



Self Portrait; Ethel Schull
1963 – 1964
photobooth photograph
7 7/8 x 1 5/8 in. (20 x 4.1 cm.)

SNAP! WARHOL

In the Photobooth with Andy Warhol & Friends

Overview

In this lesson students will explore the immediacy of images in our culture, in comparison to the photobooth and polaroid photographs created by Andy Warhol. The proliferation of images using computers and cell phones is not unlike the mass quantities of images created by Warhol during his life as an artist. In this lesson, students will explore the ways that images can be created, and how this affects our daily lives. In the past, portraits were painted and shown in galleries, but in our contemporary world, millions of images are being shared every second. What can these snapshots share about ourselves and our lives? What remains for others to discover?

Grade Level

Grade 5

(Aligned to ODE Content standards for Grade 5, but can be adapted to represent *multiple levels*.)

“In the future, everyone will be famous for 15 minutes.”

— Andy Warhol

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 (Facebook, Instagram, Twitter, etc.)?

Objectives

Students will...

- Explore the work of Andy Warhol and how his work 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 lift monotype printing techniques.

ODE Standards for 5th Grade For Fine Arts...

Perceiving/Knowing

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.

Producing/Performing

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

Responding/Reflecting

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

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

For Social Studies...

Human Systems

9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

In a discussion activity, students can explore the way ideas move from one place to another during Andy Warhol's time as an artist, and in the present day.

Materials Needed

- Digital camera
- Paper (cardstock)
- Pencils
- Block printing Ink
- Brayers
- Plexiglass or other hard/smooth surface
- Other drawing tools
- Tracing paper

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.

PRINT

The creation of multiple images using a variety of different methods

MONOTYPE

A print that is created once by an artist

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.

Procedure

Step 1: Introduction & Discussion Points

Begin unit by introducing Andy Warhol.

Guide discussion on images using provided questions.

Show several examples of artworks by Warhol, and discuss how his process may be different if he were alive today using our technology and internet connectivity.

Warhol attempted to use a Single Lens Reflex (SLR) camera in the early 1960s, but felt it was too complicated and switched to the automatic Polaroid camera. He gravitated toward devices that would yield

ODE Standards for 5th Grade**Common Core
For English Language Arts...****Writing Standards**

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

Students can write their "celebrity biography" as an expository piece for a newspaper or magazine. Have students interview themselves, or another student to start the process.

For Mathematics...**5.G: Ratios and Proportional Relationships**

2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Students may use a coordinate system to design the shapes and designs they will add to their face portrait.

instantaneous results; so that he could best capture the moment and react

Step 2: Demonstrations and Process

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 "Bio" 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.

Step 3: Studio Work

Students will lay tracing paper on top of their printed image, and use pencil to draw different attributes and areas or color onto their portrait. Using 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.

PENCIL LIFT MONOTYPE:

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 2 colors on top of their image.

Evaluation

Students will self-assess their work periodically throughout the process. Peer lead in-progress critiques can be used to refine ideas in response to feedback. Final assessment can be based on following criteria.

Name _____ Immediate Images Student Evaluation		[10] Excellent	[9-8] Strong	[7-6] Expected	[5-2] Emerging	[1-0] No Evidence
STUDIO SKILLS	Student chooses and interesting photograph to create their mixed media artwork					
	Student uses symbols to convey ideas and attitudes about celebrity and identity in their final image					
CRAFT	Photos and prints are clear and not ripped, smudged or smeared.					
COLOR	Color is applied to the background in a unique and creative way. Color helps add to the desired statement of the artwork					
COMPOSTION	Student fills the entire page with the printed symbols. Little white space is left on the page.					