

**Topic:** To create a portrait of a celebrity or icon

**Grades:** middle and high school (general education and special education students)

**Discipline:** Art/Visual Art

**Goals:** Students will examine and understand different facets of fame in America culture through the creation of a contemporary pop portrait based on the painting style of artist Andy Warhol's

**Objectives:**

1. the student will recognize elements of Pop art, such as pop culture as subject matter.
2. the student will understand the concept of pop art of Andy Warhol's artwork
3. the student will understand the silkscreen process of underlayer that Warhol used to create his portraits
4. the student will create their own portraits using repetition like Warhol
5. the student will create a portrait of Donald Trump
6. the student will create a portrait mimicking the style of pop artist Andy Warhol
7. the student will learn how to use filters in Adobe Photoshop that will change their 3-D image into a 2-d image.

**Materials**

1. computer
2. Adobe Photoshop
3. photographs or digital images

**Opening:**

Yesterday we learned how to create a portrait with the liquify filter. Today we are going to create a portrait utilizing other filters in Photoshop.

We also learned that portraits generate emotions. Yesterday we created portraits of an alien that was scary. Today we are going to portray our feelings about celebrities by creating a portrait of an icon.

**Procedures:**

1. The teacher hands out literature about the portraits created by pop artist Andy Warhol. The teacher asks the students to read this literature. Using the motivational questions, the teacher asks the students to read these questions and write the answers on a piece of paper.

**Motivational questions:**

- What portraits do you see all the time? (family, school, famous movie stars)
- How many times have you seen portraits or images of a famous pop star such as Britney Spears in the past year? Why are there so many images of her in the news and on TV?
- How does someone become famous? If it were your job to make someone famous, how would you do it? What steps would you take?
- Andy Warhol appropriated many of his images from mass media (meaning he did not take the photograph himself but found it and used it). If you were going to appropriate an image to make a portrait, where would you take the image from and why?
- After viewing the Mick Jagger, Princess Caroline and chairman Mao prints, describe the effects created by the under-painting. How does Andy Warhol create variety in his portraits?

**Motivation:** Class discussion (student centered)

The teacher explains to the students that she is going to create a digital portrait. This portrait will mimic the style of the portraits Andy Warhol. Like Andy Warhol's portraits, this digital image will be flat. She also explains that she is going to use filters in Adobe Photoshop that mimic some of the graphic effects utilized by Andy Warhol. The teacher conducts a class discussion about the way graphic designers use similar effects as the ones in Andy Warhol's work. The teacher writes some of the students comments on the board.

The teacher asks the students to conduct research about the life of Donald Trump. She asks the students does his role in the new T.V. make him a celebrity. The teacher asks the students to conduct research about the life of Donald Trump. She asks the students does his role in the new T.V. make him a celebrity. The teacher instructs the students to write a paragraph explaining their point of view. The students are told that this essay will be graded and must be handed in before they leave the class.

**Direct lesson**

The teacher opens an image of Donald Trump from Ms. Bermack's folder in Adobe Photoshop. The teacher duplicates this image five times and places it on a new layer. The teacher demonstrated the effects of the following filters on these new layers:

- torn edges
- graphic pen
- chrome

- bas relief
- emboss

The teacher embellishes the shapes of these images with the paint brush and changes the color and tone with the hue/saturation filter and brightness and contrast filters.

The teacher asks the students if these effects turn this image into an icon? The teacher asks the class to take a vote as to which portrait best exemplifies Donald Trump as an icon. A brief class discussion follows.

### **Student Centered (hands-on)**

The teacher asks the students to model the steps she demonstrated in class with an image from the celebrity folder on their desktop.

### **Assessment**

1. The teacher will assess the final product based on performance assessment measures. The criteria will be:
  - the utilization of the filters demonstrated in class to change the image into a pop icon
  - use of other Photoshop tools taught in prior lessons
  - the imagination of the student
  - the visual content
  - ability to change a three dimensional image to a two dimensional one.
2. The teacher will utilize informal assessment. While walking around the classroom, the teacher will review the artwork on their monitors.
3. A rubric for their essay assignment

### **Closing:**

Today we learned how to create portraits that portray the person as a celebrity. Tomorrow we will create learn why Andy Warhol used repetition to create a pattern.