

THE BOOTH MUSEUM

Andy Warhol's Flowers

Art Lesson Plan Written by Lynnette Torres
for the Booth Western Art Museum, Fall 2019.



Overview: Students will be introduced to the art of Andy Warhol and learn how he created his unique pop art style. Students will then recreate his style using paper collage and a monoprint made with everyday materials.

Grade Level: Primary School, Elementary or Middle School (challenge level is adaptable for a diverse range of grades).

Subject Areas: Visual Arts

Goals/Learning Objectives:

Students will be able to...

- Understand the key elements and principles of art that identified Andy Warhol's art style within the pop art movement (including but not limited to color, texture, and balance).
- Experiment with using everyday materials to create monoprints.
- Design the shape and choose the color of their flowers, arranging them within the composition with balance (symmetrical or asymmetrical) in mind.

Overarching Themes / Big Ideas:

Pop Art, Color, Experimentation, Texture, Symmetrical/Asymmetrical Balance.

Essential Questions:

- How did Andy Warhol create a unique art style?
- What are other everyday materials that we can use to create art?
- What are more ways color, texture and balance can be used to create vivid and engaging art?

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Background / About the Art:

Andy Warhol was born on August 6th, 1928 in Pittsburgh, Pennsylvania. He moved to New York in 1949 where he worked as an illustrator. His work was created for companies to advertise their products. Desiring to create artwork that would be displayed in art galleries and museums, Warhol developed his own unique art style that would define Pop Art (art that is related to popular culture). If wanting to show a presentation, The Andy Warhol Museum has wonderful teacher resources.



(Left) Andy Warhol, *Campbell's Soup Cans*, 1962. (Right) Andy Warhol, *Flowers*, 1964.

Show students Warhol's Campbell's Soup Can series, as it is likely the artwork most students have seen before, and the Flower series. A **series** is a group of art pieces by an artist that go together and are usually displayed together. Lead a discussion with students about the similarities and differences between these two series, acknowledging student answers by repeating their observations.

- Is one series more colorful than the other?
- How does Warhol create the background differently in each series? (The Soup Cans background is white. The Flowers series background is green and black, with shapes and textures that mimic blades of grass).
- What does Warhol change in each Soup Print? (The type of soup). What does he change in each Flower Print? (The color of the flowers).
- Where is the Tomato Soup Can placed within the composition? (In the middle). When something is equally balanced on two sides we call that **symmetrical**. This can be demonstrated by drawing a vertical line down the axis of the Soup Can, showing that it reflects itself equally on both sides.
 - Draw a vertical line down the middle of the flower print. Do these flowers perfectly reflect each other on both sides? When something is not equally balanced on both sides we call this **asymmetrical**.

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(Left) Andy Warhol, *Endangered Species: Bighorn Ram*, 1983. (Right) Andy Warhol, *Flowers*, 1964.

Now ask students to compare this artwork by Warhol of a Bighorn Ram from his Endangered Species series (currently on exhibition at the Booth Western Art Museum) with the Flowers series. Use similar questions as demonstrated with the last artworks, focusing on color, texture, and balance. Additional questions listed below.

- What artist do you think created the Ram artwork? How can you tell that it is an Andy Warhol piece? (Similar colors and textures).

Andy Warhol's artwork was unlike anything anyone had ever seen before. His use of bright colors, tactile textures, and variety of symmetrical and asymmetrical balance made him stand out as an artist and is why he is one of the most popular of American artists.

Now, we will create our own versions of Warhol's Flowers series.

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Artmaking Materials:



- 1 piece black construction paper per student (size is variable).
- 1 piece of cardboard roughly the same size as black construction paper per student.
- Glue to share (wet and sticks).
- 1 Piece of trash or grocery bag large enough to cover the cardboard per student.
- Tape to share (masking or Scotch).
- Green block printing ink to share (if this is not available, green tempera or acrylic paint can be used as an alternative).
- Brayers to share (if this is not available, large paint brushed can be used as an alternative).
- Brightly colored construction paper to share (for flowers).
- Scissors to share.
- Pencils to share.
- Sharpies to share (optional for adding designs within the flowers).

Georgia Standards of Excellence for Visual Art:

Creating

Kindergarten: VAK.CR.1 B, VAK.CR.2 A, VAK.CR.3 A, VAK.CR.3 B, VAK.CR.3 C.

First Grade: VA1.CR.1 B, VA1.CR.2 A, VA1.CR.2 B, VA1.CR.3 A, VA1.CR.3 B, VA1.CR.3 E.

Second Grade: VA2.CR.1 B, VA2.CR.2 A, VA2.CR.2 B, VA2.CR.3 A, VA2.CR.3 B, VA2.CR.3 C.

