

Oh No U Didn't! Appropriation of Ideas

Teacher: Grace Collins

Assistant to the Teacher: N/A

Documenter & Interested Adult: Ilayda and Sarah

Unit Title: The Art of Appropriation

Lesson Title: Appropriating Ideas

Grade Level: 6th-12th

Number of Students: 17

Lesson #: 1 of 4 projected lessons.

BIG IDEA (UNIT):

Appropriation and how artists can use different forms of appropriation to make a statement

BIG IDEA (LESSON):

The appropriation of ideas ingrained in popular culture.

ART / ARTIST(S) OF RELEVANCE:

Pop Artists and contemporary artists will be a large part of this lesson.



Pablo Cano. Tomato Soup Can (after Andy Warhol). Found objects. 2008.

Cano is a Puerto Rican artist who is invested in narrative, puppetry, found objects, and audience interactions.



<http://artgallerypaintedfaces.blogspot.com/2012/08/emiem-portrait-paintings.html>

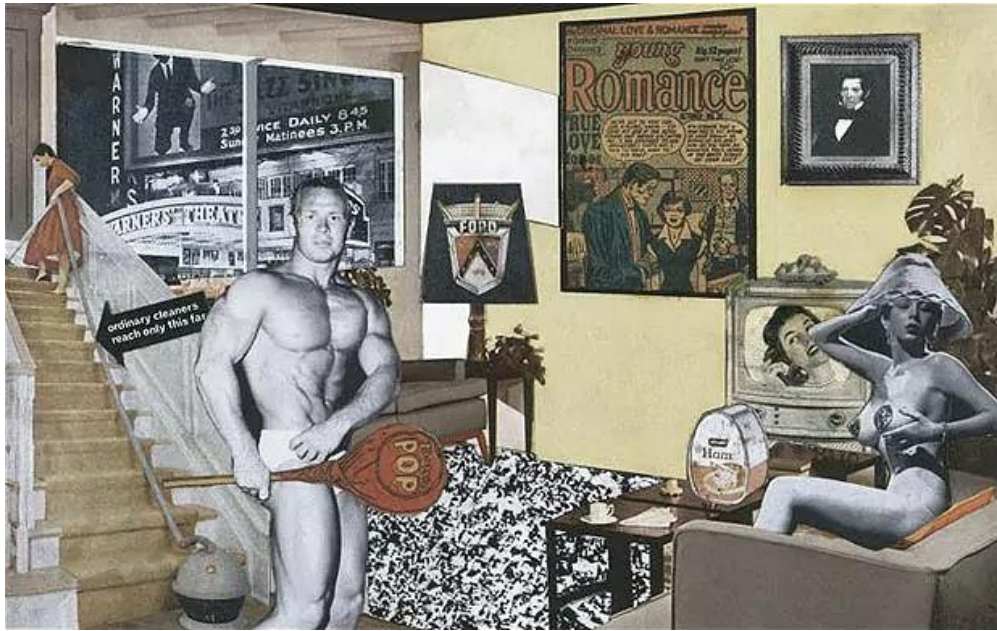


https://www.moma.org/learn/moma_learning/andy-warhol-gold-marilyn-monroe-1962

Warhol's Golden Marilyn Monroe which takes after the old Madonna paintings of the Renaissance. Warhol was from Pittsburgh, PA and was an iconic member of the pop art movement which aimed to raise commercial objects to the high art stage while simultaneously lowering high art. He primarily used silkscreen prints to make several copies of his works, most if not all were of common, everyday manufactured objects.



Andy Warhol, Soup Cans



Richard Hamilton, Just What Is It That Makes Today's Homes So Different, So Appealing? Hamilton's work is a collage that used several recognizable images from the time to create one collage.

PREREQUISITES:

- Students must have basic drawing and or painting skills.
- Students must have a basic understanding of how to research on the internet.
- Students must have an idea of what it means to borrow, copy, or plagiarize because that will help aid in their understanding of appropriation.
- Students must be familiar with some aspects of today's pop culture.

SAFETY HAZARDS:

In this lesson we will be doing internet research in the computer lab on the 3rd floor of Patterson. While researching ideas of interest, please do not click on any links that seem suspicious. This is to protect the computers from viruses.

In addition to our internet safety, we will be using drawing and painting materials. Please be mindful of what is on your hands before going to rub your eyes, since materials such as pastels and paint can irritate your eyes. There is a sink located in the back of the room where you can wash your hands off beforehand.

INTERDISCIPLINARY CONNECTIONS:

This lesson ties into social studies and literary arts because it is about taking and adapting ideas ingrained into society, which oftentimes spring from books, movies, or other media. It is also about what ideas have persisted over time, which can lead students to research the origins of a concept.

I-B. UNIT OVERVIEW (RATIONALE)

We live in a manufactured, commercial world ruled by Pop Culture. The youth are tuned into television and plugged into music as often as they can be and have formed their own opinions on what they see. This unit on appropriation will help guide students through the visual language that they already know and expand their understanding of what it all means.

I-A. LESSON OVERVIEW (RATIONALE)

High and middle schoolers are fully immersed in consumer culture. They are highly invested in popular culture such as celebrity news, the latest memes, music videos, fashion, and video games. These students have a sophisticated understanding of pop culture and are capable of appropriating pop culture to create a meaningful work.

