



MASSILLON MUSEUM

<p>LESSON TITLE: Snap! Art and Aesthetics with Andy Warhol & Friends</p> <p>GRADE LEVEL: 11th</p>	<p>GROUPING OF STUDENTS: Individual/Small Groups</p> <p>MATERIALS: Paper and pencil</p>
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<p>OBJECTIVES:</p> <ul style="list-style-type: none">• To learn about the various types of artwork that Andy Warhol created.• To gain an understanding of their own personal aesthetic and the aesthetics of others through discussion and writing.• To learn arts-specific vocabulary frequently used in aesthetic dialogues.

<p>OHIO LEARNING STANDARDS: Eleventh and Twelfth Grade</p> <p>English Language Arts Writing Text Types and Purposes</p> <p>W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none">a. Establish a clear and thorough thesis to present and explain information.b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.g. Provide a concluding statement or section that follows from and supports the argument presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

Speaking and Listening

Comprehension and Collaboration

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b.** Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; and establish individual roles as needed.
- c.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Presentation of Knowledge and Ideas

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Fine Arts

Visual Arts

Perceiving/Knowing (PE)

HS Intermediate

- 1PE:** Examine the context details of visual imagery and explain the social and cultural influences on the images.
- 2PE:** Describe sources visual artists use to generate ideas for artworks.
- 3PE:** Explore the relationship between community or cultural values and trends in visual art.
- 4PE:** Analyze the work of individual artists and explain how they are influenced by cultural factors.
- 5PE:** Explore the application of technology to the production of visual artworks.

6PE: Connect processes and decisions made in the design of everyday objects, environments, and communications.

Responding/Reflecting (RE)

HS Intermediate

1RE: Apply methods of art criticism when discussing selected works of art.

2RE: Apply assessment practices to revise and improve their artworks and to document their learning.

3RE: Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.

4RE: Explain the role of innovative technologies in the creation and composition of new media imagery.

5RE: Compare and contrast various theories of aesthetics and visual culture.

6RE: Identify the challenges various venues present to the creation of works of art.

7RE: Explore and discuss opportunities for lifelong involvement and advocacy in the arts.

VOCABULARY:

Andy Warhol: American painter, printmaker, filmmaker, writer, and collector. Known for his work referencing popular supermarket produce and famous celebrities.

Pop Art: Art movement originating in Great Britain in the mid-1950s and in the United States in the late 1950s and 1960s. Characterized by references to imagery from popular culture such as comic strips, consumer products, and advertisements.

Aesthetics: A branch of philosophy relating to the approach of the visual qualities and value of an art object.

Appropriation: The intentional borrowing, copying, and altering of preexisting images and objects.

Critic: One who forms and expresses judgments of the qualities or value of the artwork.

Hedonist: The view that art that creates pleasure is good and pain is bad.

Formalist: The view that art based on formal qualities is important and the subject matter is of no importance.

Institutionalism: The view that art is determined by status conferred upon it by the institutions of the art world and not by an observable property in the artwork itself.

PREPARATION:

Teachers should begin the unit by introducing Andy Warhol. Show several examples of artworks by Warhol and guide discussion using questions such as:

- What makes something a work of art?
- Does a work of art have to be beautiful?
- Can something ugly be considered art?
- Who decides what is beautiful or ugly?
- What aesthetic choices do you make every day?

What influences those choices?
Is originality important in art?
How do we define what is original and creative?

Warhol was an artist. He went to school to learn how to create designs and advertisements for department stores. Marketing products in this way generated ideas he would later reference in his artwork. He often questioned the meaning of art. Could anything and everything be considered art? A label on a can? A snapshot of a friend? Warhol used appropriation to create many of his works. He would use ideas and images he found in the world around him and alter them, using his unique visual style. He wanted people to view the world in a new way.

PROJECT:

Use *Mick Jagger* and have the students create a list of pros and cons of the artwork. Compare and contrast these lists with others in the class. What parts of the piece were important to you?

Which were not? Why might someone's pros be another person's cons?

Introduce the various aesthetic approaches to art: Representation, Expressionist, Hedonist, Formalist, Institutionalism, etc.

Students can then choose a piece created by Warhol that they consider to be art. (If they do not believe Warhol's works were art, they can take that approach to defend their beliefs). They will then write their aesthetic response based on the following prompts:

What makes this a work of art?

How does your view of this work differ from that of others?

(If necessary, have students create a two-circle Venn diagram comparing their own aesthetic belief to one of the philosophical aesthetic approaches.)

How is your view of this work similar to others?

What influences our opinions and choices when it comes to making aesthetic choices?

POST ACTIVITY:

Students can share their findings and beliefs to the class in a short presentation and turn in a written assignment articulating their thoughts and ideas.

Before or after this activity, visit the Massillon Museum to learn more about artists in our region and how your students can be engaged with lifelong learning and advocacy in the arts.