

Creative Lessons To Open Classrooms & Minds To The World.



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Secondary Art Lesson Plan

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LESSON PLAN TITLE

Playground Utopias:

Designing Safe, Accessible, and Sustainable Parks, Playgrounds or Communal Spaces

DESIGNERS

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SUMMARY AND RATIONALE

Students will explore how artists, designers, and architects create work that shapes or impacts public awareness of a social issue: Sustainable Parks and Cities. They will brainstorm to identify a problem impacting living environments at a local, domestic, or global scale. Students will collaborate using the creative process to envision, design, or improve the identified concern. They will investigate how artists consider health and safety concerns when designing spaces in addition to the materials (recycled) used.

GRADE

9th - 12th

TIME FRAME

3-4 sessions

SUBJECTS

Art
Math
Social Studies
Language Arts
Career/Vocational
Technology

UNDERSTANDING

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Artists play a powerful role in shaping our understanding of these concepts, especially in a global context.

INSTRUCTIONAL GOALS

- Students will use the artistic process to further understand and analyze The Global Goals for Sustainable Development Goal 11: Sustainable Cities and Communities.
- Students will recognize how they, as artists, can become active members of their communities and the greater world around them, and learn from other artists who have designed or redesigned spaces and cities or human settlements to be inclusive, safe, resilient and sustainable.
- Students will appreciate the need for universal access to safe, inclusive and accessible, green and public spaces, particularly for women and children, older persons and persons with disabilities.
- Students will consider ways in which artists can use recycled materials and design spaces that align to policies embracing resource efficiency, sustainability, utilize local materials, etc.
- Students will analyze and research solutions to existing environmental problems facing many urban communities such as air quality, clean water access and waste management.
- Students will build teamwork and collaboration skills in working together to conceptualize, design, and build models of their sustainable spaces.

NATIONAL CORE ARTS STANDARDS (SECONDARY)

- **High School Proficient:** VA:Cr1.1.1a Use multiple approaches to begin creative endeavors. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. VA:Pr6.1.1a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.
- **High School Accomplished:** VA:Cr2.2.1a Demonstrate awareness of ethical implications of making and distributing creative work. VA:Cr2.3.1a Redesign an object, system, place, or design in response to contemporary issues. VA:Pr6.1.1a Make, explain, and justify connections between artists or artwork and social, cultural, and political history. VA:Re.7.1.1a Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. VA:Cn11.1.1a Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

ESSENTIAL QUESTIONS

- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How do artists and designers create works of art or design that effectively communicate?
- How can we use **art** and **design** to create *inclusive, safe, resilient* and *sustainable* cities and communities?

STUDENT LEARNING OBJECTIVES

- Students will work together in small groups to brainstorm and identify a problem and solutions for sustainable parks, playgrounds, or communal spaces.
- Students will create sketches and drawings detailing their own designs to address the identified problem.
- Students work in teams to build small scale models

of their design using recycled materials.

- Students will use a template to write a public art proposal and prepare a presentation that promotes their design for a sustainable park.

ASSESSMENT

Sketchbooks
Self-Reflections
Rubrics
Gallery Walks
Critiques

SEQUENCE OF ACTIVITIES

MOTIVATION

Share images of parks and communal spaces-consider emphasizing a global perspective when selecting artists. View video of Isamu Noguchi's Moerenuma Park and engage students in a class conversation about their own experiences with communal spaces such as parks and playgrounds.

CORE LEARNING ACTIVITIES

Discussion:

Divide students into smaller groups and distribute cards (and images) with guiding discussion questions: What makes a park, playground, or communal space fun? Safe? Sustainable? Are these spaces in our community safe? How do they differ from spaces in other environments-rural, suburban, urban? How are they the same or different from spaces in other countries/cultures? Are these spaces accessible to all? Are these spaces sustainable? Do they provide green space? What materials were used to create them? Do they reflect/respect the culture of the inhabitants around them? How can we design/redesign a given space that empowers us as artists to improve the community or environment?

Design:

After teams have identified what elements make a safe, accessible, and sustainable parks, playgrounds or communal space, students will work together or individually to create drawings and sketches of a new or improved design. Considerations for designs

should include the percentage of nature or green space, vertical or horizontal layout, environmental innovations (rainwater collection, etc.), transportation (bike lanes and safe well-lit walkways), accessibility of playground equipment, location, economic cost, public art and community pride, etc.

Building Models:

Students will create small scale models of their designs using recycled materials. Inspiration can be drawn from models created by artists such as Noguchi and Kingelez.

Revision:

In a mini critique, have each group present their models and ideas with the entire class in a chance to perceive and analyze their artwork. Encourage students to ask each other questions that dig deeper into the essential questions and ask, “what if?”. Based on comments and feedback from teacher and peers, students will revise their model designs and move on to the reflection stage.

Reflection:

As a culminating activity, have students write or complete a public art proposal template. Proposals should consider location, cost, materials, etc. Students can then create a visual campaign or community presentation with models, public proposal, and/or slideshow to influence stakeholders.

EXTENSION

Consider taking field trips to local parks, green spaces, or community. If possible, invite local artists, architects, and urban planners from the community to meet with students and share in their design process and discussion of global concerns connected to sustainable cities and living spaces. Encourage students to submit their sustainable park design to high school design contests.

MATERIALS

Drawing paper or sketchbooks, pencils, color pencils, templates, scissors, glue, glue sticks, cardboard pieces for bases, contact collage board, cardboard scraps, pipe cleaners, wire, recycled materials (bottle caps, lids, plastic water bottles, foil, cardboard tubes, newspaper, small boxes, egg cartons, cork, etc.), rubber bands, natural materials (sticks, leaves, etc.)

DIFFERENTIATION

Use pre-sticky collage board for base of model to adjust for motor skill development. Allow students to use gloves if desired for sensory aversion to certain materials, provide adaptive tools including scissors and handles for drawing materials, designated communication devices and symbols handouts to facilitate student participation in discussion, large image printouts and slant-boards for students with trouble seeing Smartboard.

RESOURCES FOR STUDENTS

- <https://www.nytimes.com/2018/05/31/arts/design/bodys-isek-kingelez-review-moma.html>
- Bodys Isek Kingelez: City Dreams | MoMA LIVE <https://youtu.be/RB4jgBx16vY>
- Global Cardboard Challenge Resource Guide: <https://cardboardchallenge.com/>
- List of High School Design Contests: <https://www.discoverdesign.org/challenges>
<http://projectosmosis.org/annual-all-high-school-design-competition>

RESOURCES FOR TEACHERS

- Bodys Islek Kingelez: City of Dreams <https://www.moma.org/artists/68319>
- Isamu Noguchi: Playspaces <http://www.louisapenfold.com/noguchi-playspaces/> (<https://www.noguchi.org/>)
- Video: Isamu Noguchi's Moerenuma Park <https://youtu.be/6GxWSK5XRSI>
- Carsten Höller: Slides <https://www.artsy.net/article/artsy-editorial-carsten-holler-adults-slides-seriously>
- Artists' Playgrounds: <https://www.artsy.net/article/artsy-editorial-picasso-noguchi-11-artists-designed-spectacular-playgrounds>
- Ideas for vertical gardens/rooftop farms: <https://land8.com/project/urban-2/>
- Ana Serano: Cartonlandia <https://www.anaserrano.com/iii/>
- El Anatsui: Artist using recycled materials <http://el-anatsui.com/>
- Snarkitecture: The Beach