Third Grade: VA3.CR.1 A, VA3.CR.2 B, VA3.CR.3 A, VA3.CR.3 B, VA3.CR.3 C.

Fourth Grade: VA4.CR.1 A, VA4.CR.2 B, VA4.CR.3 A, VA4.CR.3 B, VA4.CR.3 C.

Fifth Grade: VA5.CR.1 A, VA5.CR.2 B, VA5.CR.3 A, VA5.CR.3 B, VA5.CR.3 C.

Sixth Grade: VA6.CR.1 C, VA6.CR.2 A, VA6.CR.2 D, VA6.CR.3 A, VA6.CR.4 A, VA6.CR.4 B, VA6.CR.5 A, VA6.CR.6 C.

Seventh Grade: VA7.CR.1 C, VA7.CR.2 A, VA7.CR.2 D, VA7.CR.3 A, VA7.CR.4 A, VA7.CR.4 B, VA7.CR.5 A, VA7.CR.6 C.

Eighth Grade: VA8.CR.1 C, VA8.CR.2 A, VA8.CR.2 D, VA8.CR.3 A, VA8.CR.4 A, VA8.CR.4 B, VA8.CR.5 A, VA8.CR.6 C.

Connecting

Kindergarten: VAK.CN.1 B, VAK.CN.1 C, VAK.CN.2 A, VAK.CN.3.

First Grade: VA1.CN.1 A, VA1.CN.1 C, VA1.CN.2 A, VA1.CN.3.

Second Grade: VA2.CN.1 A, VA2.CN.1 D, VA2.CN.2 A, VA2.CN.3.

Third Grade: VA3.CN.1 A, VA3.CN.1 C, VA3.CN.2 A, VA3.CN.3.

Fourth Grade: VA4.CN.1 A, VA4.CN.1 D, VA4.CN.2 C, VA4.CN.3.

Fifth Grade: VA5CN.1 A, VA5CN.1 E, VA5.CN.2 A, VA5.CN.3.

Sixth Grade: VA6.CN.2 A, VA6.CN.3 A, VA6.CN.3 C.

Seventh Grade: VA7.CN.2 A, VA7.CN.3 A, VA7.CN.3 C.

Eighth Grade: VA8.CN.2 A, VA8.CN.3 A, VA8.CN.3 C.

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Process / Procedure



Cut a piece of plastic (trash bags or grocery bags are excellent) that is about 2-3 inches larger than the cardboard on each side. If a large enough piece of plastic is not available, smaller pieces can be pieced together to fill the cardboard.



Apply wet glue to the entire surface of the cardboard. I used a brush to spread the glue to cover the whole surface.



Place the plastic on top of the cardboard. Leave lots of room to wrinkle the plastic for texture. Use fingers to wrinkle more.



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Flip the cardboard over to the back and tape the plastic to the back. You do not have to wait on glue to dry in order to move onto the next step!



Spread the green ink on a scrap piece of cardboard with the brayer until smooth. Roll brayer directly onto wrinkled plastic until it is mostly covered with green ink.



Place the black piece of paper onto the piece of inked plastic. It is important to rub the entire piece of paper in order to transfer as much ink as possible (about 15-20 seconds of rubbing). After, carefully peel the piece of paper away from the plastic.



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If the piece of cardboard used was not the exact size of piece of paper, simply reprint onto the black piece of paper by shifting the paper to be off center on the plate in order to cover the missed area. There is no need to apply more ink unless desired.



Once the black paper is inked and looks as desired, set aside. Block printing ink can take up to 1-2 hours to dry, but the next part can still be done while ink is wet. To create the flowers, brightly colored construction paper, scissors, and pencil are needed.



Draw 3-5 flowers onto different colors of construction paper. Emphasize that the petals do not have to be symmetrical. Once drawn with pencil, cut out with scissors, and use a black marker to add details.



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Flip over the flowers and apply glue to the back. Then place the flower onto the black piece of paper. Emphasize students to carefully consider where they want to place the flowers within the composition (creating either symmetrical or asymmetrical balance).



Your flower prints are complete!

Adaptations/Extensions:

- The size of the black paper could be made larger or smaller.
 - If made smaller, students could create a series of flower prints (more than two).
 - If made larger, students could create a variety of differently sized flowers to fill the composition or add more flowers than the Warhol series (more than four).
- The flowers could be created in a different way or with additional steps.
 - Scratch-foam could be used to create the flowers using a relief print. This would add texture to the flowers themselves.
 - Specific types of flowers could be researched and recreated to then be added to the artwork.
 - The flowers could be painted on paper. When dry, they could be cut out and added to the background.
- Are there any other everyday materials that could be used to create different textures for printmaking?