

TEACHER STUDY GUIDE WINTER 2025

From Warhol to Banksy and Beauty of Mending

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ON THE COVER: After Andy Warhol (American, 1928–1987) | *Marilyn Monroe Series of 9* (installation shot, detail)
| 1967 | Screenprints on paper | Sunday B Mornings Editions. Courtesy of the Paul and Tracy Mitchell Collection.

Territory Acknowledgement

The Art Gallery of Greater Victoria is located on the traditional territories of the ləkʷəŋən peoples, today known as the Esquimalt and Songhees Nations. We extend our appreciation for the opportunity to live and learn on this territory.

Art Gallery of Greater Victoria Teacher’s Guide for *From Warhol to Banksy and Beauty of Mending: Kintsugi and Beyond*

From Warhol to Banksy and *Beauty of Mending: Kintsugi and Beyond* showcase the dynamic evolution of art from two distinct perspectives, both centred around the transformation of everyday objects. The first part of the exhibition highlights the bold and provocative world of Pop Art, featuring iconic works by artists like Andy Warhol, Roy Lichtenstein, and Banksy. From Warhol’s mass-produced Campbell’s soup cans to Banksy’s provocative street art, the exhibition invites visitors to reflect on how popular imagery, consumerism, and societal norms have been critiqued through vibrant prints, sculptures, and mixed media pieces.

In contrast, *Beauty of Mending* explores the delicate, introspective craft of Kintsugi, the Japanese art of repairing broken ceramics with gold and lacquer. Through intricately restored pieces by Kintsugi artist Naoko Fukumaru, this exhibition invites reflection on imperfection, resilience, and the beauty found in repair. Fukumaru’s work highlights how cracks and flaws can be embraced and celebrated, turning them into powerful symbols of transformation.

Together, these two exhibitions invite visitors to explore how everyday objects—whether through mass production or meticulous repair—can be infused with meaning, pushing us to reconsider notions of value, beauty, and societal commentary.

Dear Teacher

In this guide you will find a selection of learning activities that will provide your class with a preview of the exhibition. The activities require few materials and can be adapted to fit grade level and student needs. We recommend completing some or all of the activities prior to visiting the Gallery, as each learning activity is designed to provide students with background knowledge about the exhibition, featured artists, and their artworks. By completing these activities, students will enter the Gallery feeling excited and confident to explore the collection further with our Gallery educators.

Curriculum Connections

This guide was created with a focus on the BC Arts Education curriculum for grades 2–12. Through the learning activities, students will be able to practice a variety of curricular competencies, such as exploring, creating, communicating, and reflecting. Specific content points, such as the elements of design, observing a variety of regional, national, and international works of art, and exploring artistic traditions from diverse cultures, communities, times, and places will also be covered.

The learning activities have also been designed to create cross-curricular connections with the following subjects:

Social Studies: Changing ideas and ideologies profoundly influence societies and events worldwide.

Arts: Artists often challenge the status quo and open us to new perspectives and experiences. Exploring the perspectives of diverse artists helps us understand ourselves and make connections to others and to the world.

English Language Arts: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. Our understanding of the world around us is socially, culturally, and historically constructed.

ALL AGES | GET TO KNOW ROY LICHTENSTEIN

Ben-Day Dots

Objective 1

Introduce students to Roy Lichtenstein and understand his use of Ben-Day dots

Objective 2

Look closely at Lichtenstein's *Whaam!* (1963) and explore ideas.

Objective 3

Experiment with Pop Art words, shapes, and colours

Glossary

- ▶ **ONOMATOPOEIA** is a type of word, or the process of creating a word, that phonetically imitates, resembles, or suggests the sound that it describes. Common onomatopoeic words in English include animal noises such as "oink," "meow," "roar," and "chirp."
- ▶ **PRIMARY COLOURS** are colours that can't be made by mixing other colours. The three primary colours are red, blue, and yellow. These colours can be mixed together to create other colours.
- ▶ **SECONDARY COLOURS** are colours made by mixing two primary colours. The three secondary colours are green (blue + yellow), orange (red + yellow), and purple (red + blue).

