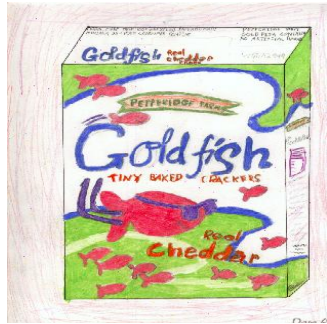
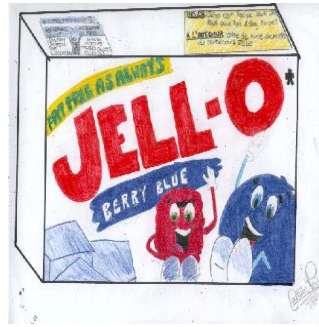


# Andy Warhol : A Life on the Edge

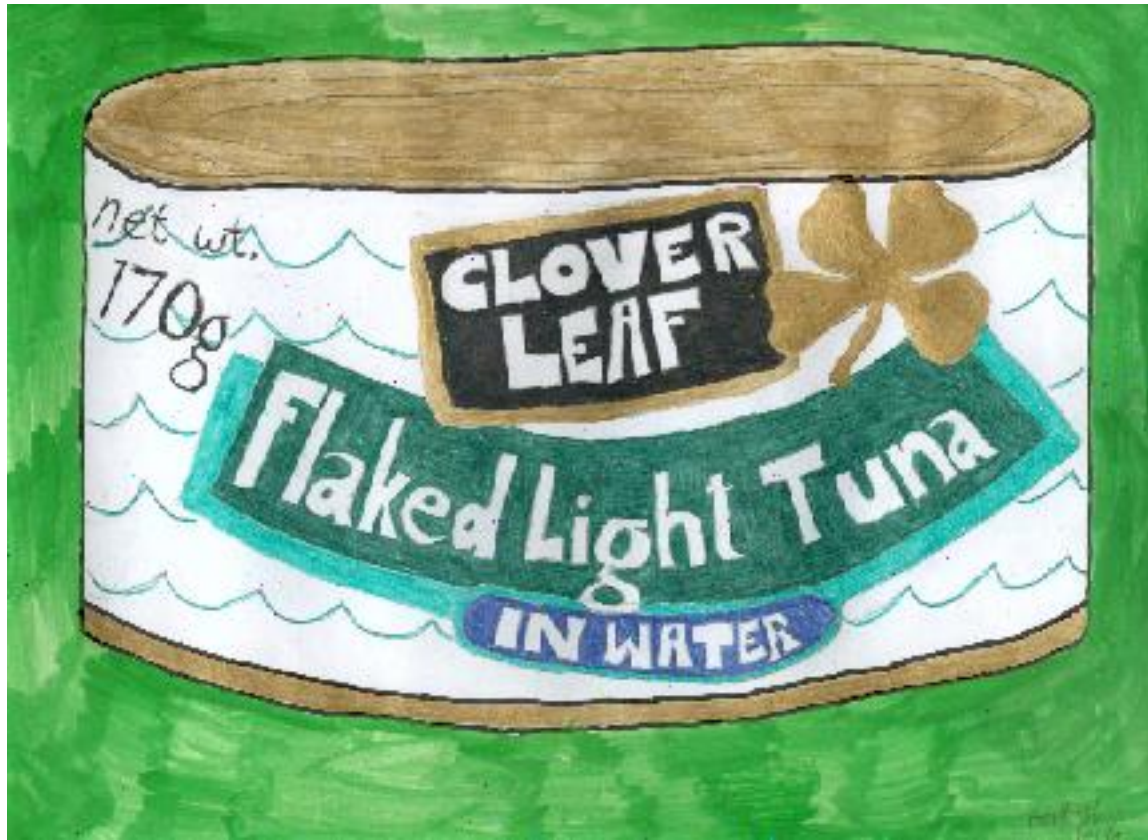


## Learning Objectives

- to learn about the life and art of a famous artist
- to understand how the work of an artist is affected by their lives and their lives are affected by their work
- to introduce students to the art movement of pop art
- to use the images in the art of [Andy Warhol](#) to create a math unit on soup
  - to use all of the basic properties in math
  - to create math problems based on the information on and the size of the soup can
  - to convert metric units
- to create a piece of student work that depicts a common food product
- to understand the correct way to draw ellipses and geometric solids
- to work with and understand the shadows created on geometric solids
- to become aware of the poverty within our city and make a positive impact by putting on an exhibition of the work created by students at the Friendship Inn dining hall and by donating the food items that were used in the still life drawings by the students to the soup kitchen
- to feel a connection to the people who benefit from food donations**
- to realize that Andy Warhol created art from what he saw as everyday objects**
- to understand that food is not an everyday object to some people**

Every month since I began teaching at [Georges Vanier Catholic Fine Arts School](#) six years ago I have been doing an "artist in the spotlight." We have studied two Saskatchewan artists, several Canadian,

one living well-known artist and the rest have been from a variety of artistic movements from the recent and distant past. The students learn about the artist through videotapes, slides, and books.



