

# Pop Culture Heads inspired by Howard Finster

By: Jenny Akridge

*Grade level: 3rd-5th*

*Duration: two sessions (about 40-60 minutes per session)*

*Media type: drawing*

## Lesson Objectives:

- The student will learn about Folk Artist Howard Finster.
- The student will use a variety of art materials to compose artwork.
- The student will create artwork based on perception of a person prominent in popular culture OR on an imagining of themselves as a person prominent in popular culture.
- The student will create artwork emphasizing pattern.
- The student will discuss expressive qualities of Finster's artwork & give personal interpretation.

## Materials:

- 12"x18" white drawing paper
- Black Sharpie Marker
- Colored pencils or markers

## Procedure:

1. The student will draw an outline of a pop culture figure from the shoulders up, using pencil, and then go over with marker.
2. The student will write words and/or sentences about the figure, as well as creating patterns to represent them. *\*\*The key point is that the students are telling a "story" through their art.*
3. The student will use colored pencils or markers to embellish their work, emphasizing layering of colors.

## Discussion Questions:

- When discussing Finster's "pop culture" paintings:
  - What do you see?
  - Why did he do that?
  - Why do you think Howard Finster chose to represent the figures that he did?
  - What aspects of the figures depicted might Howard admire?
- What pop culture figures do you admire? Why?
- How did Howard Finster become a well known figure?
- If you were a well-known figure in popular culture, what would you like to be known for?

## Resources:

- Examples of Howard Finster's self-portraits, as well as pop culture portraits (Elvis, Hank Williams, Marilyn Monroe, George Washington, etc.) — 2 to 4 examples per table or group
- Powerpoint of "Paradise Gardens"
- Finster's outdoor art "museum"
- Various other Finster prints

*This program is supported in part by Georgia Council for the Arts through the appropriations of the Georgia General Assembly. Georgia Council for the Arts also receives support from its partner agency – the National Endowment for the Arts.*

**National Core Arts Curriculum Standards:**

VA3MC.1 Engages in the creative process to generate and visualize ideas.

- b. Formulates visual ideas by using a variety of resources (books, magazines, and Internet).

VA3MC.2 Formulates personal responses to visual imagery.

- b. Responds to big ideas, universal themes, and symbolic images to produce images with richer and more personal meaning.

VA3CU.1 Investigates and discovers the personal relationship of artist to community, culture, and world through making and studying art.

- a. Recognizes the unique contributions of contemporary and historical Georgia artists and art forms.
- b. Discovers personal relationship to community, culture, and world though making and studying art.

VA3PR.1 Creates artworks based on personal experience and selected themes.

- a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
- b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, form, texture).