



Academic Resources for Teachers & Students

Picturing The Iconic:
Andy Warhol to
Kara Walker

10.24.15 — 01.03.16

K-5

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

- Describe what is changing and what is staying the same outside the window.
- From story read in class, name three things that changed in the story read to the class.
- Demonstrate an understanding of change over time by drawing the view from school and home windows.
- Symbolic Representation of Ideas
- Visually reflect change over time

Core Curriculum Tie-Ins

Kindergarten through Fifth Grades: Visual Art, Language Arts and Social Studies

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 our neighborhood changes over time. Using one of the children's books recommended in the Resources list, students will use ideas gathered from their own classroom windows to view these architectural and seasonal changes over time.

Length Of Lesson: One to Two Class Sessions

Supplies

- A children's story with a place that changes over time (see recommendations in lesson plan)
- Toilet paper tubes or similar objects (one or two per student)
- Crayons.
- Student drawing paper
- Student handwriting paper
- Markers/crayons/colored pencils
- Variety of Drawing Pencils

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

Part One:

- Read the class one of the books listed in the Resource list below.
- Talk about the changes that occurred in the landscape and the building. List some of these changes on the board as the students identify three things that changed in the story and three things that remained the same. Make the connection between the people in the story growing and changing and the neighborhood growing and changing.
- Have the students retell the story in their own words. If time allows, have them write the story in their own words and draw a few sketches of ideas that stood out for them in the story.

Part Two:

- Give each child a toilet paper tube to focus their attention on specific objects outside of the window. Discuss what they see outside the classroom windows.
- On a piece of paper, have them draw a window frame that fills the paper but leave a good 1 - 1.5" margin.
- Have them draw what they have viewed through the window. When the students are finished drawing, have them either dictate a few sentences to you to write on the frame around their window's view as needed, or have them write their own sentences around their window frame.
- Have students color in their drawings with supplies provided.
- Post the finished drawings around the classroom windows. Make predictions about which object(s) might change or be temporary. (Example: a particular tree vs. a car parked along the street). In the weeks or months to come, point out the differences between what they drew and what now appears in the view out the window.

Lesson Plan Continued

Book Resources

Window. by Jeannie Baker

The Backyard. by John Collier

The House on Maple Street. by Bonnie Pryor

When I Was Built. by Jennifer Thermes

Prairie Town. by Bonnie Geisert

The Little House. by Virginia Lee Extensions

Lesson Extension

- For a home project, have the students write about and draw what they see from their bedroom windows. When their writings and drawings are brought back to class, talk about the similarities and differences between what each student observed and documented either in their writings and/or drawings.
- Talk about the different kinds of windows in your home or school. Do the windows open and close? How? Why? What is the shape of the window? Why do buildings have windows?
- Talk about and analyze events, trends, individuals, and movements that evolved, changed and shaped the history of the state, county and nation.

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Vocabulary

Change

Make or become different

Seasons

Each of the four divisions of the year (spring, summer, autumn, and winter) are marked by particular weather patterns and daylight hours, resulting from the earth's changing position with regard to the sun.

Past

The time or a period of time before the moment of speaking or writing. "she found it hard to make ends meet in the past" synonyms: formerly, previously, in days/years/times gone by, in former times, in the (good) old days, in days of old, in olden times, once (upon a time);

Present

The period of time now occurring.

Future

The time or a period of time following the moment of speaking or writing; time regarded as still to come.

Window Sill

A ledge or sill forming the bottom part of a window.

Window Frame

A supporting frame for the glass of a window.

Window Pane

A pane of glass in a window.