



Academic Resources for Teachers & Students

Holly Manneck

11.11.16 - 1.1.17

6-8



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Lesson Overview

Lesson Plan

Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

Lesson Objectives

- To explore visual and consumer culture in the United States, past and present.
- To learn the two point perspective method to create depth in an architectural drawing.

Core Curriculum Tie-Ins

Sixth through Eighth Grades: Mathematics, Social Studies and Visual Art..

Lesson Overview

On the A.R.T.S. tour, students will learn about the work of Holly Manneck and how she collects images from popular culture such as iconic food labels, common place leisure activities and movie characters, to create her paintings. This lesson extends that learning by exploring consumerism, icons of visual culture in the United States and analyzes how they are portrayed in visual art. Students will look at the development of consumerism and its prevalence in the commercial buildings and advertisements that are now part of our visual culture. They will find images of buildings and learn to use a two point perspective drawing method to create artwork that reflects their contemporary culture.

Length Of Lesson

One to Two Class Sessions.

Supplies

- Printed Images of Commercial/Popular/Iconic buildings
- Pencils and Erasers
- 24 inch Rulers (or long strips of matboard to act as a straightedge)
- (Optional) 30/60/90 Triangle Ruler
- 11X 17 Drawing Paper and Copier Paper
- Colored Pencils

Core Curriculum Tie-Ins

MATHEMATICS CORE CURRICULUM

(6th grade)

Standard 6.RP.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. The following are examples of ratio language: "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

Standard 6.MP.4: Model with mathematics. Apply mathematics to solve problems arising in everyday life, society, and the workplace. Make assumptions and approximations, identifying important quantities to construct a mathematical model. Routinely interpret mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

(7th grade)

Standard 7.G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Standard 7.G.2: Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

Core Curriculum Tie-Ins Continued

SOCIAL STUDIES CORE CURRICULUM

(8th grade)

Standard 1: Students will interpret the role of geography in shaping United States history.

Objective 1: Determine how geography affected the development of the United States.

- a. Identify the five themes of geography; i.e., location, place, human-environmental interaction, movement, and region.
- b. Apply the five themes of geography as they relate to the development of the United States.

VISUAL ART CORE CURRICULUM (4th grade)

(7th-8th grades)

Strand: CREATE (7–8.V.CR.) Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.

Standard 7–8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

Strand: RESPOND (7–8.V.R.) Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator.

Standard 7–8.V.R.2: Explain how a person’s aesthetic choices are influenced by culture and environment.

About Holly Manneck

With references to the seminal work of Andy Warhol, Jasper Johns, and Roy Lichtenstein, Holly Manneck's contemporary take on Pop Art introduces a complex layering of sources and a more personal level of expression. Manneck mines popular culture, combining and recombining elements from our past and present to create a captivating body of work. From historic icons of the silver screen to the more contemporary icons of social media (think of the Twitter bird), Manneck develops new and unexpected visual relationships. Her playful approach injects humor, and with each montage of iconic images, advertisements and objects, a new story emerges. For Manneck, the density and sometimes unexpected nature of the combined images speak to the complexity of everyday life, and the constant layering of stories, experiences, and memories that we experience.

