

Britto-Style Pop Art Heart Butterfly (Bold Line + Analogous Marker Color)

Grade Levels:

Grade 2 (easily adaptable for Grades 3–5 with extensions)

Standards Covered (National Core Arts Standards – Visual Arts, Grade 2)

Source: *Visual Arts at a Glance* (NCCAS, 2014).

- **VA:Cr1.1.2/3/4/5a:** *Generate multiple approaches to a creative art or design problem.*
- **VA:Cr1.2.2/3/4/5a:** *Make art using various materials/tools to explore personal interests and curiosity.*
- **VA:Cr2.1.2/3/4/5a:** *Create personally satisfying artwork / explore & develop art-making techniques through practice.*
- **VA:Cr2.3.2/3/4/5a:** *Create and tell about art that communicates ideas (artist statement / sharing intent).*
- **VA:Re8.1.2/3/4/5a:** *Interpret art by identifying subject matter and describing relevant details, form, mood, and/or media.*
- **VA:Pr6.1.2/3/4/5a:** *Share art and identify how/where art is displayed and how art connects to people/communities/cultures.*
- **VA:Cn11.1.2/3/4/5a:** *Relate artistic ideas/works with cultural context (people make art; art reflects culture and place).*

Teacher note: For Grades 3–5, you can keep the same project and simply level up the expectations (more intentional pattern planning, stronger color scheme reasoning, artist statement, peer critique)

Lesson Objective

Students will create a **Pop Art marker drawing** inspired by Romero Britto, using **bold outlines, segmented shapes, and patterned fills**, and will apply an **analogous color scheme** with marker strokes for solid coverage.

Lesson Description (teaching notes)

Students draw a big heart shape that reads like a butterfly (wings on both sides + antennae), then divide the heart and wings into sections. Each section gets a bold pattern (dots, stripes, scallops, zigzags) and bright marker color.

Why this works when time is tight:

- Bold outline first = instant structure
- Patterns do the “heavy lifting” visually
- Markers = fast finish + vibrant results
- Everyone’s looks different (even if they start the same)

Quick artist context: Romero Britto is known for vibrant color, playful themes, and hard-edged, graphic compositions. ([Florida Department of State](#))

Vocabulary (kid-friendly)

- **Pop Art:** Art that uses bold colors and simple shapes inspired by everyday life and popular culture. ([The Museum of Modern Art](#))
- **Outline:** The outside edge of a shape.
- **Pattern:** A design that repeats (dots, stripes, zigzags).
- **Analogous colors:** Colors that sit next to each other on the color wheel (like red–orange–yellow or blue–blue-green–green). ([Draw Paint Academy](#))
- **Stroke:** The way your marker moves across the paper.
- **Coverage:** Coloring so the paper doesn’t show through.

Materials (with prep + marker care tips)

Materials

- 9x12 white drawing paper (or cardstock if your markers are “juicy”)
- Pencil + eraser
- **Thick-tip permanent black marker** for outline (teacher demo note: let it dry 30–60 seconds)
- **Water-based markers** (Prang or similar) for color
- Scrap paper for “marker test swatches”
- Optional: light pencil heart template for Grade 2 classes that freeze at “draw a heart”

Lesson Sequence (45 minutes + options)

The 45-minute plan (your exact setup)

0–5 min | Introduction

- Show 2–3 Britto-style images (or your example).
- Prompt: “What do you notice?” (Bold black lines, bright colors, patterns, sections.)

5–12 min | Guided Practice / Demonstration

- Demo the *order* (this matters):
 1. Pencil sketch shapes
 2. Thick black outline
 3. Divide into sections
 4. Add patterns
 5. Choose an analogous color family
 6. Color with smooth marker strokes

12–38 min | Independent Practice

- Students create their drawing and color.

38–43 min | Clean Up

- Markers capped, tables wiped, name on back, artwork in “drying” stack (aka the safe pile).

43–45 min | Closure

- Quick share: “My analogous colors were ____, ____, ____ and my favorite pattern was ____ because ____.”

If you have 60 minutes

- Add: “Pattern planning minute” + mini peer share halfway.

If you want a 2-session version (great for perfectionists)

- Day 1: Draw + outline + patterns
- Day 2: Color + artist statement + critique

Show a *range* on purpose: simple vs complex, warm analogous vs cool analogous, thick stripes vs tiny dots.

Teacher script snippet:

- “You are **creating your own version of my picture**. You’re borrowing the **style tools**: bold lines + sections + patterns + bright color.”

PDF Lesson Download

To make a clean PDF for Curriculum Club:

1. Copy this lesson into a Google Doc
2. Add your project image at the top
3. **File → Download → PDF**

If you want, paste your preferred header/footer text (your brand + URL), and I'll format a “pretty” one-page handout version for you.

Extension Resources

Extension 1 (Art History): Pop Art for kids

Use this for a quick “what is Pop Art?” mini-lesson and discussion prompts. ([Tate](#))

<https://www.tate.org.uk/kids/types-of-art/pop-art>

Extension 2 (Social Studies/Geography + Biography): Artist context

Short biography + background (Brazil → Miami). Great for connecting art to place and personal story. ([Florida Department of State](#))

<https://dos.fl.gov/cultural/programs/florida-artists-hall-of-fame/romero-britto/>

(Optional SEL add-on): Have students add one pattern section that represents a feeling (calm dots, excited zigzags, etc.).

Differentiation Strategies (3 practical ones)

1. **“Choose-your-challenge” pattern menu**
 - Level 1: dots + stripes + scallops
 - Level 2: checkerboard + zigzags + mixed patternsKids pick what fits their confidence (and you avoid 12 meltdowns).
2. **Template support without the shame**

Offer a heart/wings template for students who need it. They still do the sections, patterns, and color choices (that’s where the real learning lives).
3. **Early finisher upgrades (actually meaningful)**

- Add a patterned background border
- Create a second version using a *different* analogous set
- Write a 2-sentence “gallery label” explaining color choices and favorite pattern

Assessment & Reflection (rubric + 2 options)

Quick Rubric (4-point)

Criteria	4 Exceeds	3 Meets	2 Developing	1 Beginning
Bold Outline + Sections	Clean, confident lines; clear sections	Mostly clean; sections clear	Some wobbly lines; sections uneven	Hard to see shapes/sections
Patterns	Many patterns; carefully drawn	Several patterns; clear effort	Few patterns or rushed	Minimal pattern work
Analogous Color Use	Clearly uses 3 neighboring colors intentionally	Mostly analogous with small slips	Mixed color choices; needs guidance	Random/unfinished color
Marker Craftsmanship	Solid coverage; controlled strokes	Mostly solid; minor gaps	Patchy coverage; inconsistent pressure	Very patchy/unfinished

Assessment Option A: Super quick self-reflection (30 seconds)

- “My analogous colors were ____, ____, ____.”
- “My best pattern is ____ because ____.”

Assessment Option B: Peer “Glow + Grow”

- **Glow:** “I notice...”
- **Grow:** “I wonder if you could add...”

If you teach this in your classroom, send photos of:

- students outlining with the bold marker (action shots!)
- a close-up of patterns-in-progress
- the finished “butterfly heart” gallery wall