Campbell’s Soup: Ode to Food

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Overview

Students produce narrative illustrations and writings in the poetic form of an ode after discussing an Andy Warhol quote and viewing his *Campbell’s Soup Can* artworks. Students explore the concept of liking something so much that one is compelled to create art about that thing.

Grade levels

* Elementary school
* Middle school

Subjects

* Arts
* English and language arts

Pennsylvania Standards for the Arts and Humanities

* 9.1.5.E - Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
* 9.1.8.E - Communicate a unifying theme or point of view through the production of works in the arts.
* 9.1.12.E - Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
* 9.2.5.D - Analyze a work of art from its historical and cultural perspective.
* 9.2.8.D - Analyze a work of art from its historical and cultural perspective.
* 9.2.12.D - Analyze a work of art from its historical and cultural perspective.

Objectives

* Students explain and discuss an ode.
* Students define and discuss repetition.
* Students articulate and illustrate food preferences.
* Students compare and contrast student work.
* Students assess the effects of repetition in daily life (art, music, food, etc.).



Andy Warhol, Crushed Campbell's Soup Can (Beef Noodle), 1962

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About the Art

Warhol's *Campbell's Soup Can* paintings are key works of the 1960s pop art movement, a moment when many artists made work derived from popular culture. Warhol's *Campbell's* *Soup Cans* elevate the popular or everyday to the status of art. The Campbell's brand and its red-and-white label date from the late nineteenth century and became increasingly familiar in the twentieth century, particularly with the increase in mass production and advertising after World War II. Warhol himself said, "Pop art is about liking things," and claimed that he ate Campbell's soup every day for twenty years. For him, it was the quintessential American product: he marveled that the soup, like Coca-Cola, always tasted the same, whether consumed by prince or pauper.

Points of View

“I used to drink it [Campbell’s Soup]. I used to have the same lunch every day, for twenty years, I guess, the same thing over and over again.”

**Andy Warhol in an interview with Gene Swenson, *Artnews*, 1963**

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Andy Warhol*, Big Torn Campbell's Soup Can (Pepper Pot)*, 1962

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Discussion Questions

1. What would you love to eat every day for twenty years?
2. What would you not like to eat every day?
3. Does repetition affect your taste for something? Explain your answer.
4. When an artist repeats an image over and over again, what effect does it have on the viewer?  
   Why do you think Warhol made so many *Campbell’s Soup Can* paintings?

Materials

* Image of Warhol’s Campbell’s Soup Can
* Colored pencils
* Pens
* Handout: Ode to Soup Template
* Example: Ode to Soup

Vocabulary

* **Ode**: A lyric poem praising or glorifying a feeling, person, object, or event. Odes may vary in length and complexity.

Procedure

1. Students write an ode about their food of choice (favorite, aversion, or other) and make an accompanying drawing of this food. (See example handout.)
2. Explain what an ode is.
3. Pass out materials and supplies. Students may start with the illustration or the ode or work back and forth between the two.

Wrap-Up

Students present their odes to the class and discuss the similarities and differences between the foods the class liked and disliked. First in their journals, then in a class discussion, students reflect on the following questions:

* Did you notice any cultural trends within the class?
* Are the class’s favorite foods advertised in the media? If so, how?
* Does the media affect our likes and dislikes when it comes to food? If so, how?

Assessment

The following assessments can be used for this lesson using the [downloadable assessment rubric](https://www.warhol.org/wp-content/uploads/2017/10/AssessmentRubric_TheAndyWarholMuseum.xlsx).

* Communication 2
* Creative process 2
* Creative process 3
* Creative process 6
* Critical thinking 2
* Critical thinking 3

Ode to a Food Handout

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| *Ode to a Food* |
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| ../../../Screen%20Shot%202017-10-19%20at%201.21.45%20PM.png*Ode to a Food* |
| because it reminds memy brotherseeds at and spittingof hot summer daysI love watermellon sweet and fun to eatit's good andand pinkwatermellon is green\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

An example of a completed Ode to a Food handout.