

# SHEPARD FAIREY:

## PORTRAIT OR IMAGE COLLAGE

Grades: 9-12  
Visual Arts

### Lesson Description:

Making artwork for yourself and friends doesn't require lots of expensive supplies. Students can create their own works of art. Using a drawing or photo (Portrait or Image collage), **students will create their own poster/ flyer/ sticker depicting their interests (image collage- music, sports, celebrities, fashion, etc.) or a portrait (of themselves).**

As early as high school, Shepard Fairey was creating artwork for himself and his friends. With parents who refused to fund his interest in skateboarding and skate culture, Fairey used materials readily available to him in order to create his own stickers and artwork. With his mom's copy machine and found imagery, Fairey started creating his own style of artwork that he continues to implement today. These techniques coupled with his imagery of Andre the Giant have become the basis of Fairey's line of products and clothing, *OBEY*.

### Objectives:

- Students will learn about the artwork of Shepard Fairey.
- Students will discuss how popular culture and their own interests are valid sources for art-making.
- Students will create their own poster/ flyer/ sticker using Adobe Illustrator.

### Materials and Resources:

- If the student creates an artwork with found materials:
  - Magazines / Newspapers
  - Image Collage with found materials- A variety of papers and collage materials
  - Imagery students bring related to their topic of choice
  - Markers
  - Glue sticks
- Access to a scanner and printer
- To as examples, Images by Shepard Fairey :
  - *AlternateGraphicsSticker*, 1990;
  - *Mailman*, 1991;
  - *Hello My Name is Andre the Giant*, 1995

### Critical Questions:

- How does the artwork of Shepard Fairey communicate to a large, diverse audience?
- What materials are valid in making artwork? (High vs low art)
- How can the materials be a hindrance?

## Procedure: Make your own poster/ flyer/ sticker of a Portrait or Image Collage

### 1<sup>st</sup> step – Research

Introduction to Shepard Fairey

- Videos:

- Shepard Fairey, \_ BEST\_ 'OBEY' Street Artist and Designer.mp4 (8 mins)
- Shepard Fairey talks street-art profits, being sued for 'Hope' at Art Center College of Design.mp4 (23 mins)



First grade is based on research of Shepard Fairey- **Create a FLYER / Poster**

- Need **7 facts** about the artist
- Need **7 images** that the artist has created
- Have a “point of interest”/ **main focal point / Emphasis**
- Good composition / layout on flyer’s appearance
- Don’t forget **the background**
- This is for **15 points**. (7 pts on facts, 7 pts on images, 1 pt layout... )
- Save file as: **SF Flyer\_ ms z\_ p4.jpg**
- Due in 2-3 days ...of lesson video introduction
  
- Set the **ground rules** for the use of imagery, text and subject matter **that is appropriate for school viewing**.

## 2<sup>nd</sup> step – Planning

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- **Exercises in chapter 3** – Practice the pen tool
  
- Select a topic for the poster/ flyer/ sticker. Any interest – music, sports, fashion, etc. – will work. The more they’re into the subject, the more personal and involved the final work will be.
  - **For an Image collage-** Create a list of visual elements such as color and symbols that are usually associated with this topic and how they are usually depicted, clean lines, ornate details, etc. These will serve as criteria for the final artwork.
  - **For an Image collage-** Using the list of visual cues as a guide, create a collage that relates your point of view with your topic. Keep in mind the collage is to be quickly reproduced and distributed. How can the **scanner** add to the effects you create in your collage?
  - You can be inspired by a poem, (school appropriate) song, book, short story, etc.
  - Watch the colors you are using! Use the color blends that Shepard Fairey implements in his artwork. Example: Red, beige, Sky Blue, and Navy Blue – like OBAMA poster “Hope”
  
- The student’s **second grade** is based on 2- **3 possible sketches for Image Collage** -- draw out with pencil and paper (hardcopy),
  
- **or 2 to 3 photos for a portrait**. If the student chooses to do a portrait, please borrow a good camera from Ms Z not in PhotoBooth; unless you have permission.

## 3<sup>rd</sup> step – The Process

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- Exercise in **Adobe Illustrator “Live Trace”**: You’ll LOVE it! It’ll make this project so much easier.
  - Watch the tutorial video: **Graphics\_How to Use The Auto Trace in Adobe Illustrator.mp4**
  - (if it opens) <http://obamiconme.pastemagazine.com/> - Put a photo in this online software and it will turn your it into a SF style artwork. 5 points
  
- After planning, practicing the pen tool and learning Live Trace, the student will create a finished **IMAGE COLLAGE or PORTRAIT project** in a Shepard Fairey style.

- Size needs to be **11x17** or 16x20
- Image must be **300 dpi** / resolution in **PS. Prefer in Adobe Illustrator!**
- File name needs to have:
- **assignment name\_ your name\_ p #.psd/ai**  
     SF **Flyer**\_ms z\_ p4.jpg  
     SF **Project**\_ms z\_ p4.jpg

## 4<sup>th</sup> step – Evaluation / Assessment(s)

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### Assessments:

- For each assignment, grades are **based on: Following Directions, Creativity, Craftsmanship, Composition, and Effort**
    1. Chapter 3: **5 points** for each exercise
    2. Student participation in anticipatory discussion – 5 to 10 points
    3. Completion of the SF research poster/ flyer – 15 points
    4. Brainstorming/ **PLANNING** activity (sketches / photos) -**10 points**
    5. **Live Trace** Exercise: **5 points**
    6. **(if it opens) <http://obamiconme.pastemagazine.com/> - 5 points**
    7. Execution of criteria established by the student in completing the **FINAL project** – 25 points
      - For IMAGE Collage: Execution of establishing a voice within their chosen subject – not replicating Shepard Fairey, but **finding their own way** of manipulating the images, inspired by SF style.
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### National Standards: Understanding and applying media, techniques, and processes 5-8.

Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choice 5-8.2 Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas 9-12.1 Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks 9-12.2 Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use:

#### Using knowledge of structures and functions

5-8.3 Students select and use the qualities of structures and functions of art to improve communication of their ideas

9-12.3 Students create artworks that use organizational principles and functions to solve specific visual arts problems

#### Choosing and evaluating a range of subject matter, symbols, and ideas

5-8.1 Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

5-8.2 Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

9-12.2 Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life