. (2020). Artistic Development: Early Childhood Through Adolescence. In *Teaching and learning in art education: Cultivating students' potential from Pre-K through high school* (pp. 83–101). essay, Routledge.