Worksheet: Rorschach

   a. What material and technique are used?
   b. What size and shape does it have?
   c. How can you produce such a painting?
2. Have you ever seen pictures like this and do you know what they are used for?
3. Listen to number 166 on the audio guide.
   a. Where does the Rorschach test come from?
   b. Who invented the Rorschach test?
   c. Why did Warhol start imitating the Rorschach test?
4. What can you see in this painting?
5. What is your interpretation of the painting?
6. Discuss your interpretation with your group.
   a. Do you see the same things?
   b. Do you agree with their interpretation?
7. Andy Warhol often refused to give interpretations of his paintings.
   a. Can you imagine why he did this?
   b. Why is a general interpretation of the painting Rorschach impossible?
8. Discuss with your group:
   Is there always one definite interpretation of a painting, or does the interpretation depend on the individual observer? Why or why not?
Worksheet: *One Dollar Bill*

1. Look at Andy Warhol’s painting *One Dollar Bill* (1962) and answer the following questions briefly by taking notes.
   a. What is your first impression of this painting?
   b. What does the red colour represent? How do you interpret it?
   c. What relationship does the red colour have with money?
   d. What is one dollar worth to you ($1 is about € 0.91)?
   e. What is the largest amount of money you ever want to own?
   f. How far would some people go to achieve a lot of money?
   g. How far would you go to get so much money?
   h. Can making money be defined as an art form?
   i. Do you consider the painting *One Dollar Bill* as art? Why or why not?

2. Choose two of the questions above and listen to number 35 on your audio guide. Compare your answers with the answers given in the interview.

3. Discuss with your group whether the painting *One Dollar Bill* can be seen as an artwork and talk about Warhol’s quote “Making money is art and working is art and good business is the best art.”

4. Discuss with your group: Warhol often stated that he preferred hanging $ 250,000 on his wall than a painting of this value.
   a. Why do you think are some artworks very valuable?
   b. Andy Warhol’s painting *One Dollar Bill* was sold for $ 43 million. Do you think this painting is worth it? Would you buy this painting if you had sufficient money?
Worksheet: Mustard Race Riot

1. Have a look at the work Mustard Race Riot (1963) by Andy Warhol. What do you think is shown in the images on the left of the painting? Take notes.

2. Choose number 144 on your audio guide and listen to the track “1963 – The year of Martin Luther King” to learn about the historical background of the work. Compare your previous ideas with this information.

3. Describe the painting closer by taking notes regarding the following questions:
   a. What material and technique are used?
   b. What size and shape does it have?
   c. What perspective is used?
   d. What colours are used?
   e. What structure does the work have? (Please consider especially the arrangement of the images on the left and the difference of the left and the right side.)

4. How do you interpret this work? Take notes.
   The following questions might help you:
   a. Why do you think is the work called Mustard Race Riot?
   b. What do you know about the race riots in the USA in the 1960s?
   c. What do you know about the incident depicted in this work (compare no. 2)?
   d. What feelings do you have when you look at the work?
   e. Why are the images arranged in this way on the left side?
   f. What impression do the colours give you?
   g. Why do you think is the right canvas blank?

5. Discuss your interpretation with your group.

6. Choose number 144 on your audio guide and listen to the tracks “Repeating the image” and “The blank canvas”.
   a. How do the art historian and Andy Warhol comment on Mustard Race Riot?
   b. Do you agree? Take notes.
Worksheet: Round Marilyn

1. Work together with your group: What do you know about Marilyn Monroe?
2. Read the following short biography of Marilyn Monroe and answer the following questions. Take brief notes.
   a. How was Marilyn’s childhood?
   b. How did Marilyn’s career develop?
   c. At what age and how did Marilyn die?

Marilyn Monroe Biography

Marilyn Monroe (1926-1962) Model, actress, singer and arguably one of the most famous women of the twentieth century. [...] 

