Overview

In this lesson students will gain an understanding of aesthetics, both their own personal beliefs and the beliefs of others in regards to visual art. Students will analyze various artworks in relation to their aesthetic preferences and compare them to those of their peers.

Grade Level

Grade 10 & 11 (HS Intermediate)
(Aligned to ODE Academic Content Standards for HS Intermediate, but can be adapted to represent multiple levels.)

Objectives

Students will...
- Learn about the various types of artwork that Andy Warhol created.
- Gain an understanding of their own personal aesthetics and the aesthetics of others’ through discussion and writing.
- Learn arts-specific vocabulary frequently used in aesthetic dialogues.

Materials Needed
- Paper
- Pencil

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-1950’s and the US in the late 50’s and 60’s. Characterized by references to imagery from popular

“Don't think about making art, just get it done. Let everyone else decide if it's good or bad, whether they love it or hate it. While they are deciding, make even more art.”
— Andy Warhol

What makes something a work of art?
Does a work of art have to be beautiful?
Can something ugly be considered art?
Who decides what is beautiful or ugly?
What aesthetic choices do you make everyday?
What influences your choices?
Is originality important in art? How do we define what is original and creative?
culture such as media, comic strips, consumer products, and advertising.

**AESTHETICS**
A branch of philosophy relating to the approach of the visual qualities and value of an art object.

**APPROPRIATION**
The intentional borrowing, copying, and alterations of preexisting images and objects.

**CRITIC**
One who forms and expresses judgments of the qualities or value of the artwork.

**HEDONIST**
The view that art that creates pleasure is good and pain is bad.

**FORMALIST**
The view that art based on formal qualities (elements and principles) is important and the subect matter is of no importance.

**INSTITUTIONALISM**
Art is determined by status conferred upon it by the institutions of the art world not by an observable property in the artwork itself.

**Procedure**

**Step 1: Introduction & Discussion Points**
Begin unit by introducing Andy Warhol. Show several examples of artworks by Warhol and guide discussion using provided questions.

Andy was an artist. He went to school to learn how to create designs and advertisements for department stores. Marketing things in this way generated ideas he would later reference in his artwork. He often questioned the meaning of art. Could anything and everything be considered art? A label on a can? A snapshot of a friend? Warhol used appropriation to create many of his works. He would use ideas and images he found in the world around him, alter them, using his unique visual style. He wanted people to view the world in a new way.

Use *Mick Jagger* and have the students create a list of “Pros” and “Cons” of the artwork. Compare and contrast these lists with others in the class. What parts...
of the piece were important to you? Which were not? Why might some people’s “Pros” be others’ “Cons”?

**Step 2: Aesthetic Theories & Writing Prompts**
Introduce the various aesthetic approaches to art: Representation, Expressionist, Hedonist, Formalist, Institutionalism, etc.

Students can then choose a piece created by Warhol that they consider to be art. (If they do not believe Warhol’s works were art, they can take the approach to defend their beliefs). They will then write their aesthetic response based on the following prompts:

- What makes this a work of art?
- How does your view of this work differ from that of others?
  (If necessary, have students create a two circle Venn diagram comparing their own aesthetic belief to one of the philosophical aesthetic approaches.)
- How is your view of this work similar to others?
- What influences our opinions and choices when it comes to making aesthetic choices?

**Evaluation**
Final assessment can be based on following criteria.

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<th>Name: _________________________</th>
<th>{10} Excellent</th>
<th>{9-8} Strong</th>
<th>{7-6} Expected</th>
<th>{5-2} Emerging</th>
<th>{1-0} No Evidence</th>
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**Curriculum Connections**

**Social Studies**
Research and create a biography of one of Andy Warhol’s friends or guests at The Factory.

Create a presentation on the Pop Art movement or various aspects of the time period after World War II. Illustrate how historic events are shaped by geographic, social, cultural, economic and political factors.

Research Intellectual Property and Copyright laws in relation to art and imagery.

**Image Resources**
*Mick Jagger, 1975*
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<thead>
<tr>
<th>Art &amp; Aesthetics</th>
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<tbody>
<tr>
<td><strong>AESTHETIC RESPONSE THROUGH DISCUSSION &amp; WRITING</strong></td>
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<tr>
<td>Understands how their own and others’ interpretations affects how one experiences a work of art.</td>
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<td>Creates a personal theory of aesthetics based on existing aesthetic approaches</td>
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<td>Ability to communicate ideas through arts-specific vocabulary.</td>
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