

## LESSON PLAN

**Lesson: Andy Warhol and Silkscreen Pop Art**

**Length: Two-40 minute class sessions**

**Age or Grade Intended: Second Grade/ 7-8 Year Olds**

**General Summary: The students will explore the works of Andy Warhol by taking a closer look into pop art and the silk-screening process. They will engage in group discussion, individual reflection, and comparisons. After the lesson the students will construct in an art project pertaining to what they have learned.**

**Academic Standard(s):**

### **VISUAL ARTS/Responding to Art/History and Culture**

2.1.3 Identify similar subject matter in works of art from various cultures, ethnicities, and historical periods.

2.2.1 Identify the artists of selected works of art.

2.2.3 Identify common themes and subject matter in works of art and artifacts from various cultures.

### **VISUAL ARTS/Creating Art/Studio Production**

2.5.1 Engage in critical inquiry into works of art through discussion and actively listen to alternative peer responses.

2.6.2 Create artwork about self, family, and personal experiences.

2.6.3 Create and use symbols in personal artwork to communicate meaning.

2.7.1 Identify and apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion) in artwork.

2.8.2 Create a work of art utilizing concepts, subject matter, or the sign systems, such as words or numbers, of another discipline.

### **SCIENCE/The Nature of Science and Technology/ Scientific Inquiry**

2.1.6 Use tools to investigate, observe, measure, design, and build things.

### **SCIENCE/The Living Environment/Human Identity**

2.4.6 Observe and describe the different external features of people, such as their size, shape, and color of hair, skin, and eyes.

**Performance Objectives:**

- Given different art materials, the students will create a repetitive image of themselves using different colors.
- Given different types of portraits, the students will correctly identify silkscreen works of Andy Warhol.

- Given picture of themselves, the students will orally compare and contrast the different external features of themselves and a classmate.
- Given markers and acetate, the students will create a self portrait composition inspired by Warhol's silkscreen.
- Given art utensils, the students will design a portrait using color to portray different emotions or meaning.
- Given two silk screen portraits from different eras, the students will write a paragraph comparing the difference between the historical periods.
- Given three examples of silk screens portraits, the students will identify similar themes between the works of art.
- Given examples of Warhol's silk screens, the students will verbally discuss and listen to their peers views on the piece.

**Assessment:**

Observable

- 2.6.3 Create and use symbols in personal artwork to communicate meaning.

Written

- 2.1.3 Identify similar subject matter in works of art from various cultures, ethnicities, and historical periods.
- 2.2.3 Identify common themes and subject matter in works of art and artifacts from various cultures.

Verbal

- 2.2.1 Identify the artists of selected works of art.
- 2.4.6 Observe and describe the different external features of people
- 2.5.1 Engage in critical inquiry into works of art through discussion and actively listen to alternative peer responses.

Production

- 2.1.6 Use tools to investigate, observe, measure, design, and build things.
- 2.6.2 Create artwork about self, family, and personal experiences.
- 2.7.1 Identify and apply elements and principles in artwork.
- 2.8.2 Create a work of art utilizing concepts, subject matter, or the sign systems.

**Discovery Box Materials:**

- 3-5 examples of Warhol's silk-screen portraits
  - One being Marilyn Monroe Portrait
- The basic equipment used in silk-screening
  - Screen
  - Photo Emulsion
  - Screen Mesh

- Scrapper or Squeegee
- Printing Ink
- Artwork to print
- URL's of procedure/video used in silk-screening
- URL to video of introduction to Warhol and his work
- Assessment PowerPoint
- Portraits for students to discuss in group
  - 6 laminated pictures of Andy Warhol's Soup Cans
  - 6 laminated pictures of Eduardo Oropieza's Hechale
  - 6 laminated pictures of Rene Mederos' Vietnam War Silkscreen
  - 6 laminated pictures of Andy Warhol's Statue of Liberty

