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Subject Area: Beginning Art (High School)

Unit Title: Drawing and Painting

Lesson Title: Parody Paintings

Duration of Lesson: +/- 12 periods of 45 minutes each

Objectives and Standards:

- Using acrylic paints, students will create a parody of a famous painting. Students will make three to five obvious changes to the original painting, while still making sure that the original work is recognizable. Students will maintain the style of their parodied artist. (25.B.4.)
- Students will demonstrate an ability to work with painting media to achieve a variety of transparencies and textures. (26.A.3e)
- Through a quiz, students will demonstrate an understanding of basic copy write law, artistic plagiarism, and the meaning of intellectual property. (27.A.4a)

Materials/Resources Needed:

Images of famous paintings, sketchbooks, pencils, erasers, gesso, large brushes, masonite or canvas boards, acrylic paint, paint palettes, variety of paintbrushes, gloss medium, mat medium, acrylic modeling paste, paint palette knives, water, water cups, paper towels, computer with Internet access, websites of parodies of *American Gothic* and *Mona Lisa*, Weird Al CD, texture hand-out, quiz

Anticipatory Set:

Teacher will ask students if they know what a parody is. Teacher will expand on students' answers and give the example of songs by Weird Al Yankovic. Teacher will show students examples of parodies of *American Gothic* by Grant Wood, as well as of da Vinci's *Mona Lisa*.

Objective/Purpose:

Students will apply what they have learned about creating value, perspective, and mixing colors, and will have more opportunity to be creative. However, students must understand that while most great artists studied the masters before them, in the art world it is rarely acceptable to directly copy a famous work, and pass it off as one's own. Instead, artists must make significant changes to another artist's work, in order to call it their own.

Input:

Students will have previously learned about and made thumbnail sketches.

Students will have previously learned about mixing colors—including creating flesh tones—and will have learned how to enlarge 2D works. Students will also have experience in working with acrylics, as well as how to make objects look three-dimensional using shading and perspective.

Model:

Teacher will show students examples of parodies, as well as the original works that inspired them. Teacher will demonstrate how to prime the masonite boards with gesso to create a better painting surface. Teacher will also demonstrate how to use different acrylic mediums to achieve various transparencies and textures in their paint.

Procedure:

1. Class will discuss parodies.
2. Class will view examples of parodies.
3. Class will discuss plagiarism.
4. Students will choose one of several approved images to parody.
5. Students will create three to four thumbnail sketches of ideas for how to parody one or two selected works.
6. Students will discuss their sketches with the teacher, who will offer advice.
7. Students will decide on which idea they will pursue by developing a more detailed sketch of their chosen parody.
8. After a demonstration, students will prime their masonite boards with three coats of gesso, allowing the gesso to dry between coats.

9. Using pencil, students will sketch their basic shapes onto their primed boards, taking care to make their shapes proportional to the original.
10. Using acrylic paints in primary colors, secondary colors, white, and black, students will block in their base colors. Students may not use straight-up black, and students must mix their own shades of browns and other skin tones.
11. Teacher will demonstrate how to achieve different transparencies and textures using acrylic mediums.
12. Students will complete a handout that will give them practice using the mediums.
13. Students will continue creating their parody paintings, taking care to emulate the original artist's style and composition of shapes. Students will also take care to ensure good craftsmanship, and will clean up after themselves at the end of each class period.
14. On day 10, students will participate in a brief peer critique to gain insight on how their painting might be improved.

Check for Understanding:

- Students will verbally answer questions about plagiarism and parodies.
- Students will create at least three "thumbnail" sketches of ideas for parodies of works of art they choose.
- Students will discuss their sketches with the teacher, who will make suggestions.
- Students will create a more detailed sketch of their parody before transferring it to their final project.
- Students will practice how to create different textures and transparencies on a handout.
- Students will complete a quiz at the end of the project.

Closure:

1. At the end of the lesson, class will discuss copy write law, intellectual property, plagiarism, and these concepts relate to creating portfolios and submitting work for exhibitions or sales.
2. Students will complete a quiz on parodies and intellectual property.
3. Painting will be evaluated using the attached rubric.

Name: _____

Class: _____

CRITERIA	Poor	Below Avg.	Average	Above Avg	Excellent	POINTS
	0-11	12-13	14-15	16-17	18-20	
Focused on the directions & objectives to complete project	Did not complete the project	Little or no focus on directions & objectives are being followed in complete project	Some evidence of directions & objectives are being followed in complete project	Uses or meets most of the direction & objectives in completed projects	Exceeds or meets all directions & objectives in completed project	
	0-11	12-13	14-15	16-17	18-20	
Effective use of elements & design principles-formal composition/ expression/spatial concepts	Did not complete the project	Ineffectively used or used in an inappropriate manner on complete project	Used in an unclear or confusing manner on completed project	Used but some problems are evident in completed project	Clearly visible, organized and consistent in completed project	
	0-11	12-13	14-15	16-17	18-20	
Proper use of materials, skills, & application of technique-	Did not complete the project	Little or no attempt was made on the development of technical skills in completed project	Incorrect or inconsistent with the development of technical skills in completed project	Technical skills are sufficient and exhibits competence in completed project	Technical excellence is demonstrated and is highly consistent in completed project	
	0-13	14-17	18-19	20-22	23-25	
Craftsmanship & neatness are demonstrated	Did not complete the project	Little or no attempt was made on completed project	Meets basic criteria on completed project	Adequate attention was given to completed project	High degree of attention was given to completed project	
	0-8	9-10	10.5-11.5	12-13	13.5-15	
Managed and made productive use of class time- MET ALL DEADLINES	Did not complete the project	Made little or no attempt to use class time productively	Exhibited inappropriate use of class time	Exhibited adequate use of class time	Exhibited appropriate and productive use of class time	
		-5 If No Name			TOTAL	/100