



MASSILLON MUSEUM

<p>LESSON TITLE: Snap! Collecting and Curating Andy Warhol & Friends</p> <p>GRADE LEVEL: 3rd</p>	<p>GROUPING OF STUDENTS: Individual/Small Groups</p> <p>MATERIALS: Personal object or photograph of the students, cardstock in small pieces (3x2), pencils, crayons, colored pencils, collage materials, clear linoleum or other printmaking matrix, clock printing ink, stamp pad.</p>
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OBJECTIVES:

- To explore the work of Andy Warhol and how his work relates to our culture of collecting objects.
 - To create artworks to share and collect with each other.
 - To create personal symbols to communicate with each other.
- To communicate about famous works of art as well as our own artworks.

OHIO LEARNING STANDARDS:
Third Grade

Social Studies
History Strand
Places and Regions:
5. Daily life is influenced by the agriculture, industry, and natural resources in different communities.
Human Systems:
6. Evidence of positive and negative human modification of the environment can be observed in the local community.
7. Systems of transportation and communication move people, products and ideas from place to place.
8. Communities may include diverse cultural groups.

Fine Arts
Visual Arts
Perceiving/Knowing (PE):
1PE: Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.
2PE: Identify the relationships between and among selected elements and principles of art and design.
3PE: Use historical and cultural artworks to answer questions about daily life.

4PE: Recognize selected artists who contributed to the cultural heritages of the people of the United States.

5PE: Provide examples of how we encounter art and artists in everyday life.

6PE: Recognize and identify choices that give meaning to a personal work of art.

Producing/Performing (PR):

1PR: Demonstrate skill and expression in the use of art techniques and processes.

2PR: Use appropriate visual art vocabulary during artmaking processes.

3PR: Find and solve problems of personal relevance and interest when developing artmaking ideas.

4PR: Create artworks that demonstrate awareness of two- and three-dimensional space.

5PR: Show increasing attention to the nuances of elements and principles of design when creating personal works of art.

Responding/Reflecting (RE):

1RE: Examine and describe how art and design principles are used by artists to create visual effects.

2RE: Select an object and explain reasons why they think it is a work of art.

3RE: Compare and contrast their opinions of a work of art with those of their peers.

4RE: Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.

5RE: Use feedback and self-assessment to improve the quality of personal artworks

English Language Arts

Speaking and Listening Standards

Comprehension and Collaboration

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate

facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

VOCABULARY:

Andy Warhol: American painter, printmaker, filmmaker, writer, and collector. Known for his work referencing popular supermarket produce and famous celebrities.

Pop Art: Art movement originating in Great Britain in the mid-1950s and in the United States in the late 1950s and 1960s. Characterized by references to imagery from popular culture such as comic strips, consumer products, and advertisements.

Artist Trading Card: A small artwork that an artist makes to distribute to others.

Print: The creation of multiple images using a variety of different methods.

Collection: A grouping of objects put together by a person or an organization.

Curator: Someone who collects and organizes objects based on specific characteristics and values.

Positive Space: Space on the page that is activated by color, pattern, or line.

Negative Space: Space around or in between the subject of an image.

PREPARATION:

Teachers should begin the unit by introducing Andy Warhol. Show several examples of artworks by Warhol, and discuss his process included collecting images of famous people and objects.

Guide a discussion using questions such as:

Why do we collect things?

What kinds of things did Warhol collect?

What sorts of things do you have collections of?

What makes a good collection?

Students will either bring in an object, or draw a picture of an object, that is part of one of their collections. Students will share and discuss why these objects are important to them. In a small group (~6 students), students can place their items in a small brown bag and place in the middle of a circle of students. Each student may pick out one bag that is not theirs, and describe the item and its possible significance to the group. In a larger/whole group, bags with objects may be stationed at the front of the room, and students may come up and select one and present the object inside to the class.

PROJECT:

Students will use their object, or drawing of an object, as the basis for a 2x2 linoleum stamp they will use to create multiple, small artworks called "Artist Trading Cards." Each student will create a linoleum block stamp that is a representation of this object. Students may draw directly on the block of linoleum to create the design, or use clear linoleum to see the design underneath. The teacher should demonstrate how to hold the linoleum and cut away from the student's hand with a linocut tool to create the small stamp. As students are drawing and cutting their stamps, make

sure they understand that the cut away portion will be white, or negative space, on the paper and the portion left behind will be the positive space, or printed area.

Ideally, students will create one artwork for each student in the class so everyone will have a “set” of cards from all students. Students may use collage materials, drawing materials, and other techniques to make each trading card unique.

Each student should create multiple prints of their stamp on small, 3x2 pieces of cardstock or heavy paper. Students may roll out ink with a brayer each time, or use a stamp pad to create their designs, and then add markers, colored pencils, crayons, and collage to finish each small piece of art. Remember to have each student sign their work! When your class is finished, have each student distribute their cards to the others so everyone will have a collection of artworks by their artist friends.

POST ACTIVITY:

Explain to the students that they are all curators of a tiny museum. A curator’s job is to put artworks together in a way that is interesting and engaging to the public. Each student can arrange a mini-gallery of artworks at their seat with all the Artist Trading Cards they have collected. You can assign different criteria for these displays, or let the students choose how to curate their artworks. Before or after this activity, visit the Massillon Museum and learn about MassMu’s collections and curatorial team!