

MAGNETIC POLLOCK

Grade Band: 3, 5

Content Focus: Visual Arts & Science



LEARNING DESCRIPTION

Students will create a painting based on the action paintings of Jackson Pollock. Instead of dripping and splattering like Pollock, students will move the paint using a metal object, such as a paper clip, and a magnet.

LEARNING TARGETS

Essential Questions	"I Can" Statements
What effect does a magnet have on metal objects?	<p>I can use magnetism to create an action painting.</p> <p>I can describe the effects a magnet has on a metal object.</p> <p>I can explain why a magnet causes a metal object to move.</p>

GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p>Grade 5: S5P3. Obtain, evaluate, and communicate information about magnetism and its relationship to electricity.</p> <p>a. Construct an argument based on experimental evidence to communicate the differences in function and purpose of an electromagnet and a magnet. (Clarification statement: Function is limited to understanding temporary and permanent magnetism.)</p> <p>b. Plan and carry out an investigation to observe the interaction between a magnetic field and a magnetic object. (Clarification statement: The interaction should include placing materials of various types (wood, paper, glass, metal, and rocks) and thickness between the magnet and the magnetic object.)</p>	<p>Grade 5: VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA5.CR.2 Create works of art based on selected themes. VA5.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA5.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>Grade 3: 3-PS2-3. Ask questions to determine cause-and-effect relationships of electric interactions and magnetic interactions between two objects not in contact with each other.</p>	<p>Anchor Standard 1: I can use the elements and principles of art to create artwork.</p> <p>Anchor Standard 2: I can use different materials, techniques, and processes to make art.</p> <p>Anchor Standard 7: I can relate visual arts ideas to other arts disciplines, content areas, and careers.</p>

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> <u>Attraction</u> - The force by which one object attracts another <u>Magnet</u> - Material or object that produces a magnetic field 	<ul style="list-style-type: none"> <u>Action painting</u> - A style of painting in which paint is spontaneously dribbled, splashed or smeared onto the canvas, rather than being carefully applied

MATERIALS



We bring learning to life.

- Images of work by Jackson Pollock (see “Additional Resources”)
- Disposable rectangular aluminum pans
- Metal objects (Ex: small paper clips)
- Magnets
- 6in. x 9in. colored construction paper
- Colored tempera paint in squeeze bottles
- Paper towels and a drying area
- Tape

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

Classroom Tips: Pair up the students to share one pan and magnet.

- Show students an image of one of Jackson Pollock’s paintings, such as [“Autumn Rhythm”](#).
- Ask students to work collaboratively to engage in the [See, Think, Wonder](#) Artful Thinking Routine.
 - First, students will identify what they see in the image. Emphasize that they should make objective observations about the image (i.e. lines, colors, textures, etc.).
 - Next, ask students to identify what they think about the image. Direct students towards how they think Pollock made the painting.
 - Finally, ask students what they wonder about the image. (Be sure to show the title of the painting.)
- Facilitate a class-wide discussion around students’ observations, inferences, and questions.
- Tell students that Jackson Pollock was an “action painter”. Action painting is a style of painting in which paint is spontaneously dribbled, splashed or smeared onto the canvas, rather than being carefully applied.
- Show students this brief [video](#) so that students can see Pollock in action and listen to him talk about his process.

Work Session

- Tell students that they will be using a magnet and a small metal object to create their own Pollock inspired action painting.
- Discuss the properties of magnets with students.
- Place a 6in. x 9in. colored piece of construction paper into an aluminum lasagna pan. Have students tape down each side so that it won’t move around the pan.
- Place the small metal object onto paper along with a few (spread out) small drops of paint. Try to limit the students to three colors total.
- While holding up the lasagna pan, students will place a magnet underneath and against the pan. The attraction of the magnet will pull the metal object around through the paint and around the paper as students move the magnet.
- Students will continue to move the metal object around with the magnet until they achieve their desired look and use each color of paint.
- Have students write a title for their paintings on the bottom of the paintings and place them in the designated area to dry.



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Closing/Reflection

- Have students reflect on the process by explaining through writing how they used the properties of magnetic fields to create an action painting.
- Allow students to conduct a gallery walk to view each other's art.

ASSESSMENTS

Formative

Teachers will assess students' understanding of the content throughout the lesson by observing students' participation in the activator, discussion of the properties of magnets, artmaking process, and reflection.

Summative

CHECKLIST

- Students can use magnetism to create an action painting.
- Students can describe the effects the magnet had on the metal object.
- Students can explain why the magnet caused the metal object to move.

DIFFERENTIATION

Acceleration: Allow students to create multiple paintings using different shapes of metal objects, making observations about how the shape of the metal object changes the designs on the painting.

Remediation:

- Have students work with a partner to create their paintings.
- Allow students to dictate their reflection rather than write it.

ADDITIONAL RESOURCES

- [Paintings by Jackson Pollock](#)

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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