
Abstract Expressionism

Action Painting - Day 2

Kansas State Standard VA:Proficient:1.4.2

Standard 1: Understanding and applying media techniques and processes.

Benchmark 4: The student analyzes media, techniques, and processes to create specific effects that intentionally communicate through works of art.

Indicator 2: The student intentionally takes advantage of the qualities and characteristics of art media, techniques, and processes for enhancing communication of experiences and ideas.

Objectives

- Students will understand the historical significance of the Abstract Expressionist movement, specifically Action Painting, along with its connection to music.
- Students will select painting instruments, methods, and body movement to use paint expressively.
- Students will explore experimentation and risk taking within their artwork.

Art Production

Anticipatory Set: (3minutes)

Fantasia Movie Playing on projector, exemplifying the connection between music and visual imagery. Each student's table will be covered with two layers of large roll paper, plates of thinned black and white paint, various painting utensils.

State Objectives: (2minutes)

Two is better than one! We do all our paintings in sets of two so we can learn from the first one and hopefully have more success with the second. After this exercise you should have a grasp on how to manipulate the paint to gain some control with the medium and utensils. Again, throughout this class we will focus on understanding how to use body movement, alternative painting instruments, and thin paint to express the music we are listening to and ourselves. We will experiment and take risks; some will result in success and some in failure but all will be an expression of ourselves... our signature.

Independent Practice: (22minutes)

(2minutes) Again, explain to students the rules for this painting exercise. –All paint must stay on the roll paper, excessive flinging of paint will not be tolerated. Students are welcome to pour paint but to remember that is all the paint they have, so use it wisely. Respect for the art room, our resources, and the art-making process should be respected at all times. Students should roll up sleeves and put on aprons.

Unit: Abstract Expressionism

Class: Painting

Medium: Painting

Durations: 45 minutes

Materials

Roll Paper

Acrylic Paint (Black & White)

Various Painting Utensils

Elements of Art

Line

Principles of Design

Rhythm, Movement, Unity

Vocabulary

Abstract Expressionism- A post–World War II art movement in American painting, developed in New York in the 1940s. It was the first specifically American movement to achieve international influence and put New York City at the center of the western art world, a role formerly filled by Paris. The movement stretched from the 1940s to 1960s.

Action Painting- energetic technique dependent on broad gestures directed by the artist's sense of control interacting with chance or random occurrences.

Automatism- artist abandons any conscious control of the painting and allows the mind to guide the hand.

Resources

Fantasia- Disney

Art History

For Abstract Expressionists, the

(20minutes) Students will then practice action painting using black and white acrylic paint on their top layer of roll paper. Students will move around their tables and use different motions and utensils to create their painting, while various types of music play in the background. Students are encouraged to change painting utensils, movements and styles frequently but are asked to not waste time by trying to clean off utensils before switching paints.

Closure: (18minutes)

(8minutes) Reflection we'll take a look at everyone's paintings and discuss as a class the aesthetic questions, art criticism question, and any other thoughts about the experience.

(10minutes) Clean Up: Painted papers need to be taken to the back room and carefully laid on the floor. Paint plates should be rinsed out and painting utensils washed off. The remaining piece of roll paper used to protect the table can be thrown in the recycling.

-Tuesday we will look at taking our action paintings and adapting them into a new artwork by cutting them up and reassembling them. Show example.

Aesthetic Questions

Is this art?

Do you think this could be considered a portrait?

Art Criticism/Analysis Questions

Did you notice a change in your movements as you became more comfortable with this process?

Did you notice a change in your movements as the music changed?

What emotions did you feel while creating this piece? Is it visible in the lines?

Do you think this is expressive?

authenticity or value of a work lay in its directness and immediacy of expression. A painting is meant to be a revelation of the artist's authentic identity. The gesture, the artist's "signature," is evidence of the actual process of the work's creation. It is in reference to this aspect of the work that critic Harold Rosenberg coined the term "action painting" in 1952: "At a certain moment the canvas began to appear to one American painter after another as a space in which to act --- rather than as a space in which to reproduce, re-design, analyze, or 'express' an objective, actual or imagined. What was to go on the canvas was not a picture but an event."

Modifications/Notes

I again see no necessity for modification in this lesson.

Review information from the action painting lecture with the whole class. This will assist to catch up those who were absent.

The PowerPoint presentation will be available to all students through Google Classroom if they would like to look at it.