Get To Know Roy Lichtenstein (1923-1997)

Roy Lichtenstein was an artist famous for making big, colourful paintings that looked like comic book pages. He used bold lines, bright colours, and thick, black outlines to create his art. Instead of drawing everything in details, Lichtenstein often used simple shapes and patterns to create the feeling of a comic strip scene. He also added dots, called "Ben-Day dots," which were used in old comics to make colours look brighter or shaded. His artwork turned everyday images into something fancy and important, showing that even simple things like cartoons could be works of art.

Lichtenstein's most famous paintings often showed people in dramatic moments, like a woman crying or a man with an explosion behind him. He was part of a group of artists called Pop Artists, who used popular culture, like advertisements, cartoons, and objects from daily life, as inspiration for their art. Lichtenstein helped change the way people thought about art, showing that you didn't need to paint traditional things like landscapes or still lifes to create something amazing. His work continues to inspire artists today, and you can find his colourful, comic-inspired paintings in art museums around the world.

What Is A Ben-Day Dot?

Roy Lichtenstein was born and raised in New York City, the heart of early comic culture. Inspired by the popular comics seen in newspapers, Roy wanted his paintings to look like they were printed rather than hand-painted. He copied a style invented by American Illustrator Benjamin Day, of printing shades of colour with tiny dots, called "Ben-Day" dots. In the 1950's and 1960's, comic books used these Ben-Day dots because it was much cheaper than colouring everything in. At the time, most comic books only had access to red, blue, yellow and black inks, so they had to come up with tricks to achieve more colours. Depending on the colour, the effect, or the optical illusion needed, the dots could be printed close together or even overlapping each other. For example, to create a green outfit for a superhero, yellow and blue dots could be printed close together to trick the eye into naturally blending the two colours together, creating the illusion of the colour green. In his own work, Lichtenstein turned the idea of Ben-Day dots on its head in two ways: first, by creating works of art that were huge, much larger than a tiny comic in a newspaper; and second, by hand-painting each and every dot!

Materials

- White scrap paper
- Erasers
- Red, dark blue, light blue, yellow, and white paper
- Pencils
- Markers

Thinking

As a class, look at Lichtenstein's work *Whaam!* 1963 and answer the following questions:

- What do you see?
- What do you think is happening in the painting?
- How does the artist use colour and shapes to make the scene feel exciting or dramatic?
- What do you think the word *WHAAM!* means in this painting?

EXTENSION

- Compare *Whaam!* to the original source image (Google "Whaam! All-American Men of War"). How is the painting different from the source image? Do you think the differences make *Whaam!* a piece of art that can stand on its own, or is it just a copy of someone else's work? Why or why not?

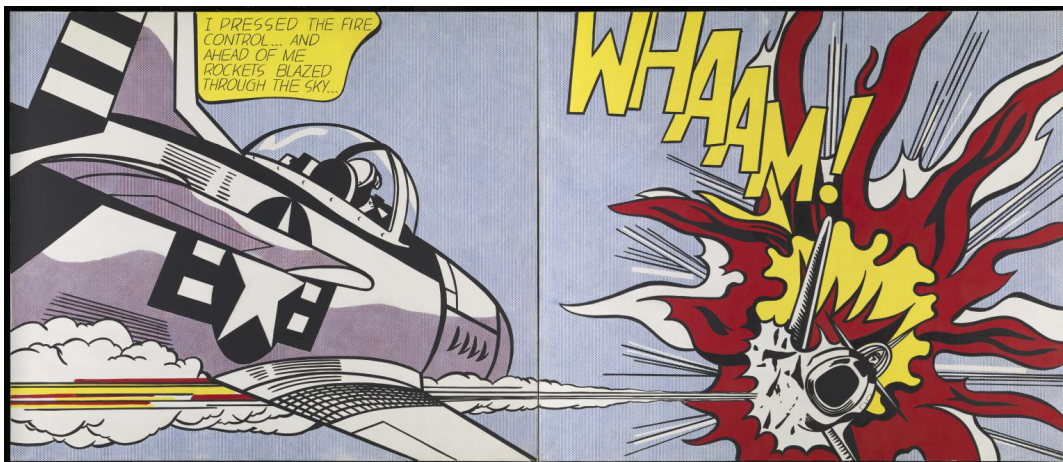


Image Credit: Roy Lichtenstein, *Whaam!* 1963. Image courtesy of Tate Modern.

