



Academic Resources for Teachers & Students

Holly Manneck

11.11.16 - 1.1.17

K-5



kimballartcenter

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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 consumerism and visual culture in the United States.
- To identify visual advertising techniques in packaging.
- To create an image that is reflective of contemporary culture and captures the everyday life of students.
- To develop fine motor skills and drawing skills.

Core Curriculum Tie-Ins

Kindergarten through Fifth Grades: Integrated Core, Social Studies and Health.

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 and explores consumerism and popular culture in the United States and how they are portrayed in visual art. Students will create a collage from everyday packaging of consumer goods to explore their own visual culture.

Length Of Lesson

One to Two Class Sessions.

Supplies

- Collected Packaging and Labeling from Snacks.
- Pencils and Colored Pencils.
- Cardstock.
- Glue Sticks and Mod Podge
- Scissors.
- Paint Brushes.

Core Curriculum Tie-Ins

INTEGRATED CORE CURRICULUM

(Kindergarden)

Standard 1: Students will develop a sense of self.

Objective 2: Develop skills in gross and fine motor movement.

c. Perform a variety of fine motor skills (e.g., draw, cut, paste, mold, write).

(1st grade)

Standard 1: Students will develop a sense of self.

Objective 3: Develop and use skills to communicate ideas, information, and feelings.

b. Express how colors, values, and sizes have been controlled in artworks to create mood, tell stories, or celebrate events.

(2nd grade)

Standard 1: Students will develop a sense of self.

Objective 3: Develop and use skills to communicate ideas, information, and feelings.

a. Express personal experiences and imagination through dance, storytelling, music, and visual art.

Core Curriculum Tie-Ins Continued

SOCIAL STUDIES CORE CURRICULUM

(3rd grade)

Standard 2: Students will understand cultural factors that shape a community.

Objective 1: Evaluate key factors that determine how a community develops.

b. Describe how stories, folktales, music, and artistic creations serve as expressions of culture.

HEALTH CORE CURRICULUM

(4th grade)

Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.

Objective 2: Determine the relation between food intake and activity. (PE) *NU

a. Define calories.

b. Estimate the number of calories needed for growth and body function.

(5th grade)

Standard 7: The students will understand the value of service and effective consumer practice

Objective 2: Determine the influence of media on individual purchasing.

a. Analyze the influence of media on needs and wants.

b. Describe how media strategies may contribute to impulsive buying.

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. For a period of a week, collect packaging wrappers from snacks and lunches as a class (save those that are colorful and show branding). Explain to students that they will be using these to learn about nutrition and make an art collage.
2. Holly Manneck uses iconic food symbols in her paintings, such as traditional movie popcorn containers and lolypop wrappers. Discuss with students the word iconic and why she might use these popular items in her artwork. What effect do these have on the viewer?
3. Look at the color and branding of the packaging students have collected. Discuss with students about how advertizing tries to appeal to the consumer. Explain that the consumer is the person purchasing or wanting certain goods. Talk about how the colors, the name, or other images have an affect on us, the consumer, and communicate a message.
3. On the white board have students make a list of common pre-packaged snacks that they consume. These items should be well know and symbolic of their culture. Explain that these items are popular because they are well known.
4. At this time, this lesson can be extended, and students can explore the nutritional labeling on the packaging and learn about daily calorie intake and the ingredients in these snacks.
5. To begin the collage, pass out copy paper for sketching. After discussing popular culture, students can brainstorm an image or a symbol in pencil that speaks to an aspect of their generations popular culture.
6. After they have developed their sketch, they can transfer the drawing to cardstock. Students can chose the packaging material they would like to use from the items collected by the class. Pass out scissors and glue sticks to students so that they can cut out color and text from the packageing and paste it on their drawing. Discuss the placement of the material so that the drawing can still be seen. Consider using colored pencils to add color to the drawing and tie the composition together.
7. Once the collages are complete students can paint Mod Podge all over the collage to seal it.
8. As a class, look at the collages and talk about how these are representative of popular food culture.

Resources

Collage and Pop Art:

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

http://www.artyfactory.com/art_appreciation/art_movements/pop_art.htm

<http://www.tate.org.uk/learn/online-resources/glossary/c/collage>

Artists:

<http://www.foxnews.com/leisure/2015/01/21/photographer-recreates-famous-paintings-with-food/>

<http://www.art21.org/artists/el-anatsui97>

Recycle Art:

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

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.

Consumerism: Consumerism is the practice of an increasing consumption of goods.

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.

Marketing: Marketing is the process or technique of promoting, selling, and distributing a product or service.

Subject: 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.