



MASSILLON MUSEUM

<p>LESSON TITLE: Snap! Pop Art Portraiture with Andy Warhol & Friends</p> <p>GRADE LEVEL: 7th Grade</p>	<p>GROUPING OF STUDENTS: Pairing & Individual</p> <p>MATERIALS: Digital camera/cell phone, photo editing software, paper, pencils, rulers, paint.</p>
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<p>OBJECTIVES:</p> <ul style="list-style-type: none">• To become familiar with the work of Andy Warhol and how his work relates to the elements and principles of art and portraiture.• To create a portrait that reflects an emotion. The choice of color, line weight, and pattern will help convey that emotion.• To use current available technology to capture a photo and then posterize the image in order to achieve the look and values desired.<ul style="list-style-type: none">• To improve craftsmanship and refine ideas in response to feedback.
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<p>OHIO LEARNING STANDARDS: Seventh Grade</p> <p>Social Studies History Strand Historical Thinking and Skills: 1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values</p> <p>Human Systems: 13. Geographic factors promote or impede the movement of people, products and ideas. 15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.</p> <p>Fine Arts Visual Arts Perceiving/Knowing (PE): 1PE: Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter. 2PE: Identify professions that use artistic skills and problem-solving. 3PE: Identify sources of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices. 4PE: Observe a variety of artworks noticing details, themes and ideas and group them</p>
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into patterns and categories.

5PE: Examine designed objects and identify the processes and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning.

6PE: Connect various art forms to their social, cultural or political purposes and include regional examples.

Producing/Performing (PR):

1PR: Improve craftsmanship and refine ideas in response to feedback.

2PR: Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.

3PR: Represent depth and volume in their two-dimensional works of art.

4PR: Apply art and design principles in the construction of three-dimensional artworks.

5PR: Create a work of art in collaboration with others to address a social or cultural issue.

6PR: Demonstrate understanding of visual literacy, illustration and graphic communication.

Responding/Reflecting (RE):

1RE: Speculate about an artist's intentions and message in a work using relevant references to the work.

2RE: Compare and contrast diverse viewpoints about works of art.

3RE: Interpret selected artworks and synthesize their interpretations with the interpretations of others

4RE: Classify and categorize examples of artworks from various eras and cultures.

5RE: Describe how experiences in galleries, museums and other cultural institutions can stimulate the imagination and enrich people's lives.

6RE: Develop and use criteria to guide reflection and assessment of selected personal artworks.

7RE: Assess one's own work and working process and the work of others in relation to criteria and standards.

English Language Arts

Writing Standards

W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or

events

Speaking and Listening Standards

Comprehension and Collaboration

SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

VOCABULARY:

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

Pop Art: An art movement originating in Great Britain in the mid-1950s and 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.

Media: Refers to the materials an artwork is made from.

Composition: The arrangement of the elements in a work of art.

Contrast: A principle of art that refers to extreme differences in elements such as color, texture, value, and shape.

Value: The lightness or darkness of a surface.

Portrait: A work of art that records the likenesses of humans or animals.

PREPARATION:

Teachers can begin the unit by introducing Andy Warhol. Show examples of artworks by Warhol and compare and contrast. Guide a discussion on portraiture using questions such as:

Why do artists create portraits and self-portraits?

What are the general mood or emotions of this work of art?

What about Warhol's life is reflected in his work?

What do you think Warhol would do with the technology available if he were alive today?

PROJECT:

Set up a space where students can work in pairs to take portraits of each other.

A single light source and simple background work best. Encourage students to convey dramatic emotions that will be the theme for their work from beginning to end product.

Upload photos into photo editing software and demonstrate how to create high contrast, posterized portraits by manipulating setting and effects. Print copies for students.

Transfer and enlarge the final portrait to paper.

Depending on photo manipulation, students can mix tints, tones, and shades to match the values in their photograph.

Students will choose a color scheme that helps convey the emotion of the portrait. They should fill the background with varying colors in a neat, planned way. Lines, shapes, and patterns can be added to help convey the emotion of the piece.

POST ACTIVITY:

Students will self-assess their work periodically throughout the process. Each student will present their artwork to the class. Peer-led in-progress critiques can be used to refine ideas in response to feedback. A written response to their own artwork can be done to share ideas and convey meaning. Before or after this activity, visit the Massillon Museum to learn more about artists in our region.