

Lesson Plan Title: Jackson Pollock Paintings Length: One week ( 4- 30 minute classes)

**Note:** Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

**Pre-Assessment:**

*This will need to be done prior to teaching your lesson.* Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

1. Can students compare and contrast non-objective art to realistic art?
2. Can students describe that artwork can represent stories of people?
3. Can students apply knowledge about Jackson Pollock and create art to communicate ideas, feelings, or emotions?
4. Can students observe and compare similarities and differences between their work and the work of Jackson Pollock?

**Performance:**

**What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

Students will create Jackson Pollock inspired paintings using yarn, marbles and oil pastels.

**Concepts:**

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Line  
Shape  
Movement  
Non-objective

**Enduring Understanding (s):**

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.**

Line and shape can be used in art to express movement in a piece of art.

**Standards: (All lessons should address all standards.)**

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**

3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

### Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology.

**Should be written as:** Objective. (Bloom's: - Standard: - GLE: -Art learning: -Numeracy, Literacy, and/or Technology)

1. After learning about Jackson Pollock, SWBAT compare and contrast non-objective art to realistic art. (**Bloom's: Understanding** - Standard: Envision and Critique to Reflect - **GLE: # 1** -**Art learning: Expressive Features and Characteristics of Art-Numeracy, Literacy, and/or Technology**)
2. After reading Action Jackson as a class, SWBAT describe that artwork can represent stories of people. (**Bloom's: Remembering** - **Standard: Observe and Learn to Comprehend** - **GLE: # 2** -**Art learning: Historical Content** -**Numeracy, Literacy, and/or Technology**)
3. Given work time and materials, SWBAT apply knowledge about Jackson Pollock and created art to communicate ideas, feelings, or emotions.. (**Bloom's: Applying & Creating** - **Standard: Invent and Discover to Create** - **GLE: # 1** -**Art learning: Transfer** -**Numeracy, Literacy, and/or Technology**)
4. In class discussions, SWBAT observe and compare similarities and differences between their work and the work of Jackson Pollock. (**Bloom's: Analysing** - **Standard: Envision and Critique to Reflect** - **GLE:# 1** -**Art learning: Assessment and Evaluation** -**Numeracy, Literacy, and/or Technology**)

### Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process) Students can use any color combinations they would would like. Students can use only oil pastel if they are unable to paint	<b>Expression</b> (Products and/or Performance) Students can make a smaller image if the original paper size is too large
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process) Students can decide if they want more paint or more oil pastel. Students can be given the option to try painting with the back end of a paint brush if they finish early	<b>Expression</b> (Products and/or Performance) Students can make multiple or work on a larger sheet of paper

### Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Line-A path created by a moving point, mark or object.

Shape-A two-dimensional (2D), flat enclosed area. When a line crosses over itself it creates a shape.

Non-objective-representing or intended to represent no natural or actual object, figure, or scene

Realistic-a style of art or literature that shows or describes people and things as they are in real life

**Materials:**

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

Yarn  
Marbles  
Oil pastels  
Paint-Tempera  
Paper-Colored construction paper  
Trays for marble painting  
Boards for drying rack  
Cups/bowls for paint

**Resources:**

**List** all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**



<http://www.wikiart.org/en/jackson-pollock/mural-1943-1>



<http://www.theguardian.com/artanddesign/2015/jun/19/why-jackson-pollock-painting>



<http://wonderville.com/gallery/art-music/artists/jackson-pollock>



<http://artexpertswebsite.com/pages/artists/pollock.php>

#### Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Yarn
- Prepare paint
- Prep posters
- Look at video
- Prep yarn
- Prep trays and marbles
- Find art work examples

#### Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- Only hold on to yarn with clothes pin
- Only pick up marble with spoon

#### Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

- Book about Jackson Pollock-*Action Jackson*
- Power point about Jackson
- Pollock-<https://docs.google.com/presentation/d/1rLNGMgv-hDMOP9Oo1yM733avzIbyAEyRs3ceZhZPn-Q/edit#slide=id.p3>

## Discussion about Jackson Pollock and Non-Objective art compared to realistic art

### Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

How did Jackson Pollock like to create his art?

Was her trying to paint anything specific?

