



MASSILLON MUSEUM

<p><b>LESSON TITLE:</b> Snap! Immediate Images with Andy Warhol &amp; Friends</p> <p><b>GRADE LEVEL:</b> 5<sup>th</sup></p>	<p><b>GROUPING OF STUDENTS:</b> Individual &amp; Pairings</p> <p><b>MATERIALS:</b> Digital camera/cell phone, cardstock, pencils, block printing ink, brayers, plexiglass or other smooth/hard surface, tracing paper, misc. drawing tools.</p>
<p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"><li>• To explore the work of Andy Warhol and how it relates to the elements and principles of art and portraiture.<ul style="list-style-type: none"><li>• Discuss how our image-centered culture helps us to create an identity based on the images we share with others.</li><li>• Create a portrait that uses line, color, and shape to change the identity of the subject.</li><li>• Create a mixed media artwork that combines digital images and pencil life monotype printing techniques.</li></ul></li></ul>	
<p><b>OHIO LEARNING STANDARDS:</b> <b>Fifth Grade</b></p> <p><b>Fine Arts</b> <b>Visual Arts</b> <b>Creating (CR)</b> 5.1CR: Experiment with various ideas to address contemporary issues. 5.2CR: Investigate ideas and inform artmaking through available resources. 5.3CR: Select and use the elements of art and principles of design to investigate interdisciplinary concepts. <b>Performing (PE)</b> 5.1PE: Incorporate constructive feedback throughout the artmaking process. 5.2PE: Develop technical skills to strengthen artmaking. 5.3PE: Communicate an interdisciplinary concept using the elements of art and principles of design. <b>Responding (RE)</b> 5.1RE: Use established criteria to assess works of art individually and collaboratively. 5.2RE: Develop personal criteria to assess work and set goals for growth. 5.3RE: Evaluate the relationship between works of art and human experiences. <b>Connecting (CO)</b> 5.1CO: Investigate works of art and the social and cultural contexts that shaped their</p>	

creation.

**5.2CO:** Recognize that art is a tool for advocacy and civic engagement.

**5.3CO:** Evoke emotional responses for a desired outcome through works of art.

## English Language Arts

### Writing Standards

#### Text types and purposes.

**W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid in comprehension, if needed.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented

#### Presentation of Knowledge and Ideas

**SL.5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SL.5.5:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**SI.5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### 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-1950s and the United States in the late 1950s and 1960s. Characterized by references to imagery from popular culture such as comic strips, consumer products, and advertising.

**Print:** The creating of multiple images using a variety of different methods.

**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.

### **PREPARATION:**

Teachers should begin the unit by introducing Andy Warhol. Show several examples of artworks by Warhol and discuss how his process may be different if he were alive today using our technology. Guide a discussion using questions such as:

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? (i.e. Facebook, Instagram, etc.)

### **PROJECT:**

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 personal biography 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.

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

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 two colors on top of their image.

### **POST ACTIVITY:**

Students will self-assess their work periodically throughout the process. Each student will present their artwork to the class. Peer-led in-progress critiques can be used to refine ideas in response to feedback. A written response to their own artwork can be done to share ideas and convey meaning. Before or after this activity, visit the Massillon Museum to learn more about artists in our region.

