

## Art Integration Lesson Plan

Academic Learning Target / Instructional Standards (art and discipline specific):

- VA:Cr1.1Ka – engage collaboratively in creative art making in response to an artistic problem.
- K-PS2-1 – Conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

Elements and/or Principles of Design:

- Color
- Form

Materials or Equipment:

- Canvas
- Box
- Paint
- Marbles

Vocabulary (art vocab and discipline are specific- try to list at least 3):

- Science
  - Pushing force
  - Gravity
  - Force
  - Pulling force
  - Motion
- Art
  - Action painting
  - Abstract
  - Process
  - Documenting

Art History/Resources (this is NOT a sample of the finished product- it is a brief lesson of actual art or artists work):

- Jackson Pollock - <https://www.youtube.com/watch?v=aSYo-98fO1Y>



Instructional Plan/Art Production (Sequence of steps written so that someone else would be able to teach the lesson, include plans for classroom/lesson plan management):

- Prep:
  - On the back table have the paint, boxes with canvases inside, and marbles
  - Have video ready to play
- Engage
  - Have students sit criss cross applesauce at the carpet
  - We are going to learn about force and motion today! Along with some gravity.
    - Who knows what force is? – a force is a push or pull
    - Who knows what motion is? – something that is moving
    - Who knows the artist Jackson Pollock? – He was an artist that painted without a brush touching the canvas (paper). So, he painted by pulling the paint and pushing the paint. He was also using gravity. We are going to watch a video about Jackson Pollock!
- Explain
  - Watch a very short video about Jackson Pollock
    - Talk with the students about what force and motion is.
    - What are some ways in the video that Jackson Pollock used force? – answers will vary
    - What are some ways in the video that Jackson Pollock used motion? – answers will vary
    - What were some of the objects that you say Jackson Pollock using to make his action painting? – answers will vary
    - Show students the picture of Jackson Pollock’s marble paintings. “We’re going to use force and motion to create an action painting today!”
      - This is one of Jackson Pollock’s marble paintings and we are going to create a marble painting today!
- Explore
  - Okay students we are going to make our own Jackson Pollock painting! – if nice enough outside will go outside to do this.
    - Do a demonstration of this with another student so they know how to do it.
      - Explain how to do this while demonstrating
      - Group students into pairs
      - Give the two students the box with the canvas inside of it
      - Squirt some of the colors they want on the canvas (“this is gravity pushing the paint into the box”)
      - Put marbles in the box with canvas (“the marble is going to be your force and motion to get the paint moving across the paper”)
      - Have students move the box up and down back and forth to move the marbles across the canvas and through the paint (“you guys are now using force and motion and gravity to create your paintings”)
- Clean up
  - Set canvases on the back table to dry still in the box
  - Put marbles in a separate container with water

Reflection of Studio work/Art Critique/Appreciation and Questions:

- Reflection
  - Have students set criss cross applesauce at the carpet.
    - So, we learned about force and motion today and Jackson Pollock!





- Who could tell me what force is? – force is a push or pull
- Who could tell me what motion is? – motion is something that is moving
- What were some ways that we did force and motion today in our Jackson Pollock marble paintings? – moving the box up and down back and forth, the marble moving back and forth, etc....

Modification/Adaptation Ideas (if applicable):

- If students complete this early, they will be able to tell me some other objects we could use to move the paint across the canvas instead of the marble
- If a student does not work well with another student I will work with that student.

Assessment:

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

This project shows that the student: (3, 2, 1, or 0 points)				
1. Followed Directions				
2. Understood New Concepts:				
3. Used Creativity; Did Not Copy				
4. Used Good Craftsmanship				
5. Has a Good Composition				
6. Used Time Wisely; Finished Project				
7. Used Art Materials Correctly				
8. Signed Name on Project				
Total Possible Points: 24  Total Points Earned: _____	Comments:			

- Observing students working together to create their force and motion art piece.