



MASSILLON MUSEUM

LESSON TITLE:

Snap! Immediate Images with Andy Warhol & Friends

GRADE LEVEL:

5th

GROUPING OF STUDENTS:

Individual & Pairings

MATERIALS:

Digital camera/cell phone, cardstock, pencils, block printing ink, brayers, plexiglass or other smooth/hard surface, tracing paper, misc. drawing tools.

OBJECTIVES:

- To explore the work of Andy Warhol and how it relates to the elements and principles of art and portraiture.
 - Discuss how our image-centered culture helps us to create an identity based on the images we share with others.
 - Create a portrait that uses line, color, and shape to change the identity of the subject.
 - Create a mixed media artwork that combines digital images and pencil life monotype printing techniques.

OHIO LEARNING STANDARDS:

Fifth Grade

Fine Arts

Visual Arts

Perceiving / Knowing (PE):

1PE: Understand that the context of an art object has an effect on how that object is perceived.

2PE: Identify and communicate how historical and cultural contexts influence ideas that inform artists.

3PE: Investigate the role of cultural objects in our everyday environment.

4PE: Compare and contrast how form and style are influenced by social, environmental and political views in artworks.

5PE: Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works.

6PE: Select and access contemporary digital tools media arts to investigate ideas and inform artmaking.

Producing / Performing (PR):

1PR: Integrate observational and technical skills to strengthen artmaking.

2PR: Use digital tools to explore ideas, create and refine works of art during the artmaking process.

3PR: Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue.

4PR: Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.

5PR: During collaborative artmaking experiences, demonstrate respect and support for peer ideas and creativity.

Responding/Reflecting (RE):

1RE: Apply reasoning skills to analyze and interpret the meaning in artworks.

2RE: Describe how personal experiences can influence artistic preferences.

3RE: Explain the reasons and value of documenting and preserving works of art and art objects in some cultures.

4RE: Communicate how personal artistic decisions are influenced by social, environmental and political views.

5RE: Express what was learned and the challenges that remain when assessing their artworks.

6RE: Use criteria to assess works of art individually and collaboratively.

English Language Arts

Writing Standards

Text types and purposes.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid in comprehension, if needed.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

d. Use precise language and domain specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented

Presentation of Knowledge and Ideas

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SI.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

VOCABULARY:

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

Pop Art: 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 advertising.

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

Identity: All the identifying factors that make up a person's outward appearance and personality.

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

PREPARATION:

Teachers should begin the unit by introducing Andy Warhol. Show several examples of artworks by Warhol and discuss how his process may be different if he were alive today using our technology. Guide a discussion using questions such as:

Why do we share images and videos with others?

How do we control what personality and identity these images create?

What image did Warhol create for himself and his friends using his photographs?

What would Andy Warhol's online presence look like? (i.e. Facebook, Instagram, etc.)

PROJECT:

Students will take photographs of themselves and their friends using a digital camera. Students can pose, act, or make faces, but their whole face must be present in the photograph.

Have students who are not using the camera write a personal biography for themselves. This is information the students want others to know about their identity. (This can also be a response to questions the teacher will create.)

Students or teacher can print out one portrait per student in black and white onto cardstock or cut drawing paper for the student to create the background layer of their print.

Students will lay tracing paper on top of their printed image, and use a pencil to draw different attributes and areas of color onto their portrait. Using the things they wrote in their personal biography, the students will add images and colors to make themselves look like a celebrity.

Additions could include sunglasses, jewelry, hair colors, or personal objects.

On a piece of plexiglass or other hard, smooth surface, roll out a thin layer of block printing ink (oil or water base). Prepare your print by turning the image upside down, and taping the tracing paper to the image, also upside down. This is to ensure that the transfer will not be backward.

Lay the paper down on the ink surface **FACE DOWN**, and carefully make sure that the paper will lay flat. Do not press hard and transfer the ink.

Using a pencil or another tool, trace over the lines that are on the tracing paper. This will transfer the ink onto the photo print out, and add a print on top of the image.

Students may choose to create more prints in different colors on top of their original print, or plan out their design so that it will contain more than one color. It is suggested that students try to use at least two colors on top of their image.

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.