

Lesson Plan

Topic: Jackson Pollock – the American Abstract Expressionist.

Level : B1-B2

Timing 45 min

Aims: to introduce the concept of abstract art/Expressionism and works of Jackson Pollock.

CONTENT		
<p>Teaching objectives</p> <ul style="list-style-type: none"> • To introduce a concept of abstract art • To recognise abstract art techniques and methods: action and drip painting methods, • To recognise the name of Jackson Pollock and his style • To identify the concept of Abstract Expressionism 	<p>Learning outcomes</p> <p>Ss will see works of JP</p> <p>Ss will listen to a recording about JP</p> <p>Ss will read the text (script) of JP's style</p> <p>Ss will infer from JP's statements</p>	
COGNITION		
<p>Teaching objectives</p> <ul style="list-style-type: none"> • To provide Ss with opportunities for: <ul style="list-style-type: none"> - defining the concept of Abstract art/Abstract expressionism - defining who can/should decide what a work of art is/is not - answering LOTs/HOTs questions (lower/higher order questions) - Categorizing/classifying words into groups - Hypothesising (asking questions) - Analysis, synthesis, inferring - Comparing, contrasting, reasoning - Ordering, classifying, analysing - Making questions (skinny and fat) 	<p>Learning outcomes</p> <p>Ss can compare texts (ask the expert)</p> <p>Ss will match definitions and words</p> <p>Ss will categorise words</p> <p>Ss will be able to recognise SKINNY/FAT questions</p> <p>Ss will complete graphic organisers (a table for classification of key features)</p> <p>Ss will write questions to a young Pollock from the perspective of</p> <ul style="list-style-type: none"> - Audience - High school students - Other critics - Other artists 	
CULTURE		
<p>Teaching objectives</p> <ul style="list-style-type: none"> • Collaborating in groups • To raise awareness about abstract art of the US and its representatives • Understanding the importance of artistic creativity and social values (freedom of expression, individualism etc) • Familiarise Ss with visual culture of the US 	<p>Learning outcomes</p> <p>Students learn how to collaborate</p> <p>Use stickers to express their opinions</p>	
COMMUNICATION		
<p>Language of learning</p> <p>Basic vocabulary related to art: easel, canvas, abstract, drip painting, action painting, brisk, dab</p>	<p>Language for learning</p> <ul style="list-style-type: none"> • Classroom language • Language to ask and answer questions. • Lg to ask for information <i>what can you tell me about?</i> 	<p>Language through learning</p> <ul style="list-style-type: none"> • Lg through activities • Lg through peer interaction • General English

<p>genre painting: abstract painting, drip and action painting</p>	<ul style="list-style-type: none"> • Language to give an opinion <i>I think</i> • Lower-order thinking skills; skinny questions: <ul style="list-style-type: none"> - <i>How big is Lavender Mist</i> - <i>Is Abstract Expressionism still popular?</i> - <i>Can a 5-year – old paint Pollock’s pictures?</i> - <i>What is his style like?</i> - <i>What objects/items did Pollock use in his paintings?</i> - <i>Why did Pollock like working outside?</i> - <i>What are the characteristics of American expressionism?</i> - <i>Did Pollock think about his paintings as messy?</i> • Higher-order thinking skills; fat questions: <ul style="list-style-type: none"> - <i>What and why did Pollock think about his own paintings?</i> - <i>How can you explain “drip painting” technique?</i> - <i>Why is Lavender Mist so important?</i> - <i>How can you explain “action painting”?</i> 	
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BASIC COMPETENCES

- Making use of prior knowledge
- Critical thinking categorising/comparing and contrasting, etc
- Collaborative learning
- Following instructions
- Communicating in English (writing, listening, speaking, reading)

PROCEDURE

Stage/aim	Description	Interaction	Timing
<p>Warm-up Have students recycle art vocabulary</p>	<p>1. Speaking: Think, Pair, Share: Ss share ideas about abstract painting: <i>Give two reasons why do you like/dislike the painting.</i></p>	<p>Ss-Ss</p>	<p>1’</p>
<p>Lead-in (get students talking about art</p>	<p>2. Red and Green Squares: a) Abstract painting can be painted by anyone. b) The terms: <i>doodles, canvas, bristle, genre</i> are related to ART. c) Critics decide what Art is. d) Artists decide what Art is. e) Viewers decide what Art is. f) This is the most famous painting.</p>	<p>T-Ss</p>	<p>5’</p>

<p>Presentation: Guiding understanding Expert groups (reading, listening, speaking)</p>	<p>g) This is the most expensive painting ever sold. h) This an epitome (exemplar) of Abstract painting.</p> <p>3.Ss are presented with words related to art and asked to put them into 3 categories (people/activities/artistic styles)</p> <p>4. Ss do the matching new words and their definitions.</p> <p>Canvas – a piece of cloth/material used for sails, oil painting – płótno Drip – to drop liquid on the painting Genre – a style, category of art, literature, painting (kapać) Doodles- drawing without thinking about it (bazgroły) Easel – a wooden frame for holding an artist’s work while it is being painted or drawn. (sztaluga) Bristle – animal’s hair to make a brush for painting (włosie/szczecina)</p> <p>4.Ss are divided into 4 groups who receive different types of information of JP, Abstract expressionism and Pollock’s style: a)Group 1 (Abstract Expressionism) b)Group 2 (listening about JP) c)Group 3 (Jack the Dripper) Drip painting) d)Group 4 (Lavender Mist)</p> <p>Each group has different information on JPollock. a) Ss are given sheets of paper with skinny (2) and fat (1) questions. First they need to answer skinny and fat questions in a group. b) Next they form new groups out of 4 groups so that they could answer the questions they do not know answers to.</p>	<p>Individually</p> <p>Individually</p> <p>SS-SS Teacher counts up to four. Gives the group a number 1,2,3,4</p> <p>Next each student in a group is given a number 1,2,3,4 and students form new groups in order to elicit answers they do not have Ss-Ss (groups)</p>	<p>2’</p> <p>2’</p> <p>6’</p> <p>10’</p>
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<p>Practice: An interview</p>	<p>5. Interview with JP a) What questions would you like to ask JP? Write on sticky cards. Ss write “skinny” and “fat” questions and stick questions on the photo of JP. Questions must mirror the content.</p>	<p>Ss – Ss</p>	<p>5’</p>
<p>Homework : 50-60</p>	<p>b) Ss write interviews from the four perspectives and present them in class.</p> <p>7. Write a paragraph on <i>Does art need to be beautiful or valuable to be important?</i></p>	<p>Ss- Ss</p> <p>Individually</p>	<p>15’</p>

Resources:

- Skinny and fat questions for groups
- An Image of J. Pollock
- Task with vocabulary
- A Track, images, written texts about JP’s techniques

Evaluation:

Of language

Teacher’s oral language

Group language assessment

Of content

Teacher checks activities

Students write answers and speak in class

Peer correction of written activities.