



Liz, 1964
 Andy Warhol (American, 1928-1987)
 Silkscreen on paper | 24 x 24 in.
 Courtesy the Canton Museum of Art

***“The idea is not to live forever,
 it is to create something that
 will.”***

— Andy Warhol

Why do artists create portraits and self-portraits?

What is the general mood or emotion of this work of art?

What about Warhol’s life is reflected in his work?

What do you think Warhol would do with the technology available if he were alive today?

SNAP! WARHOL

In the Photobooth with Andy Warhol & Friends

Overview

In this lesson students will gain an understanding of portraiture as created by Andy Warhol during the Pop Art era. Students will then create a self-portrait that combines both current technology and longstanding art techniques and procedures. Through use of the elements and principles of art, the students will create a self-portrait that is reflective of their identity and convey a mood or emotion to the viewer.

Grade Level

Grade 7
 (Aligned to ODE Academic Content Standards for Grade 7, but can be adapted to represent multiple levels.)

Objectives

Students will...

Become familiar with the work of Andy Warhol and how his work relates to the elements and principles of art and portraiture.

Create a portrait that reflects an emotion; the choice of color, line weight, and pattern will help convey that emotion.

Use current available technology to capture a photo and then posterize the image and achieve the look and values desired.

Improve craftsmanship and refine ideas in response to feedback.

ODE Standards for 7th Grade*For Fine Arts...***Perceiving/Knowing**

1PE – Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter.

4PE – Observe a noticing details, themes and ideas and group them into patterns and categories.

Producing/Performing

1PR – Improve craftsmanship and refine ideas in response to feedback.

2PR – Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.

Responding/Reflecting

1RE – Speculate about an artists' intentions and message in a work using relevant references to the work.

6RE – Develop and use criteria to guide reflection and assessment of selected personal artworks.

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

1 – Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.

Civic Participation and Skills

16 – The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.

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

1 – Write arguments to support claims with clear reasons and relevant evidence.

*For Mathematics...***Ratios and Proportional Relationships**

- Analyze proportional relationship and use them to solve real-world and mathematical problems.

Materials Needed

- Digital camera
- Photo editing software
- Paper
- Pencils
- Rulers
- Paint

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.

MEDIA

Refers to the materials an artwork is made from.

COMPOSITION

The arrangement of the elements in a work of art.

CONTRAST

A principle of art that refers to extreme differences in elements such as color, texture, value, and shape.

VALUE

The lightness or darkness of a surface.

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 portraiture using provided questions. Show several examples of artworks by Warhol and compare and contrast.

Warhol had his friends, acquaintances, and visitors sit down in his photobooth and have their photos taken. Warhol himself would enter the photobooth as a place where he could be alone with a non-judgmental entity.

Mathematical Practices

- Use appropriate tools strategically.
- Attend to precision.

Curriculum Connections**Social Studies**

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.

English

Choose two portraits from various art movements to study. Create lists of the details seen in each portrait. Organize the notes and write a one-page summary comparing and contrasting the two portraits.

Image Resources

Liz, 1964

Mick Jagger, 1975

Watson Powell, Sr., 1964

Watson Powell, Sr., 1964

Watson Powell, Sr., 1964

Inside the small, intimate box, the subject comes face-to-face with himself or herself in the reflective glass protecting the camera, and is given control to direct the photo shoot. Warhol could choose to represent himself in sunglasses like a cool secret agent, or as a dapper gentleman in a tuxedo. Whatever aspect of his personality he wished to project, the photobooth would willingly deliver. Warhol was also very interested in technology and machines. He could look through a camera lens and capture the action unfolding before him. Polaroid cameras were tools that captured life spontaneously, and produced photos on demand.

Step 2: Understanding Photography & Photo Manipulation

Set up a space where students can work in pairs to take portraits of each other.

A single light source and simple background work best. Encourage students to convey dramatic emotions that will be the theme for their work from beginning to end product.

Upload photos into photo editing software and demonstrate how to create high contrast, posterized portraits by manipulating setting and effects. Print copies for students.

Step 3: Studio Work

Demonstrate grid method when transferring and enlarging final portrait onto paper.

Depending on photo manipulation, students can mix tints, tones, and shades to match the values in their photograph.

Students will choose a color scheme that helps convey the emotion of the portrait. They should fill the background with varying colors in a neat, planned way. Lines, shapes, and patterns can be added to help convey the emotion of the piece.

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: _____ Pop Art Portraiture		{10} Excellent	{9-8} Strong	{7-6} Expected	{5-2} Emerging	{1-0} No Evidence
PROPORTION/ DRAWING	Grid method is measured correctly on the photograph and final piece of paper.					
	Portrait reflects an emotion that is relevant and helps suggest the message through the elements.					
VALUE	A full range of shading is present; black, dark gray, medium, light and white. Can be seen in face & hair.					
COLOR	Color is applied to the background in a unique and creative way. Color helps add to the emotion of the artwork.					
COMPOSTION	Student fills the entire page with the drawing. Little white space is left on the page.					