I used [A & E's Classroom](#) video *Andy Warhol : A Life on the Edge* and it was excellent because the comprehension level was at the right level for my students. This video contains a large amount of footage of the artist. This allowed the students to see the artist as he looked and also see his work that was created and presented to them through the use of slides in the classroom. They realized the enormous amount of space and activity at the Factory and the scale of his work. The students were amazed at the silk screen of the soup can which was the same height as the artist. A book would not be able to make this type of impact of scale.

I decided to create the link to a needy cause and the food donation project developed as Andy Warhol explained how he painted objects that he had seen as everyday and common yet could still be seen as art. The use of food is not an everyday object for the poor and needy. **The students would get to see the direct connection to people who need their help, by providing the food for their health and also food for their minds with their artwork. The donations and work go towards making our community a better place.**

This video touched on the subject of alienation due to someone's looks. This aspect of the video is very mature and may lead to discussion about this topic. Some students thought that his illness that caused his looks started his art career, so it may have been positive. The "Cable in the Classroom" video showed students how the artist looked and the students were stunned by the limited personal information

the artist was willing to provide the artist.

This project involved 103 children from grades 5-8. They studied the life of the artist, brought non-perishable food products to use as still life for their artwork, and then donated their artwork and the food products to the Friendship Inn, a soup kitchen established in the city center to feed the needy and hungry.

The finished products hung in the dining hall at the soup kitchen, with an opening night of the artwork display titled "Food from the Heart" held on March 15th, 2000. The invitations went to local personalities, media, school administration, and the parents and children involved and the invitation was a reproduction of one of the student's work.

Prior to the teaching of this unit, the following note was sent home:

January 5, 2000

Dear Parents:

During the month of January, the art students in grades 5-8 will be focussing on the artwork of the pop artist Andy Warhol.

He is famous for painting everyday objects like soup cans and for his portraits of famous people.

In this unit, your children will learn to draw geometric shapes, ellipses and create shadow with accuracy. **To teach the unit I am asking each child to bring some non-perishable food item of their choice. It should be an item that appeals to them for some artistic reason, maybe the color, shape or lettering.** Take them to the store and pick it out so that they feel a real want to draw and paint it in detail.

Once the pictures are completed and framed, we will have a showing of the work at Friendship Inn on March 15th at 7:00 p.m. and the food products used for painting will be donated. Andy Warhol believed that a can of soup was an everyday object, but for some people it is not. For people at the Friendship Inn, it is a need. The art will remain on display until the end of March.

Bring the food product by Monday, January 10th.  
Wish us luck on this interesting artistic adventure.

If you would like to volunteer in the art room, come to learn more about the artist, or watch A & E's Cable in the Classroom video of Andy Warhol, the art times are as follows:  
Mondays Grade 7/8 2:15-3:15



Tuesdays Grade 6/7 2:15-3:15

Wednesdays Grade 5 2:15-3:15

Fridays Grade 6 2:15-3:15

Thank you

Ms. Martin



## Procedures used to teach the unit

The first week the lesson in art involved watching the videotape, looking at slides and discussing his life. The note to bring a food product of their own choice was sent home.

The second week a lesson on how to draw ellipses, use shadow properly on shapes, and how to draw regular geometric solids was introduced. The students began the rough draft of their image.



All angles moving back from the rectangle must be at the same angle.  
All lettering on the sides and top of the box must go at this angle as well.



On the canned objects, the students were taught to draw ellipses top and bottom and to use ellipses to place the lettering on the cans. If the lettering is not placed on an ellipse it looks very strange.

**Week three** the students used the light table to transfer their image to the good paper and began adding color with either watercolour paints, pencil crayon goache or acrylic paints. The medium was the students' choice.

**Week four** the art was framed labelled and ready for hanging. The students were encouraged to create interesting titles, not just the name of the object.

## Math Unit

Within my grade 6 classroom, I taught a math unit based on Andy Warhol's work. I have written math problems deal with art. (Math and Art lessons to be added soon) I expanded the Andy Warhol section to go with the video and the slides, as each lesson can be adapted as with the da Vinci or Michaelangelo videos which are also available through A & E.