**Materials Provided by Classroom Teacher:**

Black and white picture of each child, acetate, construction paper, black sharpies, permanent markers, scissors, tape, yes/no sticks, Venn diagrams

**Advanced Preparation by Teacher:**

- Thoroughly investigate entire contents of Discovery Box
- Prepare area where students can hang portraits
- Make Venn diagram
- Prepare project to show as example
- Take and print black and white head shots of each student

**Procedure (SESSION ONE):**

**Introduction/Motivation:**

Begin by showing the class Warhol's Marilyn Monroe's portrait. Ask the students what pops out about the picture. Give time for all students to talk about the use of color, what the photo is of, and how it is different than normal art. To prompt discussion ask the following questions:

- What colors do you see?
- What is the picture of?
- Does this look like art you've seen before?
- What is your favorite thing about this art?

Explain to them that this is a technique called silk-screening that is done in a style called pop art. Inform them that Andy Warhol did this and that he is one of the greatest influences of Pop Art. It has popularized graphic tees, which many people wear today. Tell them that we will look at more pop art silk-screening done by Andy Warhol through a video.

**Discussion/ Lecture:**

Use the YouTube video to introduce students to Andy Warhol and his works. Play <http://www.youtube.com/watch?v=yzzwxZEECu8>. After video ask them to make verbal observations about what they saw.

Explain the process of silk screening by using a handout derived from the provided website or through the silk screening YouTube video provided in the resource section of the lesson. Show the students the basic materials used in the process. Be sure to include the following:

- Screen – the basic structure that holds the screen mesh in place
- Photo Emulsion - is thick liquid substance which reacts to light
- Screen Mesh – the material that is stretched across the screen
- Scrapper or Squeegee – used to spread and scrap off excess substance
- Printing Ink – used to print the image desired, comes in various colors
- Artwork to print – can be a variety of pieces such as photos, words, drawings, or many other things

In this discussion, be sure to address the following term:

- Print Making
  - The process of making artworks by printing, normally on paper. Prints are created from a single original surface. Common types of surface include: metal, stone, wood, linoleum, and fabric.
- Silk Screening
  - Technique involving the use of stencils to transfer a design. Paint is applied to a silk or nylon screen and penetrates areas of the screen not blocked by the stencil. Silk-screen printing was developed as a commercial medium.
- Silk Screening is a branch off of print making. Print making is simply transferring an image to another surface. Silk screening is specifically done with fabric.

Return to the Marilyn Monroe portrait. Point out connections between information shared in the lecture and this particular piece. Inform the students that what makes this portrait unique is the Pop Art style. Explain the following characteristics of pop art:

- Started in the 1960's so it wasn't that long again.
  - Ex. This style started when most of your grandparents were your age!
- Uses common items like people, cars, pets, trees, even food items.
- Bright colors are used to make the portrait fun.

Give each cluster of student's two silk screen portraits, the first one being Andy Warhol's Soup Cans and the other being Eduardo Oropieza's Hechale. Point out that they are from different artists but are both done through silk screening. In their cluster, have the student discuss the similarities of the two silk screens portraits.

Then have each student write two sentences linking the portraits. Ex. (Color, subject matter, detail, etc.) Collect the sentences and discuss the findings as a class.

**Demonstration:**

Silk-screens differ according to the era they are produced in. Give the students a Venn diagram. Explain to them that even though they have differences they will have similarities as well. Pass out Rene Mederos' Vietnam War Silkscreen along with Andy Warhol's Statue of Liberty. Ask the students to complete the diagram by putting 2 statements in each area.

**Guided Practice:**

As you walk around to observe students' efforts, re-direct and coach struggling students. Ask successful student to explain their statements and give them different views to look at.

**Closure:**

Collect Venn diagrams and regroup your students. Ask students how they might recognize Warhol's works in the future. Inform students that next time, they will have the opportunity to create their own version of silkscreen pop art.

**Procedure (SESSION TWO):**

**Introduction/Motivation:**

Begin by showing the students YOUR portrait created with various styles and colors. Ask them to make verbal connections between your piece and Andy Warhol's work. Inform them that they will make their own mobiles today.

