

**Art Masterpiece: 5th Grade, Lesson 5 (April)**

**Andy Warhol (1928 – 1987)**

**100 Cans (1962)**

Oil on Canvas, 52" x 72"

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**Pronounced:** War-haul

**Art Style:** Pop Art

**Art Terms:** Geometric, Repetition

**Activity:** Collective Soup Can Drawing

**Medium:** Markers and Colored Pencils

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**Meet the Artist**

- Born Andrew Warhola in 1928 near Pittsburgh, Pa. He was an American painter, film-maker, publisher and major figure in the pop art movement.
- As a child, he was often sick. His mom would give him a Hershey bar for every coloring book page he finished. He remembers his mom making Campbell's Tomato soup and loving it. He excelled in art and won a scholarship to college.
- After college, he moved to New York City and became a magazine illustrator and became known for his drawings of shoes. His mother lived with him. They had little money and no hot water. The tub was actually located in the kitchen. They also had up to 20 cats that lived with them.
- In the 1960's, he started to make paintings of famous American products such as soup cans, coke bottles, dollar signs, celebrity portraits. He became known as the Pope of Pop – he brought art to the masses by making art out of daily life. Warhol also made over 60 films and wrote several books. He created the fashion magazine "Interview", which is still published today.
- The Andy Warhol Museum in Pittsburgh, PA. is the largest American Art Museum dedicated to a single artist – there are more than 4,000 works there by Warhol himself.
- He was very eccentric and loved to wear crazy large blond wigs and wore huge glasses. He was once shot in stomach because a man thought he was too different.
- He died in 1987, after routine gall bladder surgery at the age of 58.

## **Art Style**

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### **Pop Art**

- A major art movement of the 20th century in the United States that uses elements of popular culture, magazines, movies, music, bottles, cans (everyday objects seen in a new way).

## **Art Terms**

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### **Repetition**

- Repeating an element such as line, color, shape, texture, value or image over and over again tends to unify the total effect of a work of art as well as create rhythm.

### **Geometric**

- Using simple geometric forms such as circles and squares in design and decoration.

## **Questions about *100 Cans***

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- What do you see in this painting? What shapes do you see? (circles, rectangles, cylinders)
- What are these kinds of shapes called? (geometric).
- What colors are in the painting? What kind of colors are they, warm or cool? (warm)
- How many cans do you think there are? This is called repetition - a design that is used over and over again, repeated. A popular method used in Pop Art.
- What do you like about this painting? What don't you like?
- How does it make you feel?
- Do you think he liked soup? (Warhol ate tomato soup every day for 20 years)

## **Activity**

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Collective Soup Can Drawing – Markers and Colored Pencils

### **Supplies**

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White drawing paper – 9" x 6"

Markers – red

Colored pencils – black, gold, silver

Oval templates – 32

Circle templates – 32

Rulers

Pencils

\*Additional support materials – photo printouts

## **\*\*Art Guide Notes\*\***

Please make sure that the templates (ovals, circles) do not get thrown away or destroyed.

Place a soup can printout on each table for the students to refer to for details and for color placement.

This is a fun lesson to display as a class. You can arrange the drawings just like Warhol did and mount them to a piece of butcher paper (located in the workroom). Check with the teacher about displaying the art in the classroom or check with Regina in the office about displaying the art in the cafeteria or library.

## **Directions**

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1. Have students write their name and room # on the back of the drawing paper.
2. Hand out one oval template and one circle template to each student.
3. Explain that the lines they will be drawing to form the soup can should be drawn lightly since some lines will be erased and others will be traced over with a black colored pencil.
4. Have the students use rulers to measure 1" in from the left side of the paper and then draw a vertical line from the top to the bottom. Do the same thing on the right side of the paper. (see photo 1)
5. Now have them measure a ½" down from the top of the paper and then draw a horizontal line from left to right. Do the same thing to the bottom of the paper. (see photo 1)
6. To create the top and bottom of the can the students will use the oval template.
7. Place the oval template on or just below the pencil line at the top of the paper. (see photo 2a)
8. Trace around the template to form the top of the can. (see photo 2b)
9. Place the oval template on or just above the line at the bottom of the paper.
10. Trace around the template to form the bottom of the can. (see photo 2b)
11. Now the students will erase the lines that are no longer needed. The lines to be erased are the red dash lines. (see photo 3a & 3b)
12. Using the oval template trace only the bottom half to create 3 lines for the label. (see photo 4a & 4b)
13. Place the circle template in the center of the second label line and trace. (see photo 5)
14. Erase the section of label line inside the circle. The line to be erased is the red dash line. (see photo 6a and 6b)
15. The students can refer to the soup can printouts for the placement of the following details.
16. Have them write the word "Campbell's" in the top half of the label. Below "Campbell's" print the word "CONDENSED". (see photo 7)

