



Academic Resources for Teachers & Students

Holly Manneck

11.11.16 - 1.1.17

9-12



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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 popular visual culture and icons of Americana.
- To create a piece of art that reflects students own cultural identity.
- To develop basic skills using photo editing software.

Core Curriculum Tie-Ins

Ninth through Twelfth Grades: English Language Arts, 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 foods, common place leisure activities and movie characters to create her paintings. This lesson extends that learning and explores how popular culture compares and contrasts with an individuals sense of cultural heritage and identity. Students will learn the basics of a photo editing software to create a collage that is representative of how they personally see culture and identity.

Length Of Lesson

Two Class Sessions.

Supplies

- Pencils.
- Copy Paper for Brainstorming
- Digital Images
- Computers
- Photo Editing Software (GIMP is Free)

Core Curriculum Tie-Ins

ENGLISH LANGUAGE ARTS CORE CURRICULUM

(9-10th grades)

Reading: Literature Standard 6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

VISUAL ARTS CORE CURRICULUM

(9-12)

Strand: CREATE (L1.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 L1.V.CR.2: Shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design.

Strand: RESPOND (L1.V.R.): Students will understand, evaluate, and articulate how works of art convey meaning for the observer, as well as the creator (Standards L1.V.R.1–4).

Standard (L1.V.R.1): Hypothesize ways in which art influences perception and understanding of human experiences.

Standard (L2.V.CR.3): Demonstrate acquisition of skills and knowledge in a chosen art form through experimentation practice, and persistence.

Core Curriculum Tie-Ins Continued

SOCIAL STUDIES CORE CURRICULUM

(9-12)

Standard 2: Students will understand how the growth of industry changed the United States.

Objective 1: Assess how transportation, communication, and marketing improvements and innovations transformed the American economy in the late 19th and early 20th centuries.

- c. Determine the impact of industrialization on the American economy and society.
- d. Examine how the market revolution affected retail distribution of goods in the cities and in rural areas.

Standard 5: Students will understand how Americans reacted to rapid social change during the 1920's.

Objective 1: Analyze how the United States coped with rapid economic and technological advances.

- a. Investigate how mass media affected American society.
- b. Assess how new inventions and consumerism influenced daily life.

Standard 2 (Geography): Students will understand the human and physical characteristics of places and regions.

Objective 3: Evaluate how culture and experience influence the way people live in places and regions.

- a. List and define components of culture; e.g., race, gender roles, education, religion.
- b. Explain the effects of cultural diffusion from country to country.

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

GIMP is an open source image editor that can be downloaded for free to use in the classroom. Other Photo editing softwares can also be used for this lesson. Here is a link to download: <http://www.gimp.org/>
If computers are not available, this lesson can also be taught with magazines as source imagery instead of working digitally.

1. Discuss with students the visual icons of popular culture and how Holly Manneck portrays 'American' culture in her paintings. Create a list of typical or common symbols of 'American' culture. Then ask students how those images of popular culture might be different from their idea of their own cultural heritage or symbols of the United States.
2. Have students create a list of objects, places and people that symbolize their own identity and cultural heritage. This might look like a list of customs, activities, family traits and experiences, and should be specific to each student's idea of their own cultural identity.
3. Explain to students that they will explore this theme visually through a digital collage. Have students collect images online or bring digital images from home that represent their ideas.
4. Guide students through an online tutorial to familiarize them with GIMP (or another available photo editing software) Practice layering images, making selections, cutting out images, scaling, and saving work. Talk about image resolution and how it can affect their final image. See resources below for links to tutorials.
5. Once students are familiar with the software, they can open a blank canvas and start collaging an image that reflects their own idea of popular culture.
6. As students are working discuss how they can use specific color and repetition to emphasize their content. Also explore the use of the filters to give the work texture that might also support the content.
6. When students are finished with the collages they can save and print the images. Students can take turns sharing their piece, explaining how it is symbolic of their cultural identity.

Resources

GIMP and other digital software in the classroom:

<https://www.sitepoint.com/learn-gimp/>

<http://www.schooltube.com/video/6a40540f888d4b9aa96d/GIMP%20Introduction>

http://www.digitalwish.com/dw/digitalwish/view_lesson_plans?keyword=Photoshop

<http://www.artedall.com/video%20tutorials/index.html>

Photomontage:

http://create.adobe.com/2016/7/21/trend_collage_art.html

<https://prezi.com/zz1-llhgfus6/a-david-hockney-inspired-photomontage-lesson/>

<http://www.anothermag.com/art-photography/3318/top-10-collage-artists-hannah-hoch-to-man-ray>

<http://pth.izitru.com/>

Vocabulary

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

Collage: A Collage is a work of art that is made by attaching pieces of different materials such as, paper, cloth or wood to a flat surface.

Iconic: A name, face, picture or symbol that are 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.

Layers: Layers are used in digital image editing to separate different elements of an image. A layer can be compared to a transparency on which imaging effects or images are applied and placed over or under an image. Today they are an integral feature of image editors.

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

Resolution: In computers, resolution is the number of pixels (individual points of color) contained on a display monitor, expressed in terms of the number of pixels on the horizontal axis and the number on the vertical axis. The sharpness of the image on a display depends on the resolution and the size of the monitor.

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.