Marium Rana | Session 1:

Lichtenstein-Inspired Self-Portrait

List of Required Supplies: A lined sheet of paper

Space/Facility Requirements:

For home learners:

- Access to internet
- Access to computer
- Access to the included clickable list of artworks (students may access the work on Google, but images in this list have been screened as appropriate for student viewing)
- A clear desk space to write notes
- Access to printer for black and white picture of self

For teacher in classroom:

- Access to internet
- Access to projector/smartboard/starboard
- Access to computer

Student Time Required: 45-60 minutes

Additional Links:

Video: *Roy Lichtenstein - Diagram of an Artist* by Tate (total time - 9:04) (subtitled, appropriate for student viewing)

https://youtu.be/gOsLpoa6c_4

Objectives:

- Students will create a self-portrait in which all facial features are proportionate.

- Students will use brightly-colored crayon, marker, colored pencil, and/or tempera paint to fill in their portraits.

- Students will emulate Lichtenstein's style by including a speech bubble, a thought cloud, or an action/onomatopoeia in their portrait.

- Students will complete all warmups related to Lichtenstein's art and their self-portraits.

Vocabulary:

Roy Lichtenstein – American pop artist in the 1960s. This artist was influenced by comic books and the role of women in these books.

Pop Art – Short for "Popular Art." This art movement challenged what was considered fine art at the time.

Ben-Day Dots – Dots that are used in printing. These dots were introduced into fine art by Lichtenstein.

Onomatopoeia - The use of words that imitate sounds.

Grid - A set of squares lined up, to be used in measuring.

Step-by-step Instructions

- Students will look at images of the artwork of Roy Lichtenstein

    1. *Reverie from 11 Pop Artists, Volume 2,* 1965
        https://www.moma.org/collection/works/65784?sov_referrer=artist&artist_id=3542&page=1

    2. Untitled from *For Meyer Schapiro*, 1974
        https://www.moma.org/collection/works/76502?sov_referrer=artist&artist_id=0&page=3

    3. *Drowning Girl*, 1963
        https://www.moma.org/collection/works/80249?sov_referrer=artist&artist_id=3542&page=1

    4. *Sweet Dreams, Baby! From 11 Pop Artists, Volume 3*, 1965
        https://www.moma.org/collection/works/65792?sov_referrer=artist&artist_id=3542&page=1

    5. *In the Car*, 1963
        https://www.nationalgalleries.org/art-and-artists/664

    6. *Reflections on Crash*, 1990
        https://www.nationalgalleries.org/art-and-artists/133658/reflections-crash?artists% 5B14956%5D=14956&search_set_offset=2

7. *Crying Girl*, 1963
   https://www.philamuseum.org/collections/permanent/60729.
   html?mulR=459764950%7C3

- To encourage discussion, students will be asked, "How are these paintings different from other paintings you have seen?" "What makes this art unique?"

- Students will be instructed to watch the video and write 10 sentences in bullet point format through observation or dialogue about Roy Lichtenstein. (ex: "Lichtenstein uses stencils to make a symmetrical design.")

- Notes will be turned into the teacher for credit that day.

- Homework: Students will bring in a black and white headshot portrait or a cropped/zoomed-in photo of themselves to class (bust to top of head, preferably). The picture should fill an entire 8.5"x11" paper.