

Artworks: *15 Minutes*

Your “15 Minutes” are Now!

Multi-media Grid Self Portraits



Post-Visit Lesson Plan

Age adaptable

Visual Arts

1-2 Lessons

About the Artists:

15 Minutes was created by artist Rachael Reiser and the teen apprentices in the Artworks Summer Program. The inspiration for this photo booth came from the famous 1968 quote by Andy Warhol, “In the future, everyone will be world-famous for 15 minutes.” Warhol’s interest in fame was an important aspect of his artwork, which often featured images of celebrities such as Marilyn Monroe and Elizabeth Taylor. Taking the Pop artist Andy Warhol and this quote as their inspiration the teen apprentices developed a large soft sculpture photo booth in the shape of a wedge of cheese that would give everyone a chance to become famous. Now that your class has had a chance to use the photo booth, retrieve the images from www.artworkscincinnati.org/15minutes to make this colorful post-visit lesson.

Objectives:

- Students will recognize elements of Pop Art, such as the use of popular culture as subject matter.
- Students will understand the concept of under-painting as used by Warhol in his silkscreen portraits.
- Students will create self portraits using a combination of collage and drawing techniques which will be assembled into a grid composition.
- Students will explore the way in which a repeated image can be made unique through use of variety through choices in technique, material and color usage.

Materials:

supplemental text
print outs or photographs of each student
8.5x11” acetates (for use with photocopy machine)
sheets of white poster board or matt board (larger than 17x22)
scissors
tempera or acrylic paint
glue
colored construction paper
metallic markers



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permanent markers
foil paper
stickers
stamps
cardstock or other paint suitable paper
spray mount
scotch tape

Vocabulary:

**under painting
collage**

**silkscreen
unity**

**Pop Art
variety**

celebrity

fame

Anticipatory Set:

To start the class, show images of Andy Warhol's portraits like *Pete Rose* (1985, Cincinnati Art Museum), *Mick Jagger* (1975), *Mao* (1972-73), and *Princess Caroline of Monaco* (1983). Have the students read the introductory information supplied from www.warhol.org. Begin a discussion about Warhol's work by asking the questions below.

- Who are the subject matter in portraits? Why do people take portraits? Besides photographed portraits what are some other media one can use to make a portrait?
- Who are some famous people you have seen portraits of? If Warhol was alive today who do you think he would make a silkscreen of?
- After seeing some of Warhol's portrait works, do you think they all look the same? Discuss some of the different techniques Warhol uses to create variety in his work.

Procedure

1. Get the students images from print outs of *15 Minutes* photos from www.artworkscincinnati.org/15minutes or substitute photographs students bring in of themselves.
2. Manipulate the images using a photocopy machine. Scale the images to 5 1/2" x 4 1/4" so that two images can fit on one sheet of 8 1/2 x 11" acetate. Make sure to use the lighter or darker functions on your photocopy machine to create strong contrast in the images. Remember to print in black and white.
3. Make 4-8 images of each student (2-4 sheets of acetate).
4. Using the scotch tape, hinge the acetate and a sheet of cardstock together.
5. Explain to the students that the transparency of the acetate will allow the background "under painting to show through." For the first hinged image, have the students use colored construction paper to create a collage like background to accentuate the image that will be over top. It might be helpful to refer to the Mick Jagger portrait for ideas.
6. To take the under painting a step further students can use markers, foil, stamps, stickers or paint. They can also apply metallic or permanent parkers to the acetate surface.
7. Before students continue on with the other images remind them that they will be creating a grid of their images so they will want to think about variety and unity. Ways to create variety include: ripping instead of cutting paper, using paint, adding in linear elements with markers, working with the background instead of the subject areas, etc.
8. When the students have finished their images have them lay the images out in a grid pattern have them measure the width and length of their composition. Then have them add 1-2 inches for a border. Students can also create white grid spaces between the

images but this is a bit more complicated. Cut out the matt board to fit these dimensions and then top mount the images using spray adhesive.

Wrap-Up:

Have the class display their images and ask the following questions:

1. Explain how you used unity and variety in your image.
2. Were you trying to convey emotion through your compositional choices?
3. After talking about fame do you think there are different types of fame? Which type of fame is most valuable to society?

Assessment:

After having the pre and post activity discussions have students write a short promotional or biographical sketch for themselves. They should write about who they are, their accomplishments, and any special qualities they possess, and reasons why they deserve to be famous.

Interdisciplinary Lesson Ideas:

Math

Have students take a poll of classmates, neighbors or their family. They will ask two questions. "What qualities does it take to be famous?" "Which famous person do you most admire?" Use this data to create different types of graphs and charts. These might be fun to display with the grid self portraits.

History/ Social Studies/ Civics/ Science

Have your class pick famous inventors who impacted society. They should create a Warhol like image of the invention (like Warhol's images of Campbell's Soup cans). Then they should write a 2-4 page essay on the inventor, invention, impact of the invention on society at that time, and the importance of the invention today.

Ohio State Standards:

- Visual Arts Content Standard: Historical, Cultural and Social Contexts
- Visual Arts Content Standard: Creative Expression and Communication
- Visual Arts Content Standard: Analyzing and Responding



Andy Warhol, **Mick Jagger**, 1975
One print from a portfolio of 10 screen prints on paper, 43 1/2 X 29in. each
The Andy Warhol Museum,
Founding Collection
Contribution The Andy Warhol Foundation for the Visual Arts, Inc.
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Andy Warhol (1928-1987)
United States
Pete Rose, 1985
Museum Purchase: Bequest of Mr. and Mrs. Walter J.
Wichgar, 1985.208 a-d



Andy Warhol, **Mao**, 1972-73
Silkscreen ink and synthetic polymer paint on canvas.
104 x 77 in.
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Andy Warhol, **Princess Caroline of Monaco**, 1983
Silkscreen ink and synthetic polymer paint on canvas,
40 x 40 in.
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Liz

Andy Warhol
1963
Silkscreen, ink on canvas
Private Collection

15 Minutes Grid Portraits

Historical/Topical Information from the Andy Warhol Museum Education site:

In the early 1960s Warhol explored the fame of everyday objects with paintings of Campbell Soup cans, Coca-Cola bottles, and three-dimensional Brillo boxes. The movement of Pop Art was ushered in when these symbols of popular culture entered the realm of fine art. Pop artists used all aspects of American consumer culture as the subject matter for their artwork, including: magazine advertisements, newspaper headlines, car crashes and portraits of famous movie stars.

Andy Warhol was particularly fascinated with the glamour and fame of Hollywood. Even as a young boy, Andy loved to go to the movies and started collecting glamour magazines and autographed photographs of movie stars such as Shirley Temple, Mae West and Carmen Miranda. As an adult, Warhol continued to collect fan magazines as well as publicity stills of Marilyn Monroe, Elizabeth Taylor, and Brigitte Bardot. He used clippings and photographs from these collections as the source material for some of his most famous portraits. This fascination with all things famous lasted throughout Warhol's life, even as he too became a sought after celebrity.

Andy Warhol used photographic silkscreen to create his portraits of Marilyn Monroe, Elvis Presley, Mick Jagger, and Jackie Kennedy. This method of printing creates a very precise and defined image and allows the artist to mass-produce a large number of prints with relative ease. Warhol adopted the methods of mass production to make images of celebrities who were themselves mass produced. Elvis existed not only as a flesh-and-blood person but as millions of pictures on album covers and movie screens, in newspapers and magazines. He was infinitely reproducible. Similarly, Warhol could produce as many Elvis painting as he pleased, through use of the silkscreen printing process.

To make these portraits, Warhol would first choose a photograph of a famous pop icon. The original image would be sent to a photo lab where it would be transferred photographically to the silkscreen mesh using a film positive and light sensitive emulsion. Once this was complete, the silkscreen would be ready to print and sent to Andy Warhol's Factory (studio).

The process Andy Warhol used to create his portraits had two layers. First, the canvas would be under-painted. This means that before an image was silkscreened onto the canvas, colored paint was applied to that canvas. This color might be swipes of multi-colored brush strokes or very defined shapes. Warhol's portraits of Mao Tse Tung and Princess Caroline are good examples of this process. The silkscreened image of Mao was printed last, on top of the layers of green and yellow paint. Warhol was able to create diverse and interesting effects by using this technique of under-painting. In the portraits of Princess Caroline, Warhol not only incorporated a variety of dramatic colors for the background and skin tones, he also printed the screens with blue and black ink. A variation of this technique was used on the Mick Jagger prints. Cut paper shapes were applied instead of paint to create a similar under-color effect.

From: The Andy Warhol Museum at www.warhol.org