

## Pop Art Roy Lichtenstein KS2

### Topic: Pop Art, Portraits, Notable Artists

#### Aims:

- I can describe the characteristics of Pop Art
- I can create a self-portrait in the style of Roy Lichtenstein.

#### Success Criteria:

- I can create a colour wheel.
- I can say which colours are complementary.
- I can use dots to add colour to my portrait



#### Resources:

- Brightly coloured A4 paper, A4 dot paper, A4 head and shoulder photographs of children and black permanent pens. Water colours or coloured pencils could be used for the background. Oil pastels, crayons or felt pens could be used for the dots but ensure whatever you choose to use there are suitable skin tone colours available

#### Opportunities for Reflective Learning:

What are you most pleased about with your piece of art?

What did you find most difficult?

Which Pop Artist do you like the most?

#### Introduction:

Introduce the children to 'Pop Art'. Show them examples of Peter Blake, Richard Hamilton, Andy Warhol, Keith Haring, Roy Lichtenstein etc. What is similar about the pieces? What do they like/dislike? What do they notice about the colours? What do they notice about the subject matter of the paintings? Tell the children they are going to create some pop art. Can they think of the success criteria for a piece of pop art? List children's ideas and establish a short list of pop art characteristics.

## Teaching Session 1:

Show children a blank 6 part colour wheel. Can they remember the 3 primary colours? Fill these into your demonstration colour wheel. Explain that these 3 colours are the most important on the colour wheel as all other colours are mixed from these. Can the children remember which colour is created by mixing red and blue? Explain that purple is a secondary colour and fill in purple on your colour chart. Continue with red and yellow, yellow and blue until the chart is finished. Explain to the children that the colours that are opposite to each other are called 'complementary colours'. Complementary or opposite colours appear more vivid together than when they are apart. Pop artists often use primary colours and complementary colours. Ask the children to create their own colour wheels in sketch books and practise putting opposite colours together

## Teaching Session 2:

Introduce the children to Roy Lichtenstein. Explain that he is famous for comic strip type drawings, painting everyday objects, and for using **onomatopoeia** in his art work. Show the children examples of Lichtenstein's onomatopoeia art work.

Give the children some more examples:

<http://examples.yourdictionary.com/examples-of-onomatopoeia-for-kids.html>

Can they guess what the word means?

Show the children 'Girl with Hair Ribbon' how has Lichtenstein coloured the face? Explain they are going to use coloured spots to create their own self-portraits.

- Give children their own A4 photographs and ask them to use blue-tac to stick them underneath circle paper.
- Using pencils can they hold their paper against a window and trace their photograph. Children might need to return to the window several times to add a detail they have missed.
- When children are happy with their drawings ask them to go over their pencil lines with a permanent black pen. Remind children they can emphasise certain parts of their face by creating thicker black lines.
- If children have outlined in permanent pen, they could very lightly colour wash their hair or clothing with water colour paint. If they have used pen that is water soluble they could very lightly colour the hair and clothing with coloured pencils. Remind children that the background needs to be lighter than the spots.
- Finally ask the children to colour every circle with strong colour.  
Ask the children to cut out their portraits and stick them on brightly coloured paper. Display the portraits around the room.  
Do the children recognise each other? Have any of the children used colour particularly well? Is there anyone that would like to do something differently next time?