17. Print the name of a soup below the circle. (i.e. Tomato, Chicken Noodle, Vegetable or the students can make one up) Below the name print the word "SOUP". (see photo 7)
18. Outline all the words, can and label details with a black colored pencil. The students can elaborate the letters to make them stand out.
19. Use gold colored pencils to color in the circle.
20. Use silver colored pencils to color the top and bottom of the can.
21. Use red markers to color in the top half of the label.
22. The gold, silver and red can then be used to add detail to the words.
23. Optional - Extra detail lines can be added to the top and bottom of the can with black colored pencil if time permits. (see photo 7)

### Direction Photos

Photo 1

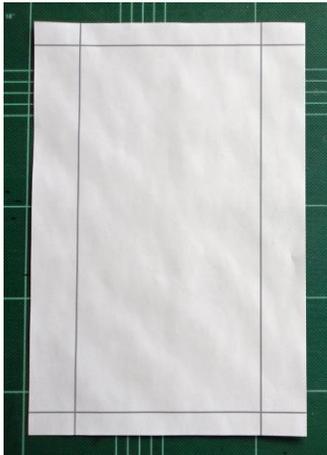


Photo 2a



Photo 2b

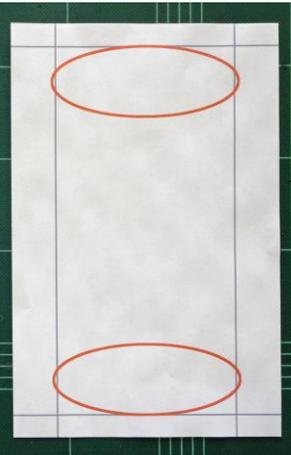


Photo 3a

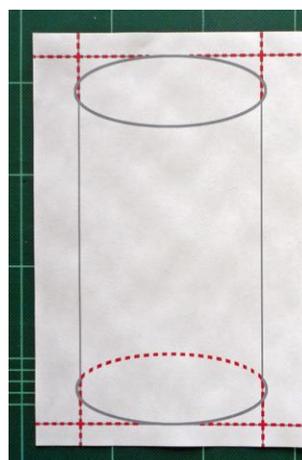


Photo 3b

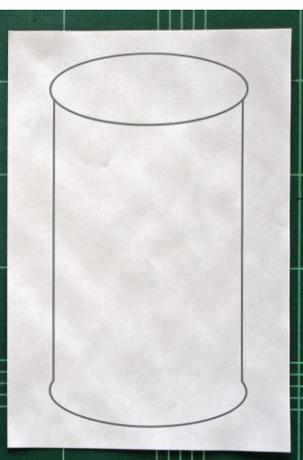


Photo 4a



Photo 4b

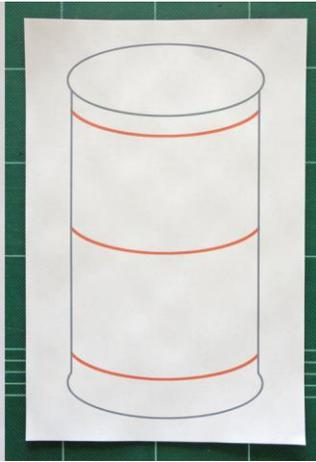


Photo 5

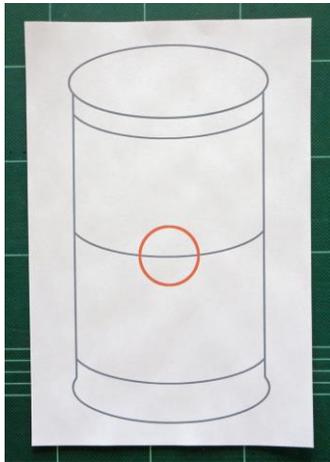


Photo 6a

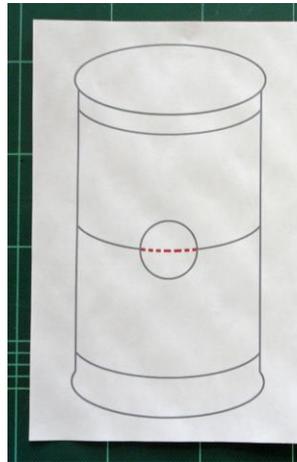


Photo 6b

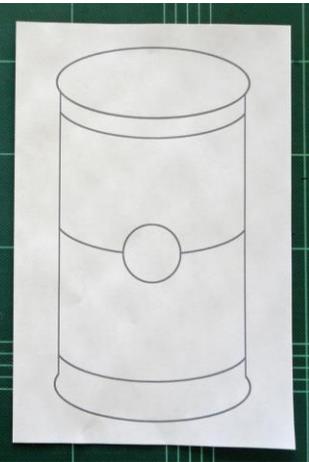


Photo 7



**\* Additional Support Material**

8 ½" x 11" printouts of these images will be available in the supply bin.

**\* *Campbell's Soup Cans* (1962)**

Each canvas is 16" x 20" (32 canvases), Museum of Modern Art, NY



\*Up-close image of one of the canvases from *Campbell's Soup Cans*



**\* *Marilyn Monroe 10 Silkscreens* (1967)**

