



Mick Jagger, 1975
 Andy Warhol (American, 1928-1987)
 Screenprint | Unknown size
 Courtesy the Cleveland Museum of Art

***“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?*

SNAP! WARHOL

In the Photobooth with Andy Warhol & Friends

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

culture such as media, comic strips, consumer products, and advertising.

ODE Academic Content Standards

For Fine Arts...

Perceiving/Knowing

1PE – Examine the context details of visual imagery and explain the social and cultural influences on the images.

4PE – Analyze the work of individual artists and explain how they are influenced by cultural factors.

6PE – Connect processes and decisions made in the design of everyday objects, environments, and communications.

Producing/Performing

6PR – Incorporate visual literacy as a means to create images that advance individual expression and communication.

Responding/Reflecting

1RE – Apply methods of art criticism when discussing selected works of art.

3RE – Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.

5RE – Compare and contrast various theories of aesthetics and visual culture.

Common Core

For English Language Arts...

Writing Standards Grade 11-12

2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Language Standards Grade 11-12

1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

6. – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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 subject 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 peoples “Pros” be others’ “Cons”?

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

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.

Name: _____	{10} Excellent	{9-8} Strong	{7-6} Expected	{5-2} Emerging	{1-0} No Evidence
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Art & Aesthetics						
AESTHETIC RESPONSE THROUGH DISCUSSION & WRITING	Understands how their own and others' interpretations affects how one experiences a work of art.					
	Creates a personal theory of aesthetics based on existing aesthetic approaches					
	Ability to communicate ideas through arts-specific vocabulary.					