Pop Art 3D Collage

Middle Primary / Senior Primary

LESSON PLAN

TITLE: Pop Art 3D Collage

YEAR LEVELS: Middle Primary / Senior Primary

TIME FRAME: 2 X 1 Hour Lessons

LEARNING GOALS

Learn about the characteristics of pop art.

Develop skills in paper cutting and 3D collage

SKILLS

Students will create their own Pop Art inspired 3D word collage. They will begin by Creating the background of their collage using bright colours, thick lines and word bubbles. They will then create more layers using outlined shapes and card in between each layer to build depth. The final layer will incoporate a comic book style word

MATERIALS

Coloured paper
Larger Markers
Scissors
Thick cardboard
Glue

ACTIVITY BREAKDOWN

Lesson 1
Students look at Pop Art. Discuss the themes, the characteristics and what makes the style unique. Discuss the work of Roy Lichtenstein and the links to Comic books.
Students will create their own 3D collage based off the Pop Art style and incorporate a word into their design. Students will begin by Drawing their design and considering the layers that they will use. They will need to ensure that their shapes go from small to large so the background, foreground and middle ground can be seen.
Students will begin drawing and cutting out their shapes ready for the next lesson. They should look at incorporating dots and bold outlines to their pieces

Lesson 2
Students begin putting together their composition working from the background to the foreground. As students paste down their composition they will add pieces of cardboard between each layer to create depth and a 3D effect.
For the final layer students will create a word. Students should focus on drawing their word a comic book style font to keep in line with the Pop Art style.

REFLECTION / EXTENSION

Reflection: Students reflect on the process to create their work. Discuss how creating the sense of depth impacts the work compared to a 2D piece of work

Extension: Students can spend more time working on their font and thinking about how the word would look or feel in comparison to their meaning. They can take more consideration in their choice of colours, lines and shapes to match their chosen word