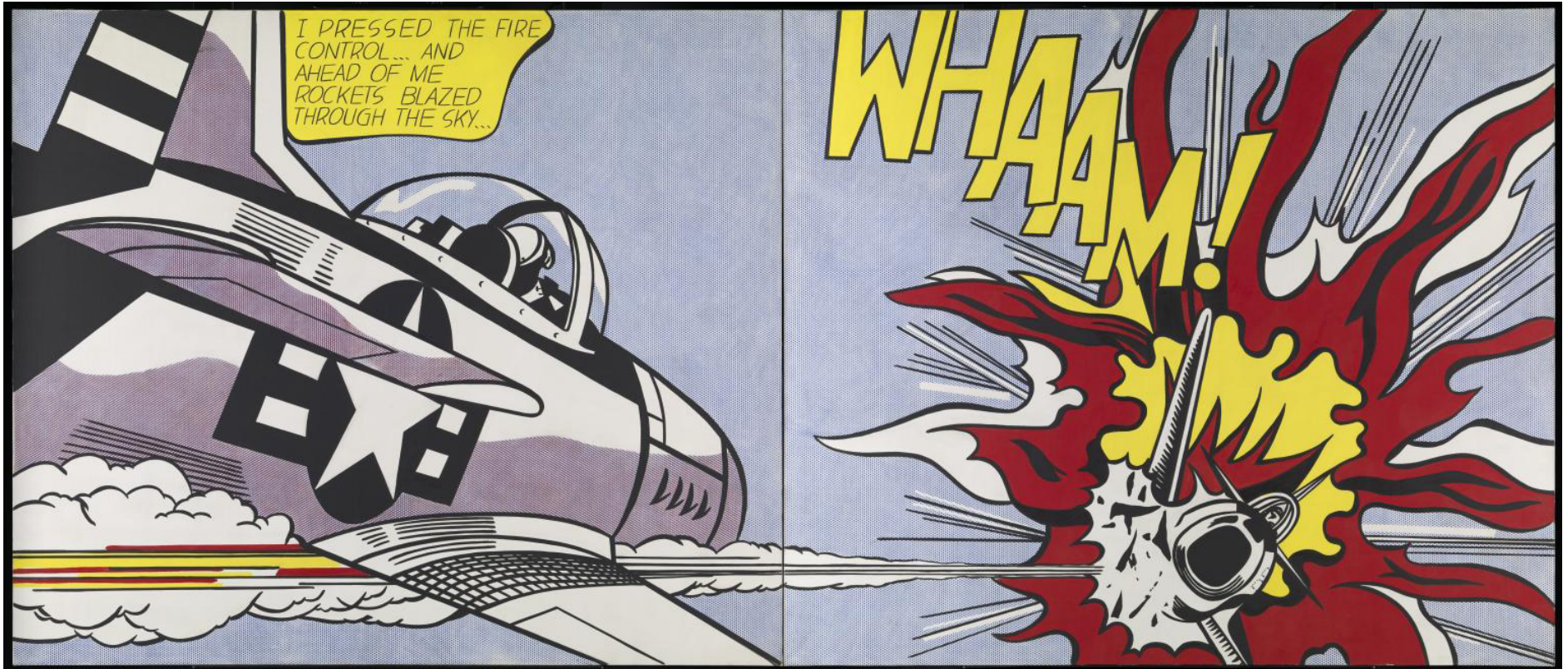


Image Credit: Roy Lichtenstein, *Whaam!* 1963, Kelowna Art Gallery | Courtesy of the Paul and Tracy Mitchell Collection | Image courtesy of Tate Modern .

