

Andy's Animals!

Grades: Elementary

Discipline: Art/Visual Art

Time Frame: 3-4 class sessions

Created By: Holly Pultz with additions by The Andy Warhol Museum's Education Department

Andy Warhol first experimented with a special type of line drawing known as blotted line technique while still a college student in Pittsburgh. As a commercial artist in New York in the 1950's, Andy used this technique to create illustrations of everything from the luxury products he was hired to promote to his whimsical drawings of animals. Andy Warhol's love for animals is reflected in his many drawings and illustrations of cats. Some of his more famous are his blotted line drawings of cats named "Sam", compiled as a limited edition hand-colored book.

This lesson is a three-part project in which students use drawings of their favorite animals to create original block prints, then use these prints to create blotted line drawings based on Warhol's use of this technique. This project allows students to explore working with one image in a series and to examine elements of design including line, composition, and color.

Andy Warhol images needed for this lesson:

1. Andy Warhol, **Cat**, 1950's-(blue cat)

Ink, dye, and printed material on paper

22 ½ x 15 ½ inches

The Andy Warhol Museum

Founding Collection, Contribution The Andy Warhol Foundation for the Visual Arts, Inc.

©2000, The Andy Warhol Foundation for the Visual Arts, Inc.

All Rights Reserved

2. Andy Warhol, **Untitled (Cat)**, 1954-(green cat)

Ink and dye on paper

23 x 14 5/8 inches

The Andy Warhol Museum

Founding Collection, Contribution The Andy Warhol Foundation for the Visual Arts, Inc.

© The Andy Warhol Foundation for the Visual Arts, Inc.

All Rights Reserved

3. Andy Warhol, **Monkey**, 1950s

Ink and dye on paper

15 ½ x 11 ½ inches

Archives of The Andy Warhol Museum,

Founding Collection, Contribution The Andy Warhol Foundation for the Visual Arts, Inc.

© The Andy Warhol Foundation for the Visual Arts, Inc.

All Rights Reserved

4. Andy Warhol, **Horse**, 1950s

Ink, and dye on paper

16 7/8 x 39 inches

The Andy Warhol Museum

Founding Collection, Contribution The Andy Warhol Foundation for the Visual Arts, Inc.

© The Andy Warhol Foundation for the Visual Arts, Inc.

All Rights Reserved

5. Example of a student artwork from Holly Pultz's
class at Connoquenessing Valley Elementary School.

Pennsylvania Arts and Humanities Standards

9.1.3

- A. Know and use the elements and principles of each art form to create works in the arts and humanities:
 - Visual Arts: color, form/shape, line, space, texture and value.
- B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.
 - Visual Arts: paint, draw, print and multi-media.

9.2.3.

H. Identify, describe, and analyze the work of Pennsylvania artists in dance, music, theatre, and visual arts.

L. Identify, explain, and analyze common themes, forms, and techniques from works in the arts. (Andy Warhol's printmaking techniques, blotted line drawings, and animal series)

Goal: Students will gain a broader understanding of printmaking techniques and the formal elements of line and composition. Andy Warhol's artwork and techniques will be explored, providing a historical context to the student's work.

Objectives:

- Students will recognize and utilize basic elements of design: line, color, foreground/background, and balance.
- Students will create a relief print of their favorite animal.
- Students will create two water-colored blotted line prints using their original animal relief print.
- Students will gain an understanding of the concepts of experimentation by utilizing various media to create a work of art.
- Students will make connections between Warhol's blotted line drawings and their own blotted line drawings.

Materials:

animal photographs (magazines, note cards, calendar pages, etc.)

pencils

white drawing paper, 6" x 9" and 9" x 12"

printing foam, 6" x 9" (balsa wood, linoleum or any relief printing material)

water-based block printing ink

rubber printing brayers

clear acetate sheets, 9" x 12"

black tempera paint

paper towels

brushes

watercolors

staples

Scotch tape

glue/ glue sticks

Procedures:

1. Display the images of Andy Warhol's blotted line drawings of cats and other animals.

Motivational Questions:

These are pictures of Andy Warhol's pet cats. Why do you think he liked to draw them?

What kind of animals do you have as pets? What are some uncommon animals people have as pets.

Describe the lines and colors Andy uses. For example, are they thick or thin lines? Does he draw in all the details? Do the colors make you think or feel a certain way?