**Discussion/ Lecture:**

Inform the students that they will need to incorporate Warhol's style into their art piece. Review the characteristics. Be sure that they hit on the following:

- Common, everyday objects
- Repetitive objects in different styles
- Bright Colors
- Variety of colors

Tell the students that they will create portraits of themselves by tracing a picture onto special paper. Then they will color in the areas with different colors. They will do this three different times.

**Demonstration:**

Model for the students how to place the picture under the acetate and how to trace it with a black sharpie. Then show them how to fill in the different areas with bright colors from markers. Repeat two more times and back the pictures with construction paper frames.

**Guided Practice:**

Make sure that each student has the following items:

- Black Sharpie
- Colorful permanent markers
- Glue
- Acetate
- Self image
- Construction paper to back portrait

As the students trace their image, remind them to hold the paper so that it doesn't slip and cause lines to go where they aren't supposed to. Also, tell them to take their time and draw neat lines.

While walking around to different clusters, encourage the students to talk about their similar and different physical characteristics. Ex. Big/little eyes, square/round faces, brown/blonde/red hair, eye color, moles, braces, glasses, etc.

As the students begin to fill in the areas, remind them that they are supposed to use a variety of color and that they should not follow the normal color schemes. (Ex. Pink hair and green lips are exactly right) Inform them that they should let the colors express their emotions. Walk around and observe the colors that the students pick, ensuring they understand the concept.

As the students finish with their first portrait remind them they need to make two more and that they should all be different colors. No two pictures should look alike.

Make sure that each student has 3 portraits. Using a template and colorful construction paper cut three paper frames to match the size of the art. Tape the acetate to the back of each frame. Mount each trio together in the hallway or classroom for decoration.

**Closure:**

Bring the students back together. Give them each a yes or no stick. To ensure that they understand the concept show a PowerPoint with 10 different pieces of art, ask the students to reply with yes if the work is Andy Warhol's and no if it is not. Six images will be Warhol's and four will be the work of other artists. Each time a student gets one wrong put a check by him or her name. If more than 3 are missed review the lesson with that student.

**Adaptations:**

For students with challenges or special needs, the following adaptations might be considered.

- Pre-cutting frames for students who cannot operate scissors;
- For students with sight disabilities, the portrait will be outlines with glue and let dry to cause raised lines.

- Students who have difficulty focusing long enough to complete the task at one setting may pass out materials for the teacher and also take small breaks throughout the lesson;
- For students to whom tracing is new, may have pre-traced pictures.

### **Enrichment**

For students who need to be challenged further, the following enrichment activities might be considered.

- Having students draw their portraits instead of trace;
- Having students include more detail than just the basic lines;
- Students can be encouraged to write a descriptive sentence about their repetitive portrait piece.

### **Resources**

- Video showcasing Andy Warhol's silk screen portraits
  - <http://www.youtube.com/watch?v=yzzwxZEECu8>
- Website of step by step silk screen directions
  - [http://www.reuels.com/reuels/Silk\\_Screen\\_Printing\\_Instructions.html](http://www.reuels.com/reuels/Silk_Screen_Printing_Instructions.html)
- Video explaining the silk screen process
  - <http://www.youtube.com/watch?v=r7uEBrXqcM8>
- Children's Book
  - Uncle Andy's: A Faabbbulous Visit With Andy Warhol
  - Written by James Warhola (Andy Warhol's nephew)

### **PowerPoint Assessment (Any order)**

- "Che Guevara" – Warhol
- "Mickey Mouse" – Warhol
- "Marilyn Monroe" – Warhol
- "Flowers" – Warhol
- "Campbell's Soup" – Warhol
- "Balloon Dog" - Warhol
- "The Sower", Vincent van Gogh
- "Sean Blackburn", Ron Garrett
- "Self-Portrait", Reem Hashim
- "Jazz Time", Chidi Okoye

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