Process

1. Choose an onomatopoeia word you would like to use, eg., bang, crash, boom, meow, drip, etc. Write the word in all-capital letters on a piece of white paper.
2. Draw a second line around each letter, including any inside pieces (like the hole in the letter "P"). Pressing lightly will make it easier to erase, if you want to. Consider if your word would be in bubble letters. Would it have soft, drippy letters, or hard, sharp ones?
3. As you erase your inside lines, think about which letters might be overlapping each other. Maybe some letters are in front of or behind the ones beside it.
4. Using triangle shapes, add a zig-zaggy line that goes all the way around the outside of your word.
5. Next, add a cloud shape that goes all the way around the zig-zaggy shape.
6. Once you're happy with your design, trace over all the lines in black marker or sharpie. Wait for a minute for the marker to dry, then erase all the pencil marks.
7. Grab your primary coloured markers (red, blue and yellow). Colour your word in red. Colour your zig-zaggy shape in yellow. Add Ben-Day dots inside the cloud shape.
 - If there is time, you could add in some red lines around the edges of your cloud or thicken some of the lines with your black marker.



Reflection

Display your Pop Art in the classroom and discuss the following:

- What similarities and differences do you notice in the artworks? Look at shapes, colours, and lines.
- What did you find easy or challenging about creating your work of art?
- If you were to do this project again, what would you do the same and what would you do differently?



Try this!

You can spend more time choosing a style of letter and thinking about how the word would look or feel in comparison to its meaning. For example: consider your choice of colours, lines, and shapes to match your chosen word.



Student example

ALL AGES | GET TO KNOW ANDY WARHOL

Thinking Outside The Brillo Box

Objective 1

Discover how everyday objects can be turned into art

Objective 2

Compare and contrast personal tastes and biases

Objective 3

Create a mini Brillo Box based on brands commonly found in your own life

Glossary

- ▶ **CONSUMERISM** is the idea that we need to keep getting new things. Consumerism causes people to think that it is important to have many, many things, even if they don't use them or need them.
- ▶ **CRITIQUE** is a carefully expressed judgment, opinion, or evaluation of both the good and bad qualities of something.

GET TO KNOW ANDY WARHOL (1928–1987)

Andy Warhol was an artist who became famous for making art about the things we see every day, like soup cans, soda bottles, and celebrities. He was born in 1928 in Pittsburgh, Pennsylvania, and grew up to become one of the most important artists in the Pop Art movement, which celebrated popular culture and everyday objects. Warhol was fascinated by consumer products, which are things people buy and use, and he used these items in his artwork to show how they had become a big part of people's lives. But Warhol's art was also a critique- he was asking us to think about how much we depend on products and brands. Interestingly, even though he critiqued consumerism, he also made a lot of money from it. By turning things like Campbell's soup cans into art, Warhol showed how even everyday items could be made into something valuable. This mix of celebrating and questioning consumer culture made Warhol a unique and important figure in art history. His work encourages us to think about the role that advertising and mass production play in our lives.

Materials

- [Rectangular prism and cube handouts](#)
- [Access to the internet](#)
- Markers or pencil crayons
- Pencils
- Finesline Sharpie
- Scissors
- Glue

Thinking

As a class, look at Andy Warhol's piece *Brillo Soap Pads Box* (1964).

- Would you buy this artwork? Why or why not?
- If Andy Warhol were to make this piece today, what brand might he choose instead of Brillo?



Image Credit: Works by Andy Warhol, including *Brillo Box*, Kelowna Art Gallery | Courtesy of the Paul and Tracy Mitchell Collection | Image courtesy of the Art Gallery of Greater Victoria.

Process

1. Brainstorm some brands that you see often or even every day. They could be brands you see at home, in the grocery store, or at school. What associations do you have with these brands? Are they positive? Negative? Explain your reasoning.
2. Choose brands that you would like to focus on. Using the internet, find some reference photos of boxes or containers from that brand.
3. Choose either a [cube or rectangular prism](#), then create your own mini-version of your brand's box or package. First use pencil to map out your design, and "press light till it's right".
4. Once you're happy with all the sides of your box design, carefully outline the elements of the design using a thin, black Sharpie. Then colour using markers or pencil crayons.
5. Once your design is complete, follow the instructions to cut out and fold your cube or rectangular prism.
6. Finally, put a little glue or tape on the tabs to hold all the sides of your shape together.

Reflection

Display your finished artworks in the classroom and discuss the following:

- What similarities and differences do you see in the artworks?
- Was it hard or easy to create the work?
- What aspects of Andy Warhol's work did you consider when
- Do you think that re-creating an image or item from a brand counts as art? Why or why not?

