

## Title of Unit/Project: 2g Visual Art Expedition Integration: The Forces of Art 15-16

**Kid Friendly Big Idea: The 4 forces are at work all around us, not just in flight. Lift, Gravity, Thrust and Drag can be used to create art and our art can visually demonstrate the 4 forces.**

*Extension Big Idea: Art materials can be used in an experimental way to discover new ways to communicate.*

National VA Standards	Enduring Understandings	Essential Questions	Learning Targets
<ul style="list-style-type: none"> <li>● Cn10.1.2a: synthesize and relate knowledge: Synthesize and relate knowledge and personal experiences to make art.</li> <li>● Re7.2.2a: visuals help us understand: Perceive and analyze artistic work</li> <li>● Cr1.2.2a: artistic investigations: Generate and conceptualize artistic ideas and work</li> <li>● Pr6.1.2a: analyze how art exhibition contributes to communities (artist statements and public display of artwork)</li> </ul>	<ul style="list-style-type: none"> <li>● The 4 Forces are at work all around us, even in art.</li> <li>● Art can communicate about science: art can help us and others understand science.</li> <li>● I can use art materials to be experimental.</li> <li>● Jackson Pollock was an artist who used experimental methods to create art that expressed his emotions.</li> <li>● Art and artists can be experimental, using non-traditional materials</li> <li>● By exhibiting our artwork along with artist statements, we can help others understand.</li> </ul>	<ul style="list-style-type: none"> <li>● Are the 4 forces at work in art?</li> <li>● How can an artist use the 4 forces in artwork?</li> <li>● Why would an artist use the 4 forces in artwork?</li> <li>● How can artists use gravity, lift, thrust, and drag to create artwork and why?</li> </ul> <p>EXTENSION:</p> <ul style="list-style-type: none"> <li>● How can we use the 4 forces to be expressive in our artwork?</li> </ul>	<ul style="list-style-type: none"> <li>● <i>I can identify the 4 Forces at work in a unique environment.</i></li> <li>● <i>I can describe how the forces effect artwork.</i></li> <li>● <i>I can describe the process of Jackson Pollock's artwork.</i></li> </ul> <p>EXTENSION:</p> <ul style="list-style-type: none"> <li>● <i>I can create a painting that expresses my feeling.</i></li> <li>● <i>I can describe abstract expressionism.</i></li> </ul>

## Resources:

- <https://drive.google.com/drive/folders/0BzGZxKynw2wya0hiVUxpYVR1eVE>
  - **Jackson Pollack process video:** <https://www.sfmoma.org/watch/jackson-pollock-paintings-have-a-life-of-their-own/>
- Book: Getting to Know the World's Greatest Artists: Jackson Pollock  
-Book: *Action Jackson* by Jan Greenberg and Sandra Jordan

## Assessment for understanding

Students will create artist statements (general classroom) that explain how their experiment artifacts demonstrate the forces.  
Student artwork will show layers of color, non-objective, and organic, active lines.  
Student will be able to explain Jackson Pollock's (Action Jackson) process of creating art.  
Student will be able to explain why Pollock created art in the way that he did.  
Extension:  
Students will be able to express verbally and in written form, choices made to express a feeling artistically.

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Forces of Art Experiments!</b></p> <ul style="list-style-type: none"> <li>-review what are the 4 forces? Teacher scribes student answers on anchor chart</li> <li>-demo how to use materials at 3 stations</li> <li>-rotate between stations with partner, 8 minutes at each while teacher asks guiding questions and supports student thinking (Do you see any forces at work? WMYST?)</li> <li>-debrief discussion as a whole class: notices/wonders, did you see any forces at work? WMYST? What did you expect at the start of class? And has your thinking changed?</li> </ul>	<ul style="list-style-type: none"> <li>-watch slideshow of photos from experiments- what did you notice?</li> <li>-debrief experiments (chart out convo about 4 forces in experiments)- what forces did you see? Didn't see? What makes you say that? Evidence?</li> <li>-Pollack intro: read excerpts from book Getting to Know Jackson Pollack and Action Jackson</li> <li>-watch video of Pollack's process <a href="https://www.sfmoma.org/watch/jackson-pollock-paintings-have-a-life-of-their-own/">https://www.sfmoma.org/watch/jackson-pollock-paintings-have-a-life-of-their-own/</a>: how does he use the 4 forces in his work? And why does he do that?</li> <li>-Exit Ticket: What did you learn today? (be specific!)</li> </ul>	<ul style="list-style-type: none"> <li>-answer LT's: <i>I can identify the 4 Forces at work in a unique environment.</i></li> <li><i>I can describe how the forces effect artwork.</i></li> <li>-review Pollack, re-watch video, read new excerpts</li> <li>-explore action "painting" through oil pastel- layer colors, big sections of colors, overlapping, can mimic paint blobs</li> </ul>	<ul style="list-style-type: none"> <li>-finish painting with oil pastel (remind to cover with large areas and overlap colors)</li> <li>-pause to read more excerpts from Action Jackson (#6,7,8)</li> <li>-model how to scratch through oil pastel (large sweeping motions, curved lines, and no mindless scribble scrabble, step back and look at your work)</li> <li>-finish?</li> </ul>	<ul style="list-style-type: none"> <li>-re-read excerpts from Action Jackson (#6,7,8)</li> <li>-model how to scratch through oil pastel (large sweeping motions, curved lines, and no mindless scribble scrabble, step back and look at your work)</li> <li>-finish</li> </ul>