Lesson Plan

1. Discuss Holly Manneck's depiction of Americana through the use of iconic imagery like cowboys and other leisure activities of the 60s. What are other 'American' icons or symbols? Make a list on a white board.
2. Looking at this list students point out that many of these 'American' iconic symbols are products of our consumer culture. Ask the students: What is consumer culture? Discuss with them the evolution of consumption and marketing in the United States. Show students a visual example of this evolution, contrasting images of old west towns and their main commercial street with modern day images of a commercial street. Ask students to brainstorm what structures or commercial spaces they see as icons or popular symbols of a capitalist market today.
3. On the computer, using an internet image search, students can find images of these commercial buildings that they brainstormed. They can also use google maps street view to find a local building. Students can take a screenshot of these images on the computer and then print them in color. It is important to note that for this project buildings have to be pictured in two point perspective (looking at the corner).
4. Explain to students that 2 Point perspective is a method of showing depth in a drawing. Pass out rulers, pencils, erasers and piece of copy paper. Guide students through the basics of drawing a box in two point perspective. This is a practice exercise to teach students the fundamentals before they create their own drawing. Here is a tutorial with visuals: <http://www.instructables.com/id/How-to-Make-a-Two-Point-Perspective-Drawing/> Students should first draw the horizon line (eye level in the drawing). Then add two points on either end which are called the vanishing points. Students will then draw the front corner of the box, perpendicular to the horizon line. Then, students will draw a line from the top and the bottom of the front corner to both vanishing point to create the top and the bottom of the box. To finish the box students can draw two more perpendicular lines on either side of the front corner of the box.
5. Practice adding features on the box in two point perspective. Once the students seem familiar with this drawing method begin the final drawing. Add a copy paper flap on each side of the larger sheet of drawing paper by taping it to the back. This will allow for additional space for the vanishing points.
6. Explain to students that they will be creating a two point perspective architectural drawing using their printed image of a building as reference.

Lesson Plan Continued

7. Students can begin by recognizing the perspective in their reference image. They should find the basic box or basic structure, look for the horizon line (think eye level) and draw it out on top of the image. Make sure that students understand the basic components of perspective before they begin creating their own drawing. Pairing students might be helpful for support while working on this project.

8. On the drawing paper students first draw the horizon line. Then add the front corner of the building (they should find a relative ratio to the image to decide on the height). Observing and copying the angles of the roofline and the ground line students will be able to find the vanishing points.

8. From here two point perspective is simple. Every line perpendicular to the ground remains perpendicular in the drawing and all lines parallel to the ground go to either vanishing point in the drawing. Using these rules students can add signage, windows, doors, awnings, etc... for detail.

9. To complete the drawings students can think about adding color symbolically, instead of realistically, to emphasize aspects of visual culture. The side flaps can also be removed and vanishing point lines erased. Reflect with the students on how they have created a work that captures contemporary visual culture.



Resources

Perspective:

<http://www.instructables.com/id/How-to-Make-a-Two-Point-Perspective-Drawing/>

<http://thevirtualinstructor.com/twopointperspective.html>

<http://thehelpfulartteacher.blogspot.com/2010/12/two-point-perspective.html>

Artists:

<http://www.johnbaeder.com/>

<https://www.guggenheim.org/artwork/500>

<http://www.creativebloq.com/art/pop-art-8133921>

Consumerism:

<http://www.widewalls.ch/americana-art-artists-history-music-collectibles/>

<http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-consumerism-where-intersect-1114.html>

<http://www.mnn.com/lifestyle/eco-tourism/stories/11-abandoned-old-west-boom-towns>

Vocabulary

2 Point Perspective: Perspective is a technique of depicting volumes and spatial relationships on a flat surface.

Americana: Americana is associated with the culture and history of America, especially the United States.

Vanishing Point: In graphical perspective, a vanishing point is a point in the picture plane that is the intersection of the projections (or drawings) of a set of parallel lines in space on to the picture plane.

Horizon Line: The horizon line in perspective drawing is a horizontal line across the picture. It is always at eye level - its placement determines where we seem to be looking from - a high place, or from close to the ground. The actual horizon might not be visible, but you need to draw a 'virtual' horizon to construct a picture in perspective.

Consumerism: A consumer is a person or organization that uses economic services or commodities.

Iconic: A name, face, picture or symbol that readily recognized by most people to represent some well-known entities or attributes is called Iconic. Many icons are based on famous objects or landmarks. Icons are usually culturally dependent though many are recognized internationally.

Pop Culture: A subject is an object, place, moment, etc., chosen by an artist to represent, or to depict in their art.

Visual Culture: Visual culture is a field of study within cultural studies focusing on aspects of culture that rely on visual representations. Among cultural studies theorists working with contemporary culture, this often overlaps with film studies and the study of television. It can also include video game studies, comics, traditional artistic mediums, advertising, and any other medium that has a crucial visual component.