How is his art different than others? Realistic

### Instruction:

Give a detailed account (in bulleted form) of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day 1	<b>Instruction</b> - The teacher will... (Be <b>specific</b> about what concepts, information, understandings, etc. will be taught.) <b>Identify instructional methodology. KNOW (Content) and DO (Skill)</b> <ol style="list-style-type: none"> <li>Intro to Jackson Pollock. Who is he? Why is he important? What kind of art does he do? Does he use lots of colors? How is his art different from other artists?</li> <li>Read <i>Action Jackson</i></li> <li>Demonstrate how to paint with yarn. Each piece of yarn will have a clothes pin on the end to make use easier. Drag yarn with paint across paper to create lines and shapes. Use multiple colors</li> <li>Each table will have 3 colors of paint. There will be 2 pieces of yarn in it, only allowing two students to use a color at a time.</li> <li>Each student needs to grab a flat board and a piece of paper and a smock Write name on back before beginning work.</li> <li>Students will be given work time.</li> <li>Place boards on drying rack to dry until next class.</li> <li>Wipe tables</li> <li>Helper table will collect paint cups and wring out wash cloths.</li> <li>Line up</li> </ol>	<b>Learning</b> - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be <b>specific</b> about what will be the <b>intended result</b> of the instruction as it relates to learning.) <b>UNDERSTAND</b> <ol style="list-style-type: none"> <li>Thinking independently</li> <li>Listening Critically: The art of Silent Dialogue</li> <li>Analyzing or Evaluating Actions or Policies</li> <li>Exercising Fair-Mindedness</li> <li>Thinking Independently</li> <li>Comparing and Contrasting Ideals with Actual Practice</li> <li>Thinking Independently</li> <li>Exercising Fair-Mindedness</li> <li>Exercising Fair-Mindedness</li> <li></li> </ol>	<b>Time</b> <b>45 minutes total</b> <ol style="list-style-type: none"> <li>2 minutes</li> <li>10 minutes</li> <li>4 minutes</li> <li>0 minutes</li> <li>2 minutes</li> <li>20 Minutes</li> <li>2 minutes</li> <li>2 minutes</li> <li>2 minutes</li> <li>1 minute</li> </ol>
Day 2	<ol style="list-style-type: none"> <li>Introduce marble painting and coloring with oil pastels. Oil pastel users will be asked to draw at least 2 circles and two triangles.</li> </ol>	<ol style="list-style-type: none"> <li>Listening Critically: The Art of Silent Dialogue</li> </ol>	<ol style="list-style-type: none"> <li>2 minutes</li> </ol>

	<ol style="list-style-type: none"> <li>2. Studnets will be introduced to the “Thinkers pose” This will get students to stop and think after they have added a color to their paintings. “What color would look nice next? Am I finished? Could I add more? Where are there some places that might need more?”</li> <li>3. Short demo on marble painting. Students will be shown how to paint with marbles by tipping the tray at different angles. Students will be taught how to correctly scoop the marble out of the paint using a plastic spoon.</li> <li>4. Only tip try far enough that the marble touches the edge of paper or try. Marbles should not fall off of tray.</li> <li>5. Students will be split up into groups of eight. First group will paint with marbles while the rest of class will draw with oil pastels</li> <li>6. Students marble painting will be using a new sheet of paper while oil pastel group will be drawing on top of their painting from yesterday.</li> <li>7. Pass out boards to students</li> <li>8. Students will have work time</li> <li>9. Stop Painting, Place boards in drying rack</li> <li>10. Wipe tables</li> <li>11. Helper table will help pick up paint with yarn, and wring out wash cloths</li> <li>12. Line up</li> </ol>	<ol style="list-style-type: none"> <li>2. Listening Critically: The Art of Silent Dialogue; THinking Independently</li> <li>3. Analyzing or Evaluating Actions or Policies</li> <li>4. Comparing and Contrasting Ideas with Actual Practice</li> <li>5. Thinking Independently</li> <li>6. Thinking Independently</li> <li>7. Exercising Fair-Mindedness</li> <li>8. Thinking Independently</li> <li>9. Exercising Fair-Mindedness</li> <li>10. Exercising Fair-Mindedness</li> <li>11. Developing Intellectual Perseverance</li> </ol>	<ol style="list-style-type: none"> <li>2. 1 minute</li> <li>3. 4 minutes</li> <li>4. 1 minute</li> <li>5. 2 minutes</li> <li>6. 1 minute</li> <li>7. 1 minute</li> <li>8. 25 minutes</li> <li>9. 1 minute</li> <li>10. 2 minutes</li> <li>11. 2 minutes</li> <li>12. 1 minute</li> </ol>
Day 3	<ol style="list-style-type: none"> <li>1. Students will be split into groups of eight.</li> <li>2. Remember “Thinking Pose”</li> <li>3. Marble group will be given a refresher on the correct way to paint with the marbles. “Do we shake the marble out of the tray? Do we tip it all the way over or just until it touches the edge of the tray?”</li> <li>4. Students not in the marble painting group today will draw with oil pastels on top of either their marble painting or yarn painting</li> <li>5. Students will have work time.</li> <li>6. Stop painting, put boards on drying rack</li> <li>7. wipe tables</li> <li>8. Helper table will pick up yarn and paint, and wring out wash cloths</li> <li>9. Line up</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening Critically: The Art of Silent Dialogue</li> <li>2. Listening Critically: The Art of Silent Dialogue; THinking Independently</li> <li>3. Analyzing or Evaluating Actions or Policies</li> <li>4. Comparing and Contrasting Ideas with Actual Practice</li> <li>5. Thinking Independently</li> <li>6. Thinking Independently</li> <li>7. Exercising Fair-Mindedness</li> <li>8. Thinking Independently</li> <li>9. Exercising Fair-Mindedness</li> </ol>	<ol style="list-style-type: none"> <li>1. 2 minutes</li> <li>2. 1 minute</li> <li>3. 4 minutes</li> <li>4. 2 minutes</li> <li>5. 29 minutes</li> <li>6. 2 minute</li> <li>7. 2 minutes</li> <li>8. 2 minutes</li> <li>9. 1 minute</li> </ol>
Day 4	<ol style="list-style-type: none"> <li>1. Students will be split into groups of eight.</li> <li>2. Remember “Thinking Pose”</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening Critically: The Art of Silent Dialogue</li> </ol>	<ol style="list-style-type: none"> <li>1. 2 minutes</li> <li>2. 1 minute</li> </ol>