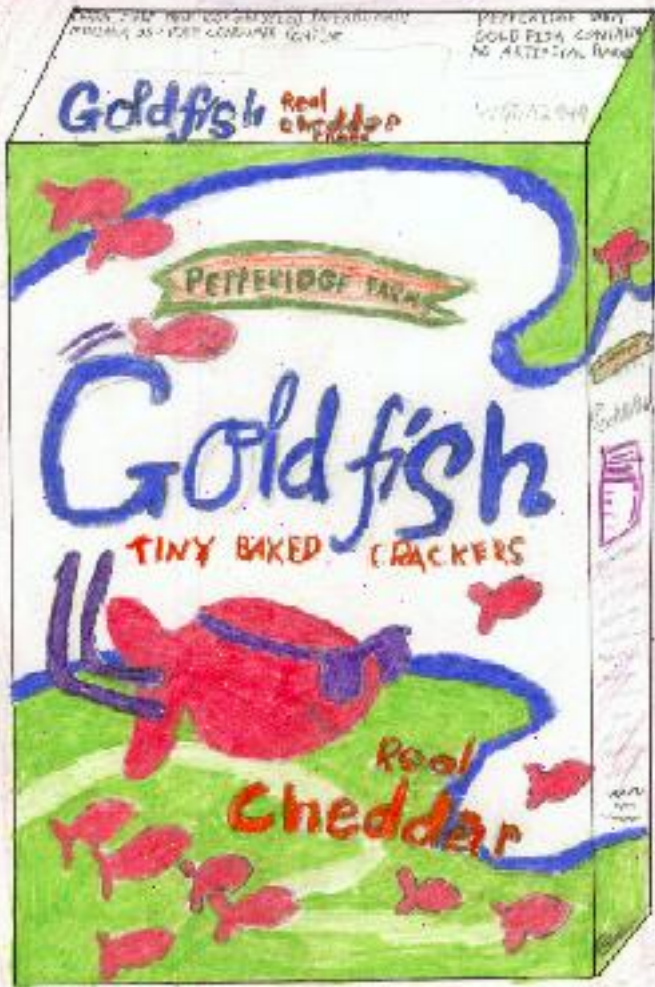
The unit involved students creating word problems related to soup cans, as most people are familiar with the soup can work of Andy Warhol. They used volume, mass, ingredients, stackability, and other variables to create questions. (Will be added to site soon) After creating the questions, the students solved them.

We collected data on the value of Andy Warhol's paintings using the Internet to find the value per square cm and compare with other artists. Warhol had an intention of becoming a very wealthy person.

### **Other Interesting Opportunities**

The students decided to collect soup can labels and make a banner. We used the banner to wrap the boxes that were donated to the Friendship Inn.

As an additional math activity, we played find your soup can by allowing the students to study an individual can for 30 seconds and then placing it into a large group of similar soup cans. Small details on the labels or the can's construction allowed the students to be able to pick out their can from seemingly identical cans.



## Resources

Andy Warhol by Mike Venezia. Children's Press. Connecticut

Who is Andy Warhol by Colin McCabe

Andy Warhol by Benedikt Taschen

Andy Warhol by Jacob Beal-Teschuva

Andy Warhol Portraits by Henry Geldzahler





## Evaluation

The project was huge success. The art students completed all the objectives for the unit and recognize pop art as an art movement. The math unit also accomplished the same high level of achievement of objectives.

The highlight was the look on the faces of students when they saw their work framed and ready for display. The students gathered around each others works to critique and admire all 103 pieces.

Many students did Internet searches to find more facts about Andy Warhol. The students were made aware of the possible inappropriate references that made have been made about his personal life and cautioned not to allow these to interfere with their perception of his work.

The students became aware of how lucky they are to have meals each day and not have to rely on other means to attain food. They also became aware that not all people are exposed to art and art history and learning about this can be fun and helpful. Art is not just for the rich, and all people can have access to art and enjoy it.

A group of students involved in the framing, and presentation realized the importance of this part of art and how to make an art show successful. The work in creating labels, hanging and putting on an opening night gave the students a glimpse of this part of the art world.

Note any special benefits, attitude changes, community involvement, school involvement, publicity, etc. generated by the project

The public was greatly involved in the project because the work was hung in a very public place. We also were able to touch the lives of the people with food donation and donations of artwork for people who may not get access to viewing art on a regular basis.

The local media was involved in radio interviews with the organizing teacher and broadcast the day of the opening, 650 NTR. The reporter was very positive and open to the idea of using the video, work of the artist and the work of the students to bring to life a very good project. A comment relating to continuing to interview local teachers about innovative and creative opportunities in education was made and is encouraging to teachers who create and want to share.