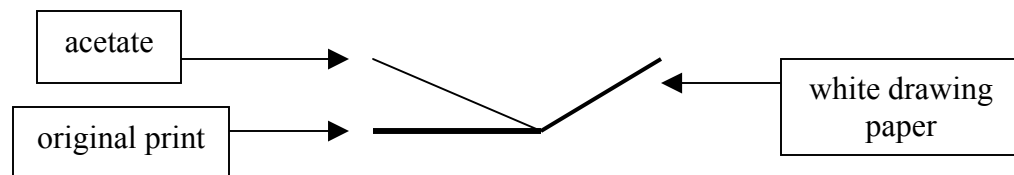
Andy Warhol used his imagination when he drew these animals. He sometimes placed them in different settings, or added hats, bows, words, or facial expressions. Describe the other things that Andy included in the pictures. Where could these animals be? What do you think the animal is thinking, doing, or feeling?

2. Students choose an animal for their print from a collection of images (pre-selected by the teacher) or have students bring in a picture of their pet from home. We suggest that students draw their animal from a picture or photograph.
3. Students choose a habitat for the animal. It could be the animal's regular home or habitat, or it could be a fantasy habitat.
4. Students choose the objects that go in the habitat. For example, if the animal is their pet goldfish, they might choose to draw a plant from its tank, or if the animal is a polar bear they might include some snowflakes or an iceberg.
5. Discuss elements of composition with the class. To aid this discussion, write on the chalkboard: "foreground" and "background" and use the image of Warhol's **Horse** for an example. Explain *foreground* and *background*. Have students describe what is in the foreground and background on Warhol's picture. Ask the students to point out which birds are in front of the horse and which are behind the horse. Is the fence in the foreground or the background? Have them explain their answers.
6. When discussing the placement, introduce the idea of *balance* to the students and write the words on the board. Use the analogy of a scale holding an elephant, a beach ball and a tree on one side, while the other side of the scale is empty. Discuss how to make this scale balanced.
7. Students determine a composition for their drawing, making decisions about where the animal and the objects in the environment are placed.

8. Students draw with a pencil their animal and its habitat on a sheet of 6" x 9" white drawing paper.
9. Students place their drawing on top of a 6" x 9" sheet of printing foam, holding it in place with tape along the edges. Trace heavily over the drawing with a pencil and then remove the drawing. This creates an imprint of the drawing in the foam block.
10. With a brayer, students roll out a thin layer of water-based block printing ink onto the imprinted side of the foam block. Place a sheet of drawing paper on top of the block.
11. Fold a paper towel in half several times until it resembles a small thick "pillow". Rub the pillow over the back of the drawing paper by hand to print the image. Slowly pull the paper off of the printing block and place on the drying rack.

To Create Blotted Line Drawings:

1. Glue the 6" x 9" print in the center of a 9" x 12" sheet of paper.
2. Tape a slightly larger sheet of clear acetate over top of the drawing.
3. Tape a 9" x 12" sheet of white drawing paper over top of the acetate and drawing at one end. This creates a "sandwich". Open the sandwich like a book so the clean white paper is on one side and the original print with the acetate on top is on the other side.



4. With black tempera and a small brush, students paint on the acetate layer, tracing the lines that make up the animal and its habitat. Blot the painted lines by bringing the top sheet of paper down on top of the wet tempera on the acetate. Paint and blot the drawing section by section until the image is finished.
5. When the blotted prints are dry, take apart the sandwich and have the students paint the new print with watercolor washes.

Wrap-Up Questions:

Compare your two images. Describe the lines you created. Are they similar to the lines Warhol used? Was it easy or difficult to blot your painted lines? Compare these blotted lines to the block printed lines. How are they different? How are they similar?

How did you color your animals? Why did you use certain colors and not others?

How did you color your background? Why did you place the animal in a certain setting?

Did you try something new? Was there part of this project that did not turn out the way you thought it might?

Pick one of your images that you like the best and explain why.

Assessment:

After discussing the works in class, students write a few sentences about their artwork to act as a label for displaying around the room. The label should include:

My drawing is called (Title).

I chose this animal because (Reasons why the student picked this animal).

I liked _____ when I made this picture. (A particular part of the process the student liked or something they tried to do)

I think my lines and colors make this animal look _____, _____ and _____.
(Three adjectives to describe their drawing)

Example:

My drawing is called Super Goldy. I chose this animal because it is my pet fish that lives in my bedroom. I like to watch him swim when I am going to bed. I liked making my fish really bright and drawing all the bubbles around him. I think my lines and colors make Goldy look fun, cheerful, and watery.

Vocabulary:

Printing

Blotted Line

Foreground

Background

Balance