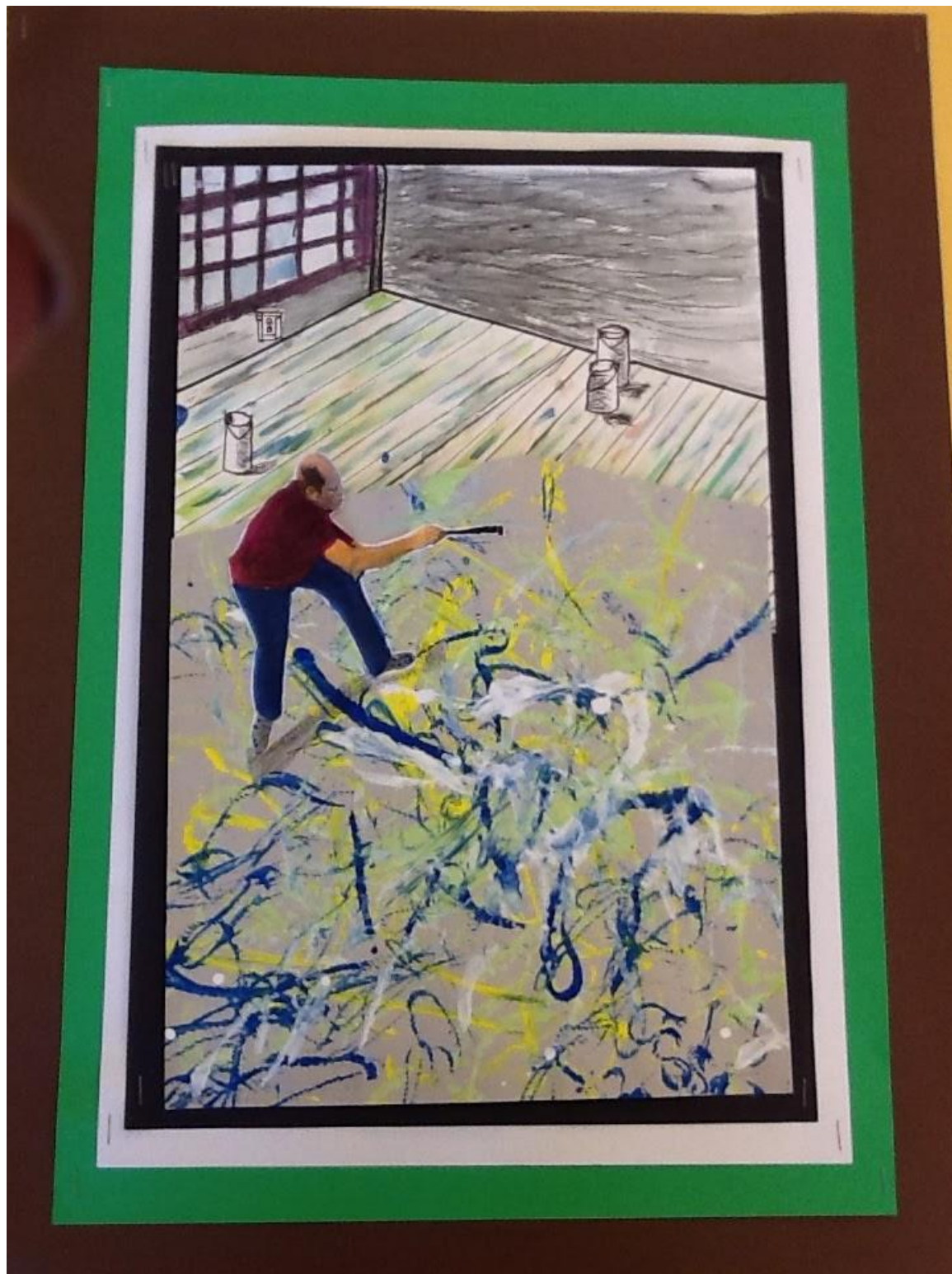


Painting like Jackson Pollock in His Studio

Lesson created by Amanda Anderson

Student Example:



Learning Objectives:

Students will..

Learn about Jackson Pollock and his Action paintings done in the style of Abstract Expressionism.

Learn that Pollock was a keen observer of nature and had a unique ability to create art with complex fractal patterns after his daily observations of the world.

make connections between math, science and art.

Learn to become more observant to inform their drawing of an interior space using the ideas of 1 point perspective.

Learn to paint, print and draw in different styles and collage them into one final balanced composition.

Content Standard #2: All students will apply skills and knowledge to create in the arts.

Content Standard #3: All Students will analyze, describe and evaluate works of art.

Warm-Up Activities:

First day Read Book: *Action Jackson* by Jan Greenberg and Sandra Jordan, Illustrated by Robert Andrew Parker

Also watch one or more of the following videos depending on if you start with the Action Painting Watch:

https://www.youtube.com/watch?v=dZM45mfJQ40&list=PLYjWF0a3l8gvYYc9XeLAM_3K8gkQgUGU2&index=7 *Fractals in Nature* (A 4th grade girl explaining what fractal patterns are in nature)

https://www.youtube.com/watch?v=sDXMRN2lZq4&list=PLYjWF0a3l8gvYYc9XeLAM_3K8gkQgUGU2&index=9 *Marcus du Sautoy explains the fractal nature of Pollock's paintings*

https://www.youtube.com/watch?v=CrVE-WQBcYQ&index=11&list=PLYjWF0a3l8gvYYc9XeLAM_3K8gkQgUGU2 *Jackson Pollock 51*, (Video of Jackson painting and talking about his art)

*There are a number of other great videos on this playlist as well that I sometimes show a different one at the start of the class as the lesson and project progresses.

MINI-LESSON:



Do guided drawing of 1-point perspective interior space corner using observations of surroundings and questioning to deepen thinking and understanding of what they are drawing instead of just copying what teacher is drawing.

- Observe how things look smaller when farther away by closing one eye and using pinching fingers/pointer and thumb or ruler. This can be used when looking at the bricks on walls, tiles on floor size of people's heads near and far in room.

- Look at the corner of the room where the wall meets the floor. Then stand up and look then crouch down low and look at the same thing. How did this change what we were looking at?

- Look at cylinder under document camera and observe how it changes depending on the point of view. Then draw paint buckets on floor and have some overlapping to show more depth in space

- Look at pictures and videos of Jackson working in his studio for ideas of what can be added to make it look like his studio

After done with drawing they will sharpie over their lines and add value to their paint buckets with curving lines from pen

Paint with watercolor pencils or watercolors blending colors and going in the direction of the floorboards light entering room etc.

Color photocopy of Jackson using markers(dried out markers actually work best for his skin!) then cut out and place into the painting. (Can add photos of kids posing like Pollock with paint bucket and stick or brush as an alternative)

Do splatter painting on gray paper controlling where the paint goes and trying to repeat some of the same marks.





Last staple the abstract painting on top of the realistic style interior space and glue Pollock (or trimmed picture of self) into the painting add more buckets on different paper if composition is not balanced. Add shadow under figure and buckets to ground them into the picture space.

Additional Discussion Questions:

-Compare and contrast Abstract Expressionism and Realism then make connections with their splatter/string printed art and their drawing of the interior space.

CLOSURE:

Reflection/Assessment:

Exit slips, and students rating their craftsmanship, understanding of learning goals, and effort.

Accommodation & Differentiation for the Art Classroom:

Can change it to just a view looking straight into the room, wall meeting floor. Keep gray paper a rectangle and take picture of student looking at their art or tacking it up as Jackson did for it to dry.

Change where they paint, on the floor or at table. Can also change what they paint with.