Day 6	Day 7	Day 8	Day 9	Day 10
<ul style="list-style-type: none"> <li>-finish scratching lines</li> <li>-do a second gallery walk</li> <li>-share notices and wonders, debrief (watch video of Pollock working again)</li> </ul>	<ul style="list-style-type: none"> <li>-pull flex groups to work on filling out page 1 of synthesis packet</li> <li>-students not in flex groups work on pages 2-3 of synthesis packet</li> </ul>	<ul style="list-style-type: none"> <li>-pull flex groups to work on filling out page 1 of synthesis packet</li> <li>-students not in flex groups work on pages 2-3 of synthesis packet</li> </ul>	<ul style="list-style-type: none"> <li>-begin work on large canvas, pull flex groups</li> <li>-finish synthesis packets/work on artist statement</li> </ul>	<ul style="list-style-type: none"> <li>-begin work on large canvas, pull flex groups</li> <li>-finish synthesis packets/work on artist statement</li> </ul>

Day 11-EXTENSION	Day 12-EXTENSION	Day 13-EXTENSION	Day 14-EXTENSION	
<ul style="list-style-type: none"> <li>-fill out Painting my Feelings packet,</li> <li>-pull small groups to paint large canvas</li> </ul>	<ul style="list-style-type: none"> <li>-fill out Painting my Feelings packet,</li> <li>-pull small groups to paint large canvas</li> </ul>	<ul style="list-style-type: none"> <li>-discussion: what did Jackson Pollock paint about? How did he paint about his feelings?</li> <li>· What can we use to paint about our feelings besides pictures? (no happy faces or “scenes”): lines (long/short), layering, color, hard, soft, shapes, etc.</li> <li>-unpack “Abstract Expressionism”</li> <li>-pick a feeling and “draft” from packet to recreate with watercolor paint and crayons.</li> </ul>	<ul style="list-style-type: none"> <li>-review how to paint feelings (abstract expressionism)</li> <li>-finish paintings</li> <li>-debrief and share with the group, 1-2 students</li> </ul>	

## Notes (materials needed, reflection, etc)

1. Experiments: (setup takes 30-40 min)
  - a. Materials needed: 4 trays, 4 box lids, 4 spinners, pencils, 4 cardboard and binderclip "clipboards", 55 circle papers (12 at each spinner), 12 waterfall papers (3 at each clipboard), 12 marble papers (3 at each lid), 12 silicone cups, 8 bottles tempera, 12 bottles liquid watercolor
  - b. 6 stations, 2 of each experiment. Students rotate with partner between 3 stations (about 8 minutes at each)
2. Oil Pastel "Paintings":
  - a. Materials needed: 9x12 sulphite paper, oil pastels, sticks for scratching
3. Canvas painting:
  - a. Materials needed: large loose canvas, or a large stretched canvas, preferably unprimed, acrylic paints- various colors and various viscosities, paintbrushes, sticks, tarp to protect floor, buckets for paint

### Strengths for this unit:

- scaffolding: basic skills and knowledge before they put those skills and knowledge to work in expedition integration
- extensions and support: space for students to take their work to the next level and clear supports for students who need it
- tried something new: exhibition at airport

### Weaknesses of this unit:

- need more peer-to-peer work: we have a lot of whole group feedback, and teacher to student, but would like to incorporate structures where students feel comfortable working with peers for feedback on work.
- structures for feedback (besides critique)
- plan for presentation of work at Showcase