II. LEARNER OUTCOMES

1. The student will understand how artists use appropriation in terms of ideas.
2. The student will analyze the interaction between consumerism, pop culture, and art.
3. Students will identify the differences between plagiarism, copying, and appropriation.
4. Students will create a work of art that appropriates an idea of the student's choosing.

III-A. NATIONAL ART STANDARDS

VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.

VA:Cr1.1.7a Apply methods to overcome creative blocks.

VA:Cr1.1.8a Document early stages of the creative process visually and or verbally in traditional or new media.

VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.

VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.

VA:Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

VA:Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.

VA:Cr1.2.Ia Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.

VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.

VA:Cr3:1.6a Design or redesign objects, places, or systems that meet the identified needs of diverse users.

VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.

VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses.

VA:Cn11.1.7a Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

VA:Cr2.2.7a Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.

VA:Cr2.2.8a Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

III-B. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

9.3.12.C: Apply systems of classification for interpreting works in the arts and forming a critical response

9.4.12.B: Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).

9.3.12.A: Explain and apply the critical examination processes of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses
- Evaluate/form judgments

9.1.12.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- paint
- draw
- craft
- sculpt
- print
- design for environment, communication, multi-media

IV. MATERIALS NEEDED FOR LESSON

- Computers
- Pencils (2B and drawing pencils)
- Erasers
- Large paper
- Canvases
- Acrylic paint
- Colored Pencils
- Pastels
- Markers
- Pencil Sharpeners
- Paint Brushes
- Paper Towels
- Water Cups
- Paint Pallets (plastic plates work well)

*Power point

* Teacher Sample

* Post Assessment sheet

V. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Teacher Actions	Expected Learner Actions
Day 1 Greet students and give them their personal sketchbooks. Ask them to write their names on the cover, the name of the class, and my name in case it ever gets lost. Discuss plans for today starting with the power point, then computer lab research and letting them know my expectations for planning (Sketch, explanation, and medium choice), but also let them know that their final project may take another direction because sometimes that's just how art is and we change our minds. Introduce Appropriation/ Unit overview. Then narrow in on this lesson. Answer questions as they come. Give Post Assessment to check for understanding. Discuss appropriation of ideas and facilitate discussion on the interaction between consumerism, pop culture, and art with powerpoint examples. Gather students and head to the computer lab (already signed into my account). Let students do some research on images or ideas that they want to explore. Let them bring sketchbooks and pencils to sketch	Day 1 Students pay attention to instructions and get oriented in class/ draw in sketchbooks Listen, ask questions. Listen, ask questions. Answer questions Listen and ask questions or answer questions Take post Assessment. Discuss and participate. Students follow in a orderly fashion up to the computer lab. Students will have brought pencils and sketchbooks to the lab so they can research, jot down ideas, and sketch out their plan.

ideas. Bring students back to the classroom after research is completed so they can get to work. With remaining time, instruct students to either continue to plan, or if they have finished planning, let them start. **Make sure they write their names on the back of their canvas or their sheet of paper** Clean up and review. Let students know that we will continue to work on this next class. Day 2 Greet students and pass out sketchbooks Once everyone is there, review what was learned last class. • What is appropriation? • What are we appropriating in this lesson? • What are some ideas that can be appropriated? **Important because some students missed last class Let them know what they are doing today. And pass back out the projects to the students. Provide materials for students to work with and be available for questions. Let students work and engage with each other. Go around and ask questions and talk with students.	Students will return to the classroom in an orderly fashion. Students will continue to work and follow instructions. Clean up and review. Students get settled in and sketch Students listen and come grab their projects when their names are called. Students get what they need and get to work while engaging with each other either about their work or other topics. *must finish today*
---	--

Have students clean up. Have students present what they made and why they made it the way they did. **** If students don't finish, have it be an ongoing station so students can continue to work. Don't want to rush anyone.	Aid in clean up Share their work and talk about what they did.
--	--

VI. ENDING THE LESSON

1. **Closure of Lesson** Have students present their work and talk about what they wanted to say with their work, what pop culture idea they chose, and why they

chose it. I also would like to have a closing conversation where they tell me and each other what they have learned and why they think it is or isn't important.

1. **Transition to Next Lesson** This was the introduction to appropriation. From this lesson onwards, we will be looking at more advanced and abstract ways of appropriation. We will also be moving on to sculpture. I will task students to bring in recyclable objects from their home for the next week. I will also bring in some of my own recyclables. ***Make sure items that are brought in are rinsed out properly***

VII. REFERENCES TO MATERIALS CONSULTED

- Artists mentioned in Visual References.
- The various iterations of Hercules
- Visual Culture imagery such as logos, commercial items, and so forth.
- Characters such as Popeye and Mickey Mouse
- Book references for individual students including *The Book of Kells* and the *Warrior Cats* series by Erin Hunter.
- Movies for individual students including *Who Framed Roger Rabbit*, *Spirited Away*, and, *My Neighbor Totoro*

VIII. THE CLASSROOM AS A THIRD TEACHER

I liked the "C" and "L" shapes with the tables that I did last class. This time, I will want to split the class into a painting side and a drawing side. The larger painting supplies will be out on the slate countertop (paint containers, paper towel roll, spare brushes). Each individual in the painting sector will receive a pallet, paper towels, and paint brushes of varied sized. There will be mason jars with water in between every two students. They will be in charge of getting their own paint and water changes.

On the drawing side, there will be supplies laid out orderly with a short description of each. Options will include graphite pencils, colored pencils, soft pastels, and oil pastels. Since I gave students watercolor paper, markers should be avoided.