



Academic Resources for Teachers & Students

Picturing The Iconic:
Andy Warhol to
Kara Walker

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kimballartcenter



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Lesson Overview

Lesson Plans

Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

Lesson Objectives

- Understand geographical formations that slowly change over time.
- Render an illustration of geological entity in collage form.
- Understand that while intention of form is fixed, medium and perspective and elements cause change.

Core Curriculum Tie-Ins

Ninth through Twelfth Grades: Visual Art, Geography

Lesson Overview

On the ARTS tour, students will learn about pop art culture and how technology and reproduction has changed art and the world around us through the KAC's exhibit Picturing the Iconic: From Andy Warhol to Kara Walker. This lesson extends that learning and explores how natural elements and varying art mediums cause change and/or transformation over time.

Length Of Lesson: One to Two Class Sessions

Supplies

- White drawing paper.
- Magazines, photographs, variety of scrapbook paper
- Pencils
- Glue
- Scissors

Picturing the Iconic: Exhibition Overview

It is with this pop culture framework that the exhibition and its contents was created. Started as a selection of Pop Art with works by Andy Warhol, Roy Lichtenstein, and Robert Indiana, the scope expanded to encompass a wide range of imagery dating from the late 1960s through the present. Broadly there are themes: Consumer goods, Pop Culture, Architecture, Religion, The Body, Ideas, and Violence. The idea was not simply to show the “Iconic” but also to play off the idea of what it means (in pop culture or even in semiotics) to be Iconic or, by contrast, anti-iconic. It was also to show various ways that artists use humor to get at darker issues about politics, religion, and Western culture.

Selected from the vast graphic art collection of Jordan D. Schnitzer and the Jordan Schnitzer Family Foundation, the exhibition brings together eighty-eight works by thirty-six artists. Jordan D. Schnitzer purchased his first work of art when he was fourteen years old from the Fountain Gallery. This was the first contemporary art gallery in Portland, Oregon, owned and operated by his mother Arlene Schnitzer. His initial acquisition turned into a lifelong pursuit to collect, share, and promote the visual arts. While he furthers the family legacy of supporting regional artists in all mediums, Mr. Schnitzer began buying contemporary prints and multiples in earnest in 1988. Prints and multiples seized his interest for their technical versatility and collaborative process.

This exhibition was supported through generous donations by Gertrud Parker, Jean Schulz, Jack and Diane Stuppin, Eric and Debbie Green. Jordan D. Schnitzer made the exhibition possible as part of his foundation’s commitment to lending works to museums.

Lesson Plan

Preparation:

- Show a variety of Utah landscape photographs such as the Arches, Bryce Canyon, the Grand Canyon etc. Make sure students have access to these images either by copies or the internet for reference.
- Discuss how natural elements such as wind, rain, temperature fluctuations change geography over time. Also discuss how things such as earthquakes, landslides, floods etc. also bring about sudden change.
- Looking at art, you can replicate change in these landforms by using a different art medium or mediums in the representation of the landscapes.

Lesson:

- Have students choose a photograph of a Utah geographic landscape such as the Grand Canyon, the Arches, Bryce Canyon etc. Ideally the images will have an identifiable horizon line so that foreground and background can be defined.
- Have color copies of these photographs for the students to use.
- On the white drawing paper, have students draw the horizon line of their image with pencil. They may sketch in the outlines of their image. Have them identify foreground and background.
- Using magazines, papers etc. have students tear pieces that fit their color schemes. For example, if an arch is to be created, the student would be selecting hues of orange, red and browns to piece together for the collaged arch.
- Have students create their image entirely or at least the foreground or background with collage papers prior to gluing it down to ensure accuracy and quality of composition.

Lesson Plan Continued

- Students are challenged with this collage in that they must tear pieces of paper to create an image vs being able to draw or use markers.
- Color schemes should be different for different items in image such as object and sky.
- Students should change the values of the color schemes to represent the light and dark and/or contrast of the image.
- When completed, share and discuss how by changing a medium you change the image or representation of that subject even though nothing else has changed. Relate this to geographical or geologic changes.

Lesson Extension:

- Have students paint their collage for yet another change in image/geography.

Vocabulary

Change

Make or become different.

Foreground

The foreground is what looks like the closest thing to you. It's in front of everything else in the picture, and it has the most detail.

Background

The ground or parts, as of a scene, situated in the rear.

Collage

A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric onto a backing.

Geology

Geology is an earth science comprising the study of solid Earth, the rocks of which it is composed, and the processes by which they change.

Value

Value is defined as the relative lightness or darkness of a color. It is an important tool for the designer/artist, in the way that it defines form and creates spatial illusions. Contrast of value separates objects in space, while gradation of value suggests mass and contour of a contiguous surface.