

Lesson Plan Title: League of Extraordinary Toymakers

Length: 3 days (weeks)

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

N/A

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

For the next few weeks, you will be toy-makers for the League of Extraordinary Toymakers. The company is in need of new ideas for their next lineup this holiday season, and they have asked all of their workers to make a toy that they've always wanted--one that has never existed before. They have given out the supplies they plan on using and would like to see what you can come up with in order to keep the company running.

R - Toymaker

A - Yourself

F - Found object sculpture/assemblage

T - Create a toy that has never existed before

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

- **Space**
- **Shape**
- **Three-dimensional**
- **Composition**

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Students will be able to utilize shapes and composition with found objects to create their toy through experimentation.

Students will be able to recognize a found object sculpture or assemblage.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology.
Should be written as: Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

Students will be able to create a toy that has never existed before that has a purpose.

(Bloom's: Creating, applying; Standards: Comprehend, Create; GLE: Investigate the properties of materials to support the planning and making of works of art ; Art Learning: Recognizing and creating a toy; Literacy: listening and discussing ideas)

Students will be able to ideate through experimentation using found objects.

(Bloom's: Understand and apply; Standards: Create, Transfer; GLE: Investigate the properties of materials to support the planning and making of works of art; Art Learning: Exploration, designing, and playing. Literacy: art vocabulary)

Students will be able to define found object sculpture or assemblage.

(Bloom's: Understand, apply, Remember; Standards: Transfer, Reflect; GLE: Notice and Discuss what can be seen in works of visual art and design; Art Learning: discussion, listening; Literacy: art vocabulary)

Students will be able to identify works from Calder and Wilcox.

(Bloom's: Remember, apply; Standards: Transfer, Reflect; GLE: Recognize that artists and designers contribute and connect to their communities; Art Learning: discussion, identifying; Literacy: art vocabulary)

Students will be able to explain the purpose of their work of art.

(Bloom's: Apply, Analyze; Standards: Comprehend, transfer; GLE: Notice and discuss what can be seen in works of visual art and design; Art Learning: discussion, explaining; Literacy: art vocabulary)

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<ul style="list-style-type: none"> • Several different types of media can be accessed. 	<ul style="list-style-type: none"> • Students can create their toy in the fashion that makes them the most comfortable; can be simple or complex
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<ul style="list-style-type: none"> • Different types of media can be used and combined 	<ul style="list-style-type: none"> • Students can create a toy utilizing several different objects

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

- Composition
- Space
- Assemblage
- Sculpture

Literacy will be integrated at the beginning of our lessons when we go over definitions and meanings. We will touch on these definitions at the beginning of every class to make sure they understand the literacy.

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- Construction Paper
- Colored Pencils
- Glue Sticks
- Scissors
- Found Objects
- Masking tape

- Hot glue gun

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

Again, check out this resource (play-based art): <https://www.facebook.com/groups/1421378038108225/>

Check out artist Dominic Wilcox. Although not technically toys, they could be presented as toys to young children. The video might be more for you--but the goal is to get your students to invent. <https://www.gizmodo.com.au/2015/03/video-the-crazy-inventions-of-a-genius-mind/>

Here are toys created by children: <https://www.buzzfeed.com/twopoodles/toys-you-can-make-yourself>

Calder

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Check on materials to make sure they are all still usable
 - Replace any materials that were used
 - Make sure there is hot glue for the gun
 - Check materials for stray glue marks/scissor marks etc
- Create a presentation/reference document to help bookmark ideas of things students learn or that we covered the week before.
 - Archive of specifics pertaining to this project

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- Don't draw on your neighbor's paper
- Don't break or eat materials
- Don't throw things
- Ask Joel or Sarah if you need help

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate students interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

“Today we are budding toymakers and seeking the next big thing! The only way we can achieve this, though, is by making a toy that has never existed before today!”

“After looking over the prototypes for your initial ideas, the board of creators have seen everyone's potential in toy-making. Now that you've had the chance to explore the materials, the next step is to finalize your ideas and behind adding finishing touches, fix things, and think about what colors you may want on your toy. Once you've done this, we'd like an illustration of your toy so that we can share it with the toy-makers and artists of the world.”

“Now that we've finished making our toys and illustrations, we'll be holding a toy exhibition to display the toys you designed. Through this we will discuss how you made your toy and the purpose it has.”

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

- **Experimenting with materials and putting them together to see what happens.**
- **How using different colors can change the purpose of a toy**
- **If you were to look at your toy not knowing what it was, what would it make you think about?**

Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

<p>Day 1</p>	<p>Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <p>10 minutes - Blog Review and shift from 2-D to 3-D</p> <ul style="list-style-type: none"> ● Teachers will revisit the blog and things that we did two weeks ago. ● We will review things that we've done so far and ask students what they learned about the different materials they used. ● Ask for students to think about how they used the materials and how they felt. ● Introduce the term "3-D" and ask what the students think it means and try to explain what they think it means. ● Explain how 2-D work was preparation for working in 3-D. ● Introduce the project idea of making a toy that has never existed. ● Share works from Wilcox and Calder to talk about how their 3-D works use space, shapes, and composition. ● Ask the students what they see in these works of art and how they could be used as toys. What makes them toys? ● Have the students begin thinking about different types of toys. (cars, planes, Legos, dolls) <ul style="list-style-type: none"> ○ What are their favorite ones? What do they do? ○ How do they work? <p>10 minutes - Modeling and Ideation introduction</p> <ul style="list-style-type: none"> ● Teachers will then demonstrate how materials that are normally flat can be manipulated into being 3-D. ● Use the action to motivate here to introduce the topic. ● Afterwards, teachers will have students guide them through the building process of their own toy/sculpture to see how things can used. 	<p>Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND</p> <p>Students will....</p> <ul style="list-style-type: none"> ● ...understand what a "sculpture" is ● ...create a toy that's never been made before ● ...be able to talk about what they did ● ...be able to describe their toy idea 	<p>Time</p>
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<ul style="list-style-type: none">● Teachers will ask that students begin thinking of a toy that they want to build having seen some of the things that are possible.● One thing to think about is how different you can make it look and not have it be something you already play with.● Ask what they might make using some of the materials we just used. <p>10 minutes - Pre-Ideation Prep</p> <ul style="list-style-type: none">● Before students begin exploring, explain what materials there are for connecting things together if they need something specific.<ul style="list-style-type: none">○ Hot glue gun○ Stapler● Show them different stations of materials, if they want to look for something else or grab more of something they used.<ul style="list-style-type: none">○ Cardboard tubes○ Pipecleaners○ Construction Paper○ etc. <p>25 minutes - Ideation Exploration</p> <ul style="list-style-type: none">● Explain to the students that they'll spend the rest of the class working on the first drafts of their toys.● We'll be working on these for two more weeks with a lot of class time dedicated to helping them think about their toy ideas and working on constructing their toys.● The rest of the class will be dedicated for them to explore different ideas. <p>5 minutes - Clean-Up</p> <ul style="list-style-type: none">● Teachers will have the students put down the materials they have and use their attending skills.● Before the actual clean-up process starts, teachers will show students where to return their