

YOU ARE WHAT YOU EAT

ART AND LANGUAGE ARTS
GRADES: 6 - 12

BASED ON



Andy Warhol (American, 1928-1987)
Soup Can (Cream of Mushroom)
1962
Oil on canvas
Promised Bequest of Alice F. and Harris K. Weston, L53.2004

OBJECTIVES

- Students will define metaphor and apply the metaphor “you are what you eat” to themselves (what food best represents or epitomizes you?)
- Students will create a Warhol-esque visual that depicts the metaphor “you are what you eat” as it applies to their lives
- Students will share their creations with the class, explaining how the visual reflects “you are what you eat”
- Students will display their creations in a classroom gallery as part of their own personal “15 minutes of fame”

CONCEPT

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

Once you 'got' Pop, you could never see a sign again the same way again. And once you thought Pop, you could never see America the same way again. – Andy Warhol

Everyone will be famous for 15 minutes. – Andy Warhol

In this lesson, students will be introduced to the concept of pop art and the work of Andy Warhol within the context of the literary term metaphor and what it means to be “pop”ular.

Who was Andy Warhol and What’s With All Those Soup Cans?

For a concise biography of Andy Warhol:

<http://www.warholfoundation.org/legacy/biography.html>

From www.warhol.org:

Warhol's Campbell's Soup Can paintings are key works of the 1960s Pop Art movement, a time when many artists made work derived from popular culture. Warhol's soup cans raise the simply popular or everyday to the status of art. Campbell's and its red and white label date from the late nineteenth century, and became more and more familiar in the twentieth, 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 20 years. For him, it was the quintessential American product: he marveled that the soup always tasted the same, like Coca-Cola, whether consumed by prince or pauper.

MATERIALS

Tempera paints
Poster or tagboard
Examples of Warhol's art

VOCABULARY

Artist Statement An artist's statement is a brief verbal representation (didactic, descriptive, or reflective in nature) created by the artist about his or her own work.

Simile a comparison between two things that uses “like” or “as”

Metaphor A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable; a thing regarded as representative or symbolic of something else, esp. something abstract; a comparison between two unlike things that does not use “like” or “as”

Pop abbreviated form of the word popular

Pop Art A form of art that depicts objects or scenes from everyday life and employs techniques of commercial art and popular illustration; (Fine Arts & Visual Arts / Art Movements) a movement in modern art that imitates the methods, styles, and themes of popular culture and mass media, such as comic strips, advertising, and science fiction; British and American art movement of the 1960s which explored antitraditional and often antiesthetic means to present everyday objects and events.

CLASS EXPERIENCE

Pop Culture Pop culture is current or up-to-date events. It can refer to music, television, film, sports, and anything else in the public domain.

Pop Icon A pop icon is a celebrity, character or object whose exposure in pop culture constitutes a defining characteristic of a given society or era. The categorization is usually associated with elements such as longevity, ubiquity, and distinction.

PROCEDURE

1. Discuss with the class the term “pop” and give students a chance to discuss things that are a part of their “pop” culture. Talk about how each generation’s pop icons may be different.
2. Define the literary term “metaphor” and explain how it applies to art.
3. Ask -- Have you ever heard the saying, “You are what you eat”? What does it mean? How is it a metaphor? Give students an opportunity to articulate / discuss / share ideas.
4. Show slides of Warhol’s work (Campbell’s Soup cans).
5. Ask -- Why do you think Andy Warhol painted Campbell Soup cans? Allow students time to respond. Continue discussion with questions below.
6. Read the quote about drinking Campbell’s Soup after giving class a chance to think and respond about why Warhol painted soup cans. Ask: How are we influenced by repetition in our daily life? When an artist uses an image repeatedly, how does that affect the viewer? Can an artist or the media influence what kind of foods we eat?
7. Ask students – Is there a food or food product you eat every day? Is there a food that is so a part of your life that you can’t imagine not having it? Have you been influenced by the media in your decision about what to eat?
8. Have students brainstorm, then sketch food or drink they cannot imagine living without, something that is a part of their everyday lives.
9. Students will then turn one item into a pop-esque painting (or image made from other media, if painting is not an option). This will become a visual metaphor for themselves.
10. Students will prepare an artist statement to accompany the image in order to explain the connection between the food selected and themselves.
11. Students will share images as part of a classroom gallery
 - Students will title their works
 - Students will sign their works
 - Students will explain their works to the class, including why this food item is important to them

ASSESSMENT

Students will be assessed based on their participation in class discussion, overall effort, and their successful completion of a visual representation of their personal food metaphor.

NATIONAL STANDARDS

Art Connections

Standard 1. Understands connections among the various art forms and other disciplines.

Visual Arts

Standard 1. Understands and applies media, techniques and processes related to the visual arts.

Standard 3. Knows a range of subject matter, symbols, and potential ideas in the visual arts.

Standard 4. Understands the visual arts in relation to history and cultures.

Standard 5. Understands the characteristics and merits of one's own artwork and the artwork of others.

Language Arts

Writing

Standard 1. Uses the general skills and strategies of the writing process.

Standard 2. Uses the stylistic and rhetorical aspects of writing.

Standard 3. Uses grammatical and mechanical conventions in written compositions.

Listening and Speaking

Standard 8. Uses listening and speaking strategies for different purposes.

Viewing

Standard 9. Uses viewing skills and strategies to understand and interpret visual media.

Technology

Standard 6. Understands the nature and uses of different forms of technology.

RESOURCES

<http://www.theartstory.org/artist-warhol-andy.htm>

<http://www.warholfoundation.org/>

<http://edu.warhol.org/>

http://www.brooklynmuseum.org/exhibitions/andy_warhol/



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