

Parody Art Lesson Plan

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Background

Brief description of group to be taught	Students in 8th grade, average 22 students per class. General visual art education. 3 IEP and 2 MLL students anticipated.
Overall purpose of this lesson	To teach students about parodies as a valuable form of art, distinguishing them from forgeries. Students will research and document a famous work from art history and create a parody artwork of it, changing the intent of the piece.

Lesson

Common Core Standards/Massachusetts Frameworks Strand and Learning Standards	<p>Creating: Generate and conceptualize artistic ideas and work. Generate artistic ideas that demonstrate differences in composition principles (e.g., balance, proportion, emphasis) and push the boundaries of what materials can do. (7-8.V.Cr.01)</p> <p>Responding: Interpret intent and meaning in artistic work. Explain how an artistic work was influenced by the culture or historical context in which it was created. (7-8.V.R.08)</p>
Massachusetts English Language Development (ELD) World Class Instructional Design and Assessment (WIDA) Standards: Kindergarten-Grade 12	<p>Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.</p> <p>Narrate- Describe artistic intent of artwork using key vocabulary based on the learning level applicable to the MLL.</p> <p>Vocabulary list:</p> <p>Tier 1:</p> <ul style="list-style-type: none">• Paper, pencil, art, history, sentence, write <p>Tier 2:</p> <ul style="list-style-type: none">• Imitate/mimic• Research• Copy• Brainstorm <p>Tier 3:</p> <ul style="list-style-type: none">• Satire• Social Commentary• Parody• Forgery• Artist statement

Behavioral Objectives/Learning Outcomes	<p>SWBAT compare the difference between parodies and forgeries in art.</p> <p>SWBAT create artwork that parodies famous artworks and explain their own artistic intent.</p>
Adaptations/Modifications for Students	Printed out photos of famous artworks to draw on directly for students with low mobility or fine motor skills.
Materials	Paper, pencil, colored pencils, markers, crayons, sharpies, folders, chromebooks
Motivational techniques (activators/grabbers/launch/do now)	Show students examples of famous artworks that have been parodied with pop culture references.

Procedure

Duration	Description
Day 1	Do Now 5 minutes
10 minutes	<p>Show students examples of famous artworks that have been parodied with pop culture references. Ask: What do you see? Does this look like another piece of art? What did the original art look like compared to this one?</p> <p>Parody art definition- imitate/mimic a famous artwork for the sake of comedy, satire (show the weakness in an idea or artwork), or social commentary (say something about the way the world works)</p> <p>Forgery art definition- A copy of art made to trick someone into thinking it was the original artwork.</p> <p>Discuss: "How are parodies different from copying artwork? Talk to the person next to you." Pause for 3 minutes to allow for discussion. Then ask for pairs to share their thoughts.</p>
25 minutes	<p>Choose artwork to parody from this list of famous artworks:</p> <p>The Scream The Starry Night The Last Supper Augustus of Prima Porta The Kiss Jowo Statue Nataraja</p>

	Moai Statues Great Sphinx of Giza Then write down, on paper or in a google doc, the artwork's name, the artist's name, when it was created, and why it was created. Then, use the document to brainstorm a new meaning for the artwork. Examples:
5 minutes	Clean up, then review for stickers. Questions: What is a forgery? What is a parody? What's the name of one artwork that was given to you?
Day 2	
5 minutes 35 minutes 5 minutes	Do Now Students may begin creating their artwork if they are ready. 5 Minutes at the end for clean up and exit tickets.
Day 3-4	
5 minutes 5 minutes	Do Now Introduce artist statement: It is a short writing on what the artwork is and why they created it. At least two sentences.
30 minutes 5 minutes	Students should continue working on their parody. Clean up and exit tickets.
Day 5	
5 minutes 30 minutes	Do Now All students will be wrapping up their artwork. They must also write an artist statement for their work.
10 minutes	Students will turn in their work with their name and block number on the back. They will also turn in their research document with their artist statement. Google doc exit ticket for the lesson, then clean up. Exit ticket- An anonymous google forum with the following questions: What class number are you? Did you enjoy the parody art lesson? Did you like the artworks chosen? Are artworks that you would like to make parodies of in the future? If so, what artworks or what kinds of art? How can this lesson be improved?

Possible Pitfalls and Solutions:

Pitfall: Students do not have their chromebooks or access to the internet.

Solution: The teacher will provide laminated paper handouts of the artwork that is in the google doc. They may research in physical textbooks or they may research on another student's chromebook. They may also write their research and artist statement on a piece of paper.

Pitfall: Students might not have the patience to draw once they've written.

Solution: Remind students that they can take a break if they need to, and that they will take more than one day to finish their art parody.

Pitfall: Students do not participate in exit stickers due to language differences.

Solution: Provide sentence starters like, "A parody is art that ____". Students will also be given a word bank.

Student Evaluation:

Students will be evaluated on the completion of their work. Effort will include colors if the original art has colors and something significantly changed compared to the original art. Artist statement must have at least two sentences explaining what their work is, why they made it, and what they intend to say with their new art.

Reflection Upon Practice:

Review google doc exit ticket and alter lesson according to the responses given.