Extension for Older Grades

Let's first explore some important terms. These words will help you understand how people form opinions about art and how we judge the world around us.

- ▶ **Critic** is someone who shares opinions and makes judgments about things like art, music, movies, or food. For example, a food critic might say whether they like a restaurant or not. What are some examples of opinions or judgments critics have of today's popular culture?
- ▶ **Opinion** is a personal belief or judgment about something. It doesn't have to be based on facts; it's just how someone feels or thinks. Can two people have opposite opinions on the same thing and both be right? Why or why not?
- ▶ **Taste** is about personal likes and dislikes. What you enjoy or prefer might be different from someone else. Is taste purely personal, or can it be influenced by culture, trends, or experiences? How so?
- ▶ **Bias** is when someone has a strong preference for something, which might make it hard for them to be fair or impartial. How are taste and bias different? Can they overlap? Can someone's bias influence their taste?



Try This!

Next, let's create a word web based on one of the artworks from the exhibition. Look closely at the image and write down everything that comes to mind—your likes, dislikes, assumptions, and feelings. Draw lines to connect ideas and see how they relate.

Tip: Be honest! This is about your own thoughts, so don't worry about being "right." Just jot down what you think or feel when you see the artwork.



Class Discussion

Let's talk about the words in your web. Which thoughts are based on taste (your personal preferences) and which might be biases (ideas formed before looking closely)? As a group, we'll sort them into two lists: one for taste and one for bias.

Reflection

- How can a critic's opinion influence the way people think about something, like a movie or a song?
- How do opinions shape the way we understand art or culture? Can opinions be changed? If so, what could cause a change?
- Do you think taste in art, food, or music is something that can be taught or learned? How so?
- How can recognizing our own biases help us make fairer judgments about art, music, or movies?
- Now that you've created your own artwork or visited the Gallery, let's think about how we are all critics in our everyday lives. Think about how you judge music, movies, fashion, or even food. When we make these judgments, what's going on in our minds?

ALL AGES | GET TO KNOW NAOKO FUKUMARU

KINTSUGI BLIND CONTOUR DRAWINGS

Objective 1

To introduce students to Naoko Fukumaru and the idea of seeing the beauty in imperfection

Objective 2

To look closely at Fukumaru's piece *Light Through the Sky* (c.1000-1300s / 2023) and draw conclusions based on visual analysis and personal experience

Objective 3

To follow the blind-contour-drawing process to create silly, imperfect drawings

Glossary

- ▶ **KINTSUGI** is the unique Japanese art of repairing broken pottery with gold, silver, or other metals. The process is extremely labour intensive.
- ▶ **LACQUER** is a sticky substance made from the sap of certain trees. It is used to glue things together or to coat objects to make them shiny and smooth. When it dries, it becomes hard and can be polished to a shiny finish.
- ▶ **CONTOUR** in art, means the outline or shape of something, like the lines that define the edges of a tree or a person.

Get To Know Naoko Fukumaru

Naoko Fukumaru is an artist from Kyoto, Japan, who is known for the art of Kintsugi, which is the practice of fixing broken ceramics with gold or silver lacquer. When she was growing up, her family had the tradition of repairing old, broken things. Her great-grandfather started the family business by collecting broken items and fixing them by hand. From a young age, Fukumaru was fascinated by this process and began experimenting with repairing things herself. She later studied restoration in England and worked on famous art pieces at museums all over the world.

Fukumaru's life took a big turn when she moved to Powell River, British Columbia, during a difficult time for her and her family. One day, Fukumaru received an unexpected message asking her to teach a Kintsugi workshop. Even though she was an expert at restoring ceramics, she had never used Kintsugi before. So she travelled to Japan to learn the five-hundred-year-old traditional Japanese artform. She then came back to Canada, where she teaches workshops today. Kintsugi taught Naoko Fukumaru to embrace imperfection. Kintsugi asks us to consider the beauty found in imperfections. In mending, objects can transform into new and beautiful things.

What Is Kintsugi?

Kintsugi is the traditional Japanese art of repairing broken pottery with lacquer, gold, silver, or other metals. The word “Kintsugi” means “golden joinery” in Japanese.

