



MASSILLON MUSEUM

<p><b>LESSON TITLE:</b> Snap! Collecting and Curating Andy Warhol &amp; Friends</p> <p><b>GRADE LEVEL:</b> 2<sup>nd</sup></p>	<p><b>GROUPING OF STUDENTS:</b> Individual/Small Groups</p> <p><b>MATERIALS:</b> 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:**  
**Second Grade**

**Social Studies**  
**History Strand**  
**Places and regions:**  
6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.  
**Human Systems:**  
7. Human activities alter the physical environment, both positively and negatively.  
8. Cultures develop in unique ways, in part through the influence of the physical environment.  
9. Interactions among cultures lead to sharing ways of life.

**Fine Arts**  
**Visual Arts**  
**Perceiving/Knowing (PE):**  
1PE: Notice and point out details and respond to expressive features in artworks.  
2PE: Distinguish the subject matter and artistic style of two or more visual artists.  
3PE: Compare the form, materials and techniques in selected works of art using descriptive language.  
4PE: Identify and compare the purposes for creating art objects from various cultures.  
5PE: Identify and describe cultural symbols, image and contexts of works of art.

**6PE:** Identify and share the uses of visual art outside the classroom and provide examples.

**7PE:** Generate artmaking ideas from their daily experiences and the environment.

**Producing/Performing (PR):**

**1PR:** Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.

**2PR:** Envision what cannot be observed directly and depict it visually.

**3PR:** Create artworks based on imagination and observation of familiar objects and scenes.

**4PR:** Demonstrate flexibility in their creative processes and use of art materials.

**5PR:** Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).

**6PR:** Use visual art materials to express an idea that reflects their own social or cultural identity.

**Responding/Reflecting (RE):**

**1RE:** Use basic self-assessment strategies to improve their artworks.

**2RE:** Understand the difference between assessing the quality of an artwork and their personal preference for the work.

**3RE:** Relate the subject matter and ideas in their own artworks to those in the works of others.

**4RE:** Share their personal interpretations of the meanings conveyed in various works of art.

**5RE:** Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.

**6RE:** Identify and articulate important historical and cultural contributions of selected visual artists.

**7RE:** Recognize and discuss that people have various opinions about art and value art for different reasons.

## **English Language Arts**

### **Speaking and Listening Standards**

#### **Comprehension and Collaboration**

**SL.2.1** Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.

**a.** 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).

**b.** Build on others' talk in conversations by linking their comments to the remarks of others.

**c.** Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.2:** Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

**SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Presentation of Knowledge and Ideas**

**SL.2.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**SL.2.6:** Produce 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!