Overview

In this lesson students will explore the immediacy if 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.)

“\textit{In the future, everyone will be famous for 15 minutes.}”

\textit{— 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…

\begin{itemize}
  \item Explore the work of Andy Warhol and how his work relates to the elements and principles of art and portraiture.
  \item Discuss how our image-centered culture helps us to create an identity based on the images we share with others.
  \item Create a portrait that uses line, color and shape to change the identity of the subject
  \item Create a mixed media artwork that combines digital images and pencil lift monotype printing techniques.
\end{itemize}
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...
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.

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<tbody>
<tr>
<td>Immediate Images Student Evaluation</td>
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<tr>
<td><strong>STUDIO SKILLS</strong></td>
<td>Student chooses and interesting photograph to create their mixed media artwork</td>
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<td></td>
<td>Student uses symbols to convey ideas and attitudes about celebrity and identity in their final image</td>
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<tr>
<td><strong>CRAFT</strong></td>
<td>Photos and prints are clear and not ripped, smudged or smeared.</td>
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<tr>
<td><strong>COLOR</strong></td>
<td>Color is applied to the background in a unique and creative way. Color helps add to the desired statement of the artwork</td>
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<tr>
<td><strong>COMPOSITION</strong></td>
<td>Student fills the entire page with the printed symbols. Little white space is left on the page.</td>
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