To create Kintsugi, the broken pieces of pottery are first carefully cleaned and then glued back together with a special lacquer made from tree sap. After the pieces are aligned, the cracks are filled with powdered gold, silver, or platinum mixed with more lacquer. This process can take several days, weeks, or even months, as each layer must dry before the next step can be done. Once the repairs are complete, the pottery is carefully polished to make the gold or silver seams shine. Kintsugi is a slow and thoughtful process that asks us to consider that imperfections are perhaps not something to hide, but to embrace. It shows us that broken things can become even more beautiful through the process of healing and repair.

Thinking

As a class, look at Naoko Fukumaru’s *Light Through the Sky*.

- How is this vase different from a vase you might have at home?
- How has it been transformed?
- Are you surprised by the repairs? Why or why not?
- Can you find gold joining in this vase?
- Do you agree that broken things can be transformed into something beautiful? Why or why not?

Materials

- **White paper, three or four sheets**
- **An everyday object from the classroom or nature**
- **Optional:** cardstock with a hole poked through the middle (this will slide over the back of your pencil and sit on top of your hand to block your view of your paper while you are drawing)
- **Pencils**
- **Markers, pencil crayons, or crayons**

Process

1. In Kintsugi, artists find beauty in imperfection. We are going to explore this idea by drawing without looking at our paper. Because you can’t see your paper while you draw, it may not feel perfect to you.
2. Find an object in your classroom you find interesting. Look closely and study the object for one minute. Pay attention to all the details you see.
4. Practice drawing first with your eraser. Don’t lift your pencil while you draw, and don’t look at your paper.
5. Pick a point on the object where the eye can begin its slow journey around the contour, or edge, of the object. Remember: the eye is like a snail, barely crawling as it begins its journey.
6. When the eye begins to move, so should your hand holding the pencil. But at no time should you look at your hand as it draws.

7. Repeat steps 5 and 6, using your pencil instead of your eraser.
8. Look at your drawing. Is it what you expected?
9. Transform your drawing using markers, pencil crayons or crayons. Colour-in some of the shapes that have been created by the intersecting lines. Make sure the same colours don't touch. Leave some shapes without colour.
10. Display your drawings in class.

Reflection

Display your artworks in the classroom and discuss the following:

- What do you think it means when someone says, "imperfection can be beautiful"? Can you think of examples in your drawing where this might be true?
- Was drawing this way easier or more difficult than you expected?
- What decisions did you make when you were transforming your drawing with colour?
- How do you think this might be similar to the decisions Kintsugi artists make?



Try This!

You can use this activity as a warm-up before drawing each other's faces using the blind contour method. **Warning: uncontrollable laughter will ensue!**

- Draw your face. You can outline your face in black Sharpie, then choose four or five colours and colour in some (but not all) of the features. Gold and silver Sharpies might also offer some interesting possibilities.
- Alternatively, you could outline your face with a Sharpie, then create "zen-tangles" in the background space around your head using fine-point Sharpies or pens. Google "zen-tangles" for more information on this easy mindfulness activity.



Further learning and Resources

Websites

<https://www.warhol.org/lessons/>

<https://en.wikipedia.org/wiki/Whaam!>

<https://www.lettering-daily.com/bubble-letters/>

Video

Andy Warhol Facts for Kids - <https://www.youtube.com/watch?v=RTID79QWppM&t=90s>

What is Pop Art Tate Kids - <https://www.youtube.com/watch?v=DhEyoDCTSDQ&t=183s>

Let's make POP art like Roy Lichtenstein! - <https://www.youtube.com/watch?v=r1Jit6UuxT0>

Easy beginner art tutorial to create bubble, block and fancy letters - https://www.youtube.com/watch?v=_u-tnzCzhSY

The Art of Kintsugi - <https://www.youtube.com/watch?v=TQW8t6w0Cy4>

Behind the Scenes Kintsugi - <https://youtube.com/shorts/L6uOf-H6sa8?si=e0bpau8W4IBS37xN>

Books

From Warhol to Banksy Exhibition Catalogue:

https://kelownaartgallery.com/wp-content/uploads/2022/08/KAG_From_Warhol_to_Banksy_catalogue_digital.pdf