Grades 9-12, Visual Arts

Standards:

CA CCSS Writing Standards for Literacy in Science and Technical Subject (WHST)

9.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9.8: Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CA

9.9: Draw evidence from informational texts to support analysis, reflection, and research.

Grades 9-12 VAPA, Visual Arts, Artistic Perception, Proficient

1.3: Research and analyze the work of an artist and write about the artist’s distinctive style and its contribution to the meaning of the work.

4.3: Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

Lesson Idea:

Students will engage in researching primary and secondary sources focused on a self-selected work of art by Jackson Pollock to formulate a position in response to the following inquiry questions.

In what ways is the chosen work representative of Pollock’s style?

In what ways does the chosen work contribute to the overall impact of Pollock’s body of work?

Their written work will be distributed through the Internet as part of the school’s Visual Arts Department’s monthly journal.

After students have selected the Pollock artwork to examine, they engage in a formal analysis of the work using the vocabulary of visual arts. They also research Jackson Pollock’s style to discover the relationship of his style to the meaning of the work. This analysis and research form the basis of their responses to the inquiry questions. In writing their response, students utilize and cite correctly multiple print and digital primary and secondary sources to provide evidence for their claim. The students must pay attention to their primary audience, students and teachers, and provide support for the
reader in their text. Students synthesize the information to support their analysis of Pollock’s artwork through which they demonstrate an understanding of the aesthetic value of a work of art. Their online journal submissions include the appropriate and relevant visuals or digital videos to support their claims, which are cited following an accepted format for citation. As responses are posted to their article, the student writer responds, revisits their written piece and revises their position, if desired.