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# Abstract Expressionism Collage & Color - Day 4

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## 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 Color Field Painting, along with its connection to mood, emotion, and feelings within artworks.
- Students will reflect on, re-engage, revise, and redefine their action paintings into alternate compositions through collage and color.
- Students will explore experimentation and risk taking within their artwork.

## Art Production

**Anticipatory Set:** (5minutes)

**Colors & Emotion-** In your sketchbook list an emotion, feeling, or thought you relate to each color of the color wheel. Include black, brown, and white as well. Do the values of these hues change the feeling? For instance, red may signify danger but pink (a tint of red) might signify love. What hue values create different feelings than the base hue? As a class discuss some of the students answers.

**State Objectives:** (3minutes)

Today we're looking at the other half of the Abstract Expressionist Movement, the Color Field Painters. We'll look at how color can express a mood or feeling in a piece and then apply that to our own work. You'll go ahead and finish up your action painting collages and then select one to add color to. Pay attention to the mood or feeling expressed by your piece already. Try to enhance or completely alter this feeling by adding watercolor.

**Demonstrate:** (During Stating of Objectives)

Show students the exemplar of a collage made from action painting with color field additions. Allow each student a moment to study it up close as you go over the objectives for the lesson today.

**Input:** (20minutes)

AbstractExpressionism.PPT & discussion of how colors can affect the mood and emotion of an artwork.

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Unit: Abstract Expressionism

Class: Painting

Medium: Collage & Watercolor

Durations: 90 minutes

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## Materials

Previous Action Paintings  
12"x18" 90lb Drawing Paper  
Scissors  
Glue Sticks  
Watercolor Pallets  
Watercolor brushes  
Water Cups

## Elements of Art

Line, Color

## 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.

**Color Field-** Characterized primarily by large fields of flat, color spread across or stained into the canvas creating large expanses of color covering the greater part of the canvas.

## Resources

AbstractExpressionism.PPT

## Art History

For Abstract Expressionists, the

**Independent Practice:** (47minutes)

Students will finish their two 12x18" collage pieces and choose one to add color to. Students will use watercolors to add color to one of their action painting collages to enhance or change the feeling/mood/emotion of the artwork. Remind students to be careful of how much water they are applying to their piece at a time. Too much water and it will begin to break down the glue underneath. While students work I will play some quite jazz from the 1940s-1960s in relation to the time period of the Abstract Expressionists.

**Closure:** (15minutes)

(5minutes) Reflection: we'll discuss as a class the aesthetic questions, art criticism question, and any other thoughts about the experience.

(10minutes) Clean Up: Finished collages should be placed on the ceramics stands to dry. Paint brushed and cups should be washed. Glue sticks and scissors returned to their bins on the center table.

-Friday we'll take a look at everyone's pieces and see how everyone had a different interpretation and method of expressing the same music.

## Aesthetic Questions

Is this art?

Do you think this could be considered a portrait?

Is this more or less of a portrait because you've altered the piece?

## Art Criticism/Analysis Questions

Was it difficult emotionally to cut apart your artwork and reassemble it?

Do you think this is expressive?

Is it more or less expressive because it is modified from the original painting?

How does the color add or detract from the feeling of the black and white piece?

## Evaluation Criteria

authenticity or value of a work lay in its directness and immediacy of expression.

As opposed to the action painters, this movement places less emphasis on gesture, brushstrokes and action in favor of an overall consistency of form and process. In color field painting "color is freed from objective context and becomes the subject in itself."

## Modifications/Notes

I again see no necessity for modification in this lesson. The PowerPoint presentation will be available to all students through Google Classroom if they would like to look at it.