Joslyn Art Museum

Comprehensive Study Lesson Plan

Created by Athena Cho, Ryan Deike, Angela Fischer and Laura Huntimer.

Theme: Define Personal Identity

Focus: Jackson Pollock and his *Galaxy*

Objectives:

• Gain an understanding of movement in the world around them.
• Recognize the connections between line, movement and writing.
• Understand and be able to use the word aesthetic when describing art.

After completing this lesson, students will be able to do the following:

• Through discovering personal identity in art, students will be able to develop and share their own personal identity using various activities.

Instructional Strategies that Strongly Affect Student Achievement – Robert J. Marzano

| 01 | Identifying similarities and differences |
| 02 | Summarizing and note taking |
| 03 | Reinforcing effort and providing recognition |
| 04 | Homework and practice |
| 05 | Nonlinguistic representations |
| 06 | Cooperative learning |
| 07 | Setting goals and providing feedback |
| 08 | Generating and testing hypotheses |
| 09 | Activating prior knowledge |

Resources:

Check out the Teacher Support Materials online for additional resources.

Suggested Materials: Jackson Pollock's *Galaxy* framed reproduction or teaching poster; Marbles or tops, squirt guns, shaving cream, food coloring; Large newsprint or butcher paper, thick markers; CBS news clip; clips from *Mona Lisa Smile*; Pollock quotes.

Vocabulary: mixed media, canvas, abstract expressionism, action, identity, line, word painting, calligraphy, cuneiform, Chinese characters, aesthetics, movement, drip, graphology.

Procedure:

• **Engage:** Show either Hans Namuth Pollock video clip "Jackson Pollock 51" or clip from a Chihuly video expressing movement in art. Select and discuss the significance of a Pollock quote.

• **Art Talk 1:** Handwriting - Is this art? Look at the line in handwriting. What elements are in handwriting? How is individual handwriting different? Tie into a well known signature such as John Hancock.

• **Art Talk 2:** What is art? Show clips from *Mona Lisa Smile* (as Pollock is uncrated and "What is Art?") and discuss the questions posed.

• **History:** Who is Jackson Pollock? Refer to the *Bibliography*, *Webology* and *Videos* in Teacher Support Materials for additional information.

• **Aesthetics:** One man's trash is another man's treasure. Show the CBS clips with Anderson Cooper "A Thrift-Shop Jackson Pollock Masterpiece." Students could take sides on whether or not this is an actual Pollock. Then look at *Galaxy*. Discuss the question – Would you buy this for $5? Why or why not?
• **Production**: Express emotions through action painting. Use marbles or tops dipped in paint to roll over paper. Take a box and put the paper in the box. For a group project, you could use larger boxes.

• **Other**: Create something out of found objects or recyclable materials – is this art? Have students explain why they feel this is or is not art. Tie into the idea that one man’s trash is another man’s treasure. Encourage students to be stewards of their environment. Alternate idea: Create something out of three found objects that have meaning to them.

• **Close**: Revisit personal identity by having students list their five favorite objects then share how their objects describe them.

**Extensions:**

• **Cultural Connections 1**: Study different world cultures that use different writing, hieroglyphics, cuneiform, Chinese characters, etc. How are these writings art forms? How do they compare to your handwriting?

• **Fine Arts**: Study calligraphy and other cultural writings as an art form. Practice recreating the writings on paper with markers.

• **Language Arts**: Blow up a fingerprint, and have students write their identity between the ridges. Refer to [Images](#) for a link to a fingerprint image.

• **Math 1**: Identify the fractals in Pollock’s art. Refer to “Order in Pollock’s Chaos” by Richard P. Taylor – see [Webology](#).

• **Math 2**: How much money or energy can be saved by recycling and being good stewards of the earth? What would you do with the money saved?

• **Science 1**: Go green. Identify recyclable materials. Start a recycling program in your classroom. How does your carbon footprint influence your identity? Refer to National Geographic Channel’s “What’s Your Footprint?” clip – see [Webology](#).

• **Science 2**: Study fingerprinting and handwriting analysis (refer to the CBS clip with Anderson Cooper “A Thrift-Shop Jackson Pollock Masterpiece” – Cooper’s Reporter’s Notebook).

**Selected References**: Go online to Teacher Support Materials and review the Bibliography, [Webology](#) and [Videos](#).