Monroe was born, Norma Jeane Mortenson, in June 1926. Her father was unknown and she was baptised as Norma Jeane Baker; she spent many years in foster homes because of her family situation. Monroe married Jimmy Dougherty, in 1942. When he left to the South Pacific to fight in the Second World War, she joined a local munitions factory in Burbank, California. It was here that Marilyn got her first big break. Photographer David Conover, was covering the munitions factory to show women at work. He was struck by the beauty and photogenic nature of Norma [...]. This enabled her to start a career as a model and she was soon featured on the front of many magazine covers.

1946 was a pivotal year for Marilyn, she divorced her young husband and changed her name from the boring Norma Baker to the more glamorous Marilyn Monroe (after her grandma). She took drama lessons and got her first movie contract with Twentieth Century Fox. Her first few films were low key, but, it gained her more prominent roles in films such as All About Eve, Niagara and later Gentleman Prefer Blondes and How To Marry A Millionaire.

By now these film roles had thrust her into the global limelight. She was an iconic figure of Hollywood glamour and fashion. She was an epitome of sensuality, beauty and effervescence and was naturally photogenic. She often found the trappings of fame difficult to deal with. [...] 

In 1954, she married baseball star Joe DiMaggio, a friend of over two years. They were later to divorce, but they remained close friends. In her later career, she tried to move beyond the ‘blonde bombshell’ typecasting and set up her own movie production. She was awarded a golden globe award for her role in ‘Some Like It Hot’.

Tragically, she died early from an overdose of barbiturates in 1962 aged just 36. [Source: http://www.biographyonline.net/actors/marilyn-monroe.html (access on 16 August 2015)]

Vocabulary:
foster home: a household in which an orphaned, neglected, or delinquent child is placed for care
pivot: of great importance because other things depend on it
effervescence: liveliness or exhilaration
trappings: the possessions, clothes, etc. that are connected with a particular situation, job or social position
barbiturate: a powerful drug that makes you feel calm and relaxed or puts you to sleep.

3. Describe the painting Round Marilyn (1962) by taking notes regarding the following questions:
   a. What material and technique are used?
   b. What size and shape does it have?
   c. What perspective is used?
   d. What colours are used?
   e. How are the contours of Monroe’s face?

4. Why do you think Warhol has depicted Marilyn Monroe in Round Marilyn in this way? Share your ideas.

5. Work together with your group: Choose number 142 on your audio guide to learn more about Round Marilyn. Each of you listens to one of the following tracks: “Introduction”, “The myth of Marilyn”, “Stars of tinsel town” and “Gold ground for a goddess”. Subsequently, exchange the information with your group.

6. Take a look at Marilyn Portfolio (1967), which is another work by Andy Warhol. Compare the composition of Round Marilyn and Marilyn Portfolio and take notes.

7. What impression have you got of Marilyn Monroe in Round Marilyn and in Marilyn Portfolio? Discuss your impressions.

8. Discuss with your group: Choose two questions.
   a. Why do you think do we admire celebrities?
   b. How are celebrities depicted in the media?
   c. How does the media coverage of celebrities influence our society?
   d. How do the media deal with the topic “death”?
Worksheet: The Last Supper

In 1984, gallerist Alexandre Iolas commissioned Warhol to create a group of works based on Leonardo da Vinci's Last Supper (1495-98) for an exhibition space in the Palazzo Stelline in Milan, located across the street from Santa Maria delle Grazie, home of Leonardo's masterpiece.

[Source: http://pastexhibitions.guggenheim.org/warhol/ (access on 16 August 2015)]

1. Talk to your group:
   a. What do you know about the Last Supper in the Bible?
   b. When did it take place? What happened during the Last Supper?
   c. Why is it so well-known?

2. Do you already know Leonardo da Vinci’s painting The Last Supper? Read the following text to get a general overview and take notes.

