Grade 5: Popular Culture - Op Art, Pop Art Portrait with Artist Heather Cline

Aim: This 1½ hour session will give students the opportunity to participate in a live broadcast with professional artist Heather Cline.

Students will learn how artists are influenced by graphic and commercial art and discover ways that colour theory impacts Cline’s painting technique.

Students will use complimentary colours and a graphic portrait drawing to create a Pop Art painting.

Creative/Productive: Students will create a Pop Art portrait painting and explore the idea of colour theory in the creation of art work.

Critical/Responsive: Students will have the opportunity to ask artist Heather Cline questions during the broadcast about how she makes art and what her art work is about.

Cultural/Historical: Students will learn about the history of colour theory and abstract painting, examining Pop Art by various international and Saskatchewan artists.

About the Artist

Heather Cline lives and works in Regina, Saskatchewan and passionately pursued making art from an early age. Since completing her MFA at the University of Saskatchewan in 2001, Cline has continued to work in painting, printmaking and new media.

Cline has participated in group exhibitions throughout North America, with solo exhibitions at the Mendel Art Gallery in Saskatoon and regional exhibition centers throughout Saskatchewan. She has also participated in a series of artist residences in Saskatchewan; and conducted workshops and lectures on a variety of topics throughout North America.

In 2006, Cline was the writer, host and co-producer of the television series, ‘Art from the Start.’ She was also the writer and host for two seasons of ‘Art Inclined’ a program examining artists and art history, seen on SCN and Treasure HD. Currently Cline is involved in long-term multi-media project entitled ‘Populating Veduta: Contemporary Cityscapes’.
1½ Hour Program Structure

PART 1: 30 min. LIVE broadcast introductory session with a professional artist:

- Video - ‘Studio Tour’. What do artists do?
- Demonstration 1 - Colour intensity and application, acrylic painting techniques
- Video - History of colour and influence of commercial design on Pop Art
- Demonstration 2 - Pure colour and Pop Art portrait project.

Teachers are encouraged to send in questions from their students via Adobe Connect at any point during the 1½ hour broadcast [http://connect.edonline.sk.ca/liveartsed/](http://connect.edonline.sk.ca/liveartsed/)

PART 2: 60 min. Teacher-guided hands-on workshop activities with online support from artist. Teachers and students can consult artist via the Internet or telephone during this segment.

Resources are available for use in the classroom at the LIVE Arts Education website [www.liveartsaskatchewan.com](http://www.liveartsaskatchewan.com) and via Adobe Connect during the broadcast.

Note: You may need additional classroom time beyond the 60 min. to complete this project.

Curriculum Outcomes

Creative/Productive:

CP5.7 Create visual art works that express ideas about, and draw inspiration from, pop culture.

CP5.8 Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint).

Critical/Responsive:

CR5.1 Examine the influence of pop culture on own lives and societies, and investigate the work of selected pop culture artists (e.g., Andy Warhol, popular musicians, movie stars, televised music and dance competitions).

Cultural/Historical:

CH5.3 Analyze and describe how arts and pop culture expressions convey information about the time and place in which they were created.

Refer to renewed Grade 5 Arts Education curriculum documents for further information on outcomes, indicators, and assessment at [www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca)
Materials and Resources

Pencil; rulers; black marker; acrylic paint, acrylic paint in basic colours: primary red, yellow and blue, secondary orange, purple, green, and white and black; colour wheel (available in resource section of LIVE Arts website); white paper (Bond or Cartridge, size around 18” x 24”); a variety of size of paint brushes (bristle or whatever is on hand), water and containers (large plastic work best - tall enough for large brushes); plastic sheeting or newspaper to cover the table or desk top. Optional: mirrors or digital camera.

Teacher Guide for Hands-on Workshop Segment of the Broadcast

Prior to creating the paintings, view online examples of works by the following artists: Roy Lichtenstein, Andy Warhol, Claes Oldenburg, Jasper Johns, Tom Wesselmann, Robert Rauschenberg. Links are provided at the LIVE Arts website www.liveartsaskatchewan.com

Activity

1. Have students create a drawing or photographic portrait for their ‘Pop Art’ painting. The portrait can be drawn on the paper using a mirror, working in pencil free-hand or with a ruler. Alternatively, students could take a digital photograph of themselves with the help of a classmate. See LIVE Arts website, address above, for detailed instruction on working from a digital portrait.

2. To create a Pop Art style, the drawing should be reduced to simple shapes by outlining key features, shapes and forms with a thick marker. This will be the graphic drawing for the students’ Pop Art painted portrait.

3. Once students have created their graphic drawing they should replicate it on a larger piece of paper (minimum 18” x 22”).

4. Students should then start filling in their drawing with colour. Tip: Keep the colour (hue) nice and solid, don’t water the paint down too much.

5. Students should consult a colour wheel (available on LIVE Arts website) and plan out their use of complementary colours and warm/cool colours to play with space and visual ‘buzz’. Complementary colours are opposite each other on the colour wheel.

6. Discuss how some colours draw the eye (e.g., bold or more intense colours have bigger visual impact). Examine places in art works where a secondary colour (created by mixing two primary colours) has been placed next to certain primary colour and consequently may have a visual “buzz”. That is due to the effects of complementary colour relationships (i.e., red is complimentary to green, yellow is complimentary to purple and blue is complimentary to orange).

7. Display the students’ work and, during another class, have students discuss the ideas and visual effects that were created within each work. Conduct an inquiry into how Pop Art has influenced mainstream popular culture (e.g., comics, animation, fashion design).