3. Marble group will be given a refresher on the correct way to paint with the marbles. “Do we shake the marble out of the tray? Do we tip it all the way over or just until it touches the edge of the tray?	2. Listening Critically: The Art of Silent Dialogue; Thinking Independently	3. 4 minutes
4. Students not in the marble painting group today will draw with oil pastels ontop of either their marble painting or yarn painting	3. Analyzing or Evaluating Actions or Policies	
5. Students will have work time.	4. Comparing and Contrasting Ideas with Actual Practice	4. 2 minutes
6. Stop painting, put boards on drying rack	5. Thinking Independently	5. 29 minutes
7. wipe tables	6. Thinking Independently	6. 2 minute
8. Helper table will pick up yarn and paint, and wring out wash cloths	7. Exercising Fair-Mindedness	7. 2 minutes
9. Line up	8. Thinking Independently	8. 2 minutes
	9. Exercising Fair-Mindedness	9. 1 minute

#### Student reflective/inquiry activity:

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Class discussion baout similarities and differences between Jackson Pollock and their work. How is non-objective art different from relaistic art?

#### Post-Assessment (teacher-centered/objectives as questions):

Have students achieved the objectives and grade level expectations specified in your lesson plan?

1. After learning about Jackson Pollock, WSAT compare and contrast abstract art to realistic art?
2. After reading Action Jackson as a class, WSAT describe that artwork can represent stories of people?
3. Given work time and materials, WSAT apply knowledge about Jackson Pollock and create art to communicate ideas, feelings, or emotions?
4. In class discussions, WSAT observe and compare similarities and differences between their work and the work of Jackson Pollock?

#### Post-Assessment Instrument:

How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.

Name:

1. Compared and contrasted non-objective art to realistic art.
2. Described that artwork can represent stories of people.
3. Applied knowledge about non-objective art and created art to communicate ideas, feelings, or emotions.

	<p>4. Compared and contrasted similarities and differences between their art and the art of other non-objective artists. _____</p> <p>Super Duper: Great effort and craftsmanship; participated in all group activities  Super: Good Effort and craftsmanship; Participated in some group activities  Getting There: Some effort; Needed some guidance during group activities  Getting Started: Little effort, but was able to get some work done</p>
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<p><b>Self-Reflection:</b>  <i>After the lesson is concluded</i> write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)</p>	<p>This lesson went well over all. It was taught three times meaning I had a lot of opportunity to change and adjust the lesson based on what worked well and what did not work well. The string painting was done the same way each time the lesson was taught but as we used marbles the procedure changed. The first time I taught this lesson marble painting was split up into two days which meant a lot more prep and clean up for me. The second week I taught this I tried having all of the students marble paint in the same day-this made clean up and prep easier for me because I didn't have to worry about prepping paint, marbles, and trays two days in a row. It also made it easier when it came to changing materials for the next class. The last step of this lesson is to add oil pastel on to the paintings students had created. This, for some students, turned into just scribbling all over the paper. As I taught this lesson I worked on getting students to think about knowing when they are done. We talked about doing thinkers pose-like Jackson Pollock did in the book <i>Action Jackson</i>. This seemed to help students slow down and think about what they were doing and the art they were creating.</p>
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**Appendix:** Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.