

smART Kids: Fall 2020 Andy Warhol: Pop-Art Print



Grades: K-3rd
Duration: 45 min

Objective: Students will produce a colorful work of art utilizing a simple print making process to create repetition.

National Learning Standard

VA:Cn10.1.K-3, VA:Cn11.1.K-3, VA:Cr1.1.K-3, VA:Cr2.1.K-3, VA:Cr2.2.K-3,
VA:Cr3.1.K-3, VA:Re7.1.K-3, VA:Re7.2.K-3

Elements/ Principles of Art: Color and Process

Art History: Andy Warhol (1928-1987)- An American artist and film maker famous for creating the Pop-Art movement.

Vocabulary: Pop-Art: an art movement that emerged in the United Kingdom and the United States during the mid- to late-1950s. The movement presented a challenge to traditions of fine art by including imagery from popular and mass culture, such as advertising, comic books and mundane mass-produced cultural objects.

Printmaking: an artistic process based on the principle of transferring images from a matrix onto another surface, most often paper.

Repetition: the use of two or more like elements or forms within a composition. The systematic arrangement of a repeated shapes or forms creates pattern. Patterns create rhythm, the lyric or syncopated visual effect that helps carry the viewer, and the artist's idea, throughout the work.

Art Kit Includes: 9"x12" white paper, scrap paper, foam printing matrix, ball point pen

Student's will use their own: Markers, however, teachers can reach out on a student's behalf if they are in need of this supply being provided in their art kits.

Procedure:

1. Each person gets a 9"x12" white paper, scrap paper, foam printing matrix, and ball point pen.
2. Teacher will play video. A private, YouTube link will be sent to the teachers.
3. The Art Center instructor will begin with an introduction to the lesson by telling students about the artist and their artistic style.
4. The teacher will then go over the materials and show a finished example of the project they are about to create. (5 minutes)

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5. The instructor will show students how to fold their page into 8 rectangular quadrants (the same size as the foam printing matrix)
6. Students will use their markers to color each quadrant to be different, they can even use multiple colors in one quadrant. Set paper aside. (10 minutes)
7. The students will spend a few minutes thinking about a simple object they would like to use as their repetitive symbol. The student will use their scrap paper to draw out their design. Students are discouraged from using letters or numbers as printing creates a reverse image
8. The instructor will then show the students how to use their ball point pen to draw their object onto their foam printing matrix. Students will listen to full instructions before they complete the task themselves (extra foam printing matrixes will be given to the teach in case some students mess up)
9. Students will then be shown how to use their black marker to color their foam printing matrix and place the matrix within the first rectangle, apply pressure, gently peel off to reveal printed object. This is repeated for each rectangle. (15 minutes)
10. Clean up is as simple as putting their supplies away back in their bags.
11. Students will then be encouraged to share their finished artwork with the class. Why did they choose that object to repeat? Has this project inspired them to create more? (10 minutes)



Andy Warhol,
Campbell's Soup
Cans, 1968



Example of
project made at
The Art Center

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National Learning Standards (Expanded):

VA: Cr1.1.K-3 Engage in exploration and imaginative play with materials. Engage collaboratively in exploration and imaginative play with materials. Brainstorm collaboratively multiple approaches to an art or design problem. Elaborate on an imaginative idea.

VA: Cr2.1.K-3 Through experimentation, build skills in various media and approaches to artmaking. Explore uses of materials and tools to create works of art or design. Experiment with various materials and tools to explore personal interests in a work of art or design. Create personally satisfying artwork using a variety of artistic processes and materials.

VA: Cr2.2.K-3 Identify safe and non-toxic art materials, tools, and equipment. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA: Cr3.1.K-3 Explain the process of making art while creating. Use art vocabulary to describe choices while creating art. Discuss and reflect with peers about choices made in creating artwork. Elaborate visual information by adding details in an artwork to enhance emerging meaning.

VA: Re7.1.K-3 Identify uses of art within one's personal environment. Select and describe works of art that illustrate daily life experiences of one's self and others. Perceive and describe aesthetic characteristics of one's natural world and constructed environments. Speculate about processes an artist uses to create a work of art.

VA: Re7.2.K-3 Describe what an image represents. Compare images that represent the same subject. Categorize images based on expressive properties. Determine messages communicated by an image.

VA: Cn10.1.K-3 Create art that tells a story about a life experience. Identify times, places, and reasons by which students make art outside of school. Create works of art about events in home, school, or community life. Develop a work of art based on observations of surroundings.

VA: Cn11.1.K-3 Identify a purpose of an artwork. Understand that people from different places and times have made art for a variety of reasons. Compare and contrast cultural uses of artwork from different times and places. Recognize that responses to art change depending on knowledge of the time and place in which it was made.