



Portraits of the Artists
1967

100 polystyrene boxes Depicted from left to right:
Lee Bontecou, Frank Stella, Larry Poons, Robert
Morris, Donald Judd, Robert Rauschen-berg, James
Rosenquist, Roy Lichtestein, Jasper Johns, and Andy
Warhol.

screen print on one hundred polystyrene boxes
20 x 20 in. (50.8 x 50.8 cm.)

***You have to let the little things that
would ordinarily bore you suddenly
thrill you.***

-Andy Warhol

Why do we collect things?

What kinds of things did Warhol collect?

What sorts of things do you have collections of?
(videogames, toys, clothes, shoes, cards)

What makes a good collection?
(better things, more exclusive things)

SNAP! WARHOL

In the Photobooth with Andy Warhol & Friends

Overview

In this lesson students will explore the collecting behaviors of Andy Warhol, and compare these to the things that we collect. Warhol collected ephemeral objects, logos, and photographs of other famous people. Looking at his work is like looking into a time capsule. His collection is one of the most comprehensive of the artists and popular culture of that time. In this lesson, students will create artist trading cards to share with each other and collect. Also, students can be challenged to display these images, and curate a miniature art show.

Grade Level

Grade 2-3

(Aligned to ODE Content standards for Grade 3, but can be adapted to represent multiple levels.)

Objectives

Students will...

- Explore the work of Andy Warhol and how his work relates to our culture of collecting objects.
- Create artworks to share and collect with each other
- Create personal symbols to communicate with each other
- Communicate about famous works of art as well as their own artworks.

Curriculum Links**ODE Standards for 3rd grade:
For Fine Arts...****Perceiving/Knowing**

3PE – Use historical and cultural artworks to answer questions about daily life.

5PE Provide examples of how we encounter art and artists in everyday life.

Producing/Performing

1PR Demonstrate skill and expression in the use of art techniques and processes.

2PR Use appropriate visual art vocabulary during art making processes.

Responding/Reflecting

1RE Examine and describe how art and design principles are used by artists to create visual effects.

2RE Select an object and explain reasons why they think it is a work of art.

For Social Studies...**Historical Thinking and Skills**

2. Primary sources such as artifacts, maps and photographs can be used to show change over time.

Looking at Warhol's collections of polaroids and photobooth images, students can observe changes in culture and dress .

Materials Needed

- Personal object (or photograph) students will have to bring in
- Paper (cardstock) in small pieces, 3x2
- Pencils
- Crayons
- Colored Pencils
- Collage Materials
- Clear linoleum, or other printmaking matrix
- Block Printing Ink
- Stamp Pad

Vocabulary**ANDY WARHOL**

American painter, printmaker, filmmaker, writer and collector. Known for his work referencing popular supermarket product 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.

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.

Human Systems

8. Communities may include diverse cultural groups

**Common Core
For English Language Arts...****Writing Standards**

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Students may write an expository piece explaining why the object they chose as their personal symbol has a specific meaning and significance to them using details and arguments.

For Mathematics...**Measurement**

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Students may measure and cut their own artist trading cards based on a standard size, and plan how much paper they will need to make one for each classmate.

Procedure**Step 1: Introduction & Discussion Points**

Begin unit by introducing Andy Warhol. Guide discussion on portraiture using provided questions. Show several examples of artworks by Warhol, and discuss his process included collecting images of famous people and objects.

Warhol took hundreds of polaroid and photobooth images of famous people including artists, celebrities, and politicians. His collection of images spanned decades, and was almost an impulsive behavior.

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 or more 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.

Step 2: Demonstrations and Process

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 students 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 other student in the class so that 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.

Step 3: Studio Work

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 that everyone will have a Collection of artworks by their artist friends.

Evaluation

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.

| Name _____ Collecting and Curating Student Evaluation | | [10] Excellent | [9-8] Strong | [7-6] Expected | [5-2] Emerging | [1-0] No Evidence |
|--|--|-------------------|-----------------|-------------------|-------------------|----------------------|
| STUDIO/ CREATING | Student is able to create enough artist trading cards based on their special object to share with others that are unique and display a personal symbol | | | | | |
| | Student creates a block print matrix (plate) using appropriate tools | | | | | |
| CRAFT | Artist trading cards are clear and not ripped, smudged or smeared. | | | | | |
| CURATION | Student makes a display of their collection of artist trading cards based on specific criteria that can be explained to the teacher or other students. | | | | | |