## Pop culture in art: Who was the most influential of them all?

<table>
<thead>
<tr>
<th>Subject area/Course</th>
<th>Art  Grade 5</th>
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<tbody>
<tr>
<td>Investigative Question</td>
<td>What images of pop culture can be seen in Andy Warhol’s Artwork?</td>
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### PA Teaching Standards

- **9.2.5.A:** Explain the historical, cultural and social context of an individual work in the arts.
- **9.2.5.C:** Relate works in the arts to varying styles and genre and to the periods in which they were created.
- **1.6.5.A:** Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

### Objectives

**Students will be able to:**
- explain in their own words why Andy Warhol’s art fits into the pop art era
- practice active listening and participate in discussion
- develop questions for interview during video conference

**by the end of this lesson**

### Duration

This is a 45 minute lesson which is part of a larger unit.

### Materials

  
  <http://wwff.wordpress.com/2007/05/03/>

  

  

  
  <http://hdl.loc.gov/loc.pnplcph3c.21294>.

  
  <http://academics.smcvt.edu/gblasdel/art/A.%20Warhol,%20Green%20Coke%20bot.jpg>
<table>
<thead>
<tr>
<th>Inquiry-Based Learning</th>
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| **Questioning:** “What images of Pop culture can be seen in Andy Warhol’s artwork”  
**Researching:** Students will be shown images of Coca-Cola Ads from the LOC site and Andy Warhol Coca-Cola Bottles and Green Coca-Cola Bottles  
**Discussing:** Class discussion on possible connections (art is reflection of the times and culture of its people)  
**Creating:** Students develop questions for Video Conference and turn them in.  
**Reflecting:** Summarize what they learned from the video conference in one paragraph. |

| Description of procedures | In previous classes we have discussed Pop Art and its reflection on the culture, values, and advertising of the 1950-60’s. We are focusing on the life and work of Andy Warhol, an artist who was very influential in the Pop Art Era and also significant because of his connection to southwestern PA. The second lesson will be focused on the oral history (and the lesson being described for the APL) and subsequent lessons in the rest of the unit will engage the students in printmaking technique and art-making.  
During this class I am preparing the students for a video conference in which I will be conducting an interview with one of Andy Warhol’s childhood friend. The goal of the interview is to find what influences were present during his youth and how these influences shaped Warhol’s art work. Unlike traditional resources, The video conference will allow the students to see the physical reactions and hear the emotion in the voice of the interviewee this bring a greater human connection to the life and work of Andy Warhol.  
While Introducing the lesson will show and images of Andy Warhol’s 5 Coca-Cola |
Bottles and Green Coca-Cola Bottles. Students will be given a copies of Coca Cola ad’s consistent with the time period of Warhol’s lifespan. After viewing these I will facilitate a discussion session launched off the following question: “What images of Pop culture can be seen in Andy Warhol’s artwork”. We will also discuss some common logos (i.e. Nike, McDonalds, AE) in order to get their brains focused on the other types of imagery they are to search for in Andy Warhol artwork.

Next, I will share with the students that the following week we will be doing a video conference with a childhood friend of Andy Warhol. Students are responsible to develop five questions each for this interview and these questions will be turned in for assessment. A rubric will be used to assist students as they develop relevant questions and student must score a 3 out of five or will have to revise their questions. The purpose of these queries is to obtain first hand information from a primary source from Warhol’s past and to follow interview techniques previously covered in class. These questions will be focused on the family life, memorable advertising, and cultural significance. I will remind students of the importance of using open ended questions in order to attain the desired results during the interview.

The subsequent week will begin with the fifth grade student in the library for the video conference. We will briefly cover video conference etiquette and then I will prepare the lighting and connect with our friend of Warhol who will be live from the Andy Warhol museum. Students will be observing this interview and will be asked to use active listening as their question (which were narrowed by myself) are answered. I will pick one student from each homeroom to assist writing a transcript of the interview as well as have it recorded electronically. When the video conference ends I will sent home a
reflection sheet that asks students to one to three paragraphs on how the interview impacted their view on the life and work of Warhol, using specific examples. This sheet is due in my mailbox the next day so the students will react quickly to the video conference experience.

Lastly, the students will be create a printmaking project in which they are to use a popular image and repetition in the style of Warhol. We will review printmaking techniques in which they will draw their sketch of an everyday object or logo. After that there is a transfer of the image onto foam board so the prints can be produced the following week. Although the unit of pop art will be packed full of information, my students will gain experience and communication skills through incorporating oral history into the art making process. History adds meaning to art, especially for children and through this unit a human connection will strengthen ties to the past and builds bridges to a greater inspired future.

You are to develop an oral history rubric for this project-based APL. This is what you would use to determine relevant and effective learning from the oral history project in your class. Assessment must include the following 5 areas:

1. connection of oral history project to class learning;
2. conducting background research using Coca-Cola primary sources;
3. development of a particular topic/theme via an investigative question and interview guide;
4. participant selection criteria; and,
5. student reflection.
Rubric for Assessment of Oral history questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student has created 5 questions.</td>
<td></td>
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<tr>
<td>2. The question are open ended</td>
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<tr>
<td>3. The questions are relevant to Warhol’s life.</td>
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<tr>
<td>4. The questions are not offensive to the interviewee</td>
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<tr>
<td>5. The questions are in either in a chronological or experientially.</td>
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Student must score a 3 out of five or will have to revise their question.
What you want is a Coke

Coca-Cola

Hospitality
Interview Questions:

1) Name of interviewee

2) Place of birth and date

3) Family life (history, members, cultural activities, occupations)

4) Describe your relationship with Andy Warhol

5) Impact of advertising and consumerism during youth

6) Major historical events during youth

7) Daily routines or special events that were influential