

Enduring Idea: Play

Integrated Discipline: Physical Education

Unit Title: Playing like Pollock

Unit Designer: Molly D. Chance

Unit Description: The coach called a play during the game. I played my clarinet this afternoon. He is going to the studio to play with his new paint...

Play can be an activity, an action or an event. It can be free form and relaxed or highly structured and rigorous. It can be social or independent, imaginative or rule based. These acts of play are also associated with a wide variety of value. It is not uncommon to hear an individual state "I'm just playing" implying that the activity they are engaged in is not very valuable or serious. In fact, most individuals associate the term "play" to something not serious, something light hearted and free from work or stress. However, is play not valuable to an individual playing in an NFL game? Is the experimentation and practice that goes into playing an instrument not a serious event? Is all play just "fun and games"? In this unit, learners will further their understanding of the term "play". Learners will explore various perspectives while interpreting the term by creating art based on movement. Learners will also create an artwork that explores the importance of process over the actual finished work.

- Images:**
1. CMA 1997.21
- *Action Photo 1, After Hans Namuth (Pictures of Chocolate Series)*, Vic Muniz, 1991, cibachrome print
 2. CMA 1999.20.8.4
- *Untitled*, Alexander Liberman, 1973, embossed lithograph
 3. CMA 2001.13.1
- *Girl with Cello*, Milton Avery, 1958, oil on board

Key Concept: Play can be defined in numerous ways.

Essential Question: What can be considered play?

- CCSS Art:**
1. VA5-1.5 Use all art materials and tools in a safe and responsible manner.
 2. VA5-3.1 Identify and describe the content in a work of visual art.
 3. VA5-4.2 Write an analysis of the ways in which his or her artwork was influenced by another artist and conduct research on that artist to support his or her analysis.

Integrated CCSS: Physical Education

1. 5-1.1 Demonstrate mature form for all fundamental manipulative skills (for example catching, striking, and kicking)
2. 5-1.2 Demonstrate mature form for combinations of fundamental locomotor skills (for example running, walking, skipping, galloping)
3. 5-6.1 Seek to engage in physical activities that are personally enjoyable.

- Learning Outcomes:**
1. The learner will use a variety of movements to define and express the various definitions of play.
 2. The learner will analyze the works of Jackson Pollock, as well as a variety of abstract artworks.
 3. The learner will create an abstract artwork, exploring the process by generating a written record of the event.
 4. The learner will participate in both a self and group critique reflecting on how their image visually represents play.

Motivator: The learners will begin the unit outside. As small groups, the learners will act out a variety of definitions and personal interpretations of play through movement. Learners will discuss how personal experience often plays a factor in defining "play". Learners will also begin to discuss the value of play, keeping in mind a variety of perspectives, roles, and careers.

Day Breakdown: *Based on seven 50 minute class periods

Day 1: Motivator (see above)

Day 2: The learners will view a variety of images of Jackson Pollock working, including photographs and

videos. Learners will study his movements while he works and paints. Learners will hypothesize why Pollock created works in this manner. Learners will also discuss if he was playing with the paint or if his actions were more controlled and calculated, characteristics that are more closely associated with work. In the coming class periods, learners will be comparing their feelings while creating an abstract piece to how they believed Pollock felt while creating his artworks. During the discussion, learners will view other abstract pieces to further inspire the discussion.

Day 3-5: During these days, learners will be able to freely experiment and “play” with three colors of paint. Learners will be interrupted every 10 minutes to record their feelings, findings, and questions/concerns while creating their abstract work. At the beginning of Day 3, learners will receive a project rubric, which will be reviewed before learners begin.

Day 6: Learners will present their work and will share some of their recorded entries from the process. After each learner has presented, learners will complete a final journal entry on the process. They will also discuss their likes and dislikes about the final artwork.

Day 7: Learners will use this day for making any final edits to their artworks. Any learner who has not finished their journal entry may also take this time to finish. By the end of the class period, all learners will be required to submit a final artwork.

- Materials:**
- Notebook paper or small notepads
 - Tempera or acrylic paints
 - Paintbrushes
 - Paper towels
 - Variety of tools for mark making
 - Large canvas or paper

- Resources:**
- Jackson Pollock video
 - Jackson Pollock images

- Assessment:**
- Project recordings
 - Final journal entry
 - Studio participation rubric
 - Project rubric