   In 1495, Leonardo da Vinci began painting the Last Supper on the wall of the refectory (dining hall) of Santa Maria delle Grazie in Milan, Italy, and completed it in 1498. Leonardo's method of working on the Last Supper was unprecedented. While the Last Supper is a typical subject chosen for the decoration of many refectories because of the Eucharistic theme of sacrifice, Leonardo chose to capture the moment in which Jesus announces to the apostles that he knows one of them will betray him. The apostles are captured in their sense of astonishment immediately after this announcement. His conception and pictorial treatment of the subject forges a new path. The dominant position of Christ is emphasized by the empty space around him. The background doorway frames his figure against the view of the countryside as his hands point silently to the bread and wine. His glance, too, follows this direction and places emphasis on the orderly arrangement of the objects on the table before him. To the left and right of him objects immediately fall into disarray. Thus Leonardo provides the space before the Lord as a symbol of the sacred action Jesus is ready to accomplish - offering himself as a sacrifice in the form of bread and wine. Leonardo kept Judas within the company of his fellow Apostles within his depiction. In earlier paintings of the Last Supper, Judas had been shown to the side of the table as he was fed the bread dipped in wine by Jesus Christ in an effort to display him as shunned. However, as the fourth figure on the left, Leonardo portrays Judas as recoiling from Jesus. He is the only figure whose face is lost in the shadow, a subtle indication that he is lost from the light of Christ. He is also the only individual other than Christ to not be portrayed in the wave of emotion that seems to increase from left to right in the painting in an attempt to symbolize his guilt.

   [Source: http://www.bibliotecapleyades.net/davi/project/history.htm (access on 16 August 2015)]

Vocabulary:

disarray: the state of being untidy or not organized

to shun: to deliberately avoid someone or something

to recoil: synonym to draw back

3. Comparison of Warhol’s and da Vinci’s The Last Supper.

   a. Who is missing in Warhol’s version? (Tip: Track “Why are there versions with advertising logos?” (no. 165) on the audio guide can help you)
   b. Compare the contours of the figures in Warhol’s and da Vinci’s painting.
   c. What colours are used in the paintings?
   d. Which elements are in the focus of the paintings and why?
   e. Are there any further differences?

Warhol's paintings of Leonardo da Vinci’s *The Last Supper* are based on reproductions of the original, made possible through art books and even an outline drawing from a children's coloring book. In this particular painting of *The Last Supper*, Warhol stylistically harkens back to his early days in New York as a graphic designer, and the figures of Christ and His disciples are testaments to Warhol's skilled draftsmanship. Warhol also utilized the design technique of visual poetry in this painting by slamming contrasting subject matter into one piece (in this case, religious imagery and products from advertisements) in order to create new meaning. However, upon closer inspection, the commercial objects that Warhol included in this piece are not without significance: the eye (= representation of an owl) […] was originally the logo for the food chain Wise potato chips.

[Source: http://www.themodern.org/blog/Mixing-Christ-and-Commercialism-Warhols-Last-Supper-1986256 (access on 16 August 2015)]

a. What are your associations and which interpretation do you suggest?

b. What characteristics does the food chain “Wise potato chips” (chips (AE) = crisps (BE)) represent in your opinion and why does the company use an owl for their logo? Are there any similarities between an owl and Jesus?

c. Discuss with your group: Why does Warhol add the crisps logo on his work?

d. Listen to the track “Warhol’s cycle of works” (no. 165) and no. 36 on your audio guide.
   i. Can you see any similarities between crisps and the food served for the Communion during the mass?
   ii. Why did Warhol use da Vinci’s picture as a model? Compare the popularity of da Vinci’s painting with Warhol’s other themes.

e. What is the role of consumerism and religion in our society and compare it to Leonardo da Vinci’s time (1452-1519)? Discuss with your group.

f. What could Warhol criticise with his version of *The Last Supper*?

g. In what way does the picture reflect the American lifestyle?

h. Do you see any connections between the painting and Warhol’s biography?