

# Shepard Fairey: Photocopy Flyers

**Grades: 7-12**  
**Visual Arts**

## Lesson Description:

Making artwork for yourself and friends doesn't require lots of expensive supplies. Students can create their own works of art that can easily be shared. Using the idea that art can be made out of the simplest of materials, students will create their own flyer depicting their interests (music, sports, celebrities, fashion, etc.).

As early as high school, Shepard Fairey was creating artwork for himself and his friends. With parents who refused to fund his interest in skateboarding and skate culture, Fairey used materials readily available to him in order to create his own stickers and artwork. With his mom's copy machine and found imagery, Fairey started creating his own style of artwork that he continues to implement today. These techniques coupled with his imagery of Andre the Giant have become the basis of Fairey's line of products and clothing, *OBEY*.

## Objectives:

- Students will learn about the artwork of Shepard Fairey.
- Students will create their own flyer using common materials.
- Students will discuss how popular culture and their own interests are valid sources for art-making.

## Materials and Resources:

Newspapers/magazines  
A variety of papers and collage materials  
Imagery students bring related to their topic of choice  
Markers  
Glue sticks  
Access to a photocopier or scanner and printer

Images by Shepard Fairey: *Alternate Graphics Sticker*, 1990;  
*Mailman*, 1991; *Hello My Name is Andre the Giant*, 1995



## Critical Questions:

- How does the artwork of Shepard Fairey communicate to a large, diverse audience?
- What materials are valid in making artwork?
- How can photocopies be a beneficial art-making tool? How can they be a hindrance?

## Activities:

### Make your own flyer

- Set the ground rules for the use of imagery, text and subject matter that is appropriate for school viewing.
- Select a topic for the flyer. Any interest – music, sports, fashion, etc. – will work. The more they're into the subject, the more personal and involved the final work will be.
- Create a list of visual elements such as color and symbols that are usually associated with this topic and how they are usually depicted, clean lines, ornate details, etc. These will serve as criteria for the final artwork.
- Using the list of visual cues as a guide, create a collage that relates your point of view with your topic. Keep in mind the collage is to be quickly reproduced and distributed. How can the copy machine/scanner add to the effects you create in your collage?

*(This lesson could also be adapted into a screen printing or other printmaking lesson.)*

**Assessment:**

- Student participation in anticipatory discussion
- Completion of brainstorming activity
- Execution of criteria established by the student in completing the flyer
- Execution of establishing a voice within their chosen subject – not replicating Shepard Fairey, but finding their own way of manipulating the materials

**National Standards:**

**Understanding and applying media, techniques, and processes**

5-8.1 Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choice

5-8.2 Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

9-12.1 Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks

9-12.2 Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use

**Using knowledge of structures and functions**

5-8.3 Students select and use the qualities of structures and functions of art to improve communication of their ideas

9-12.3 Students create artworks that use organizational principles and functions to solve specific visual arts problems

**Choosing and evaluating a range of subject matter, symbols, and ideas**

5-8.1 Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

5-8.2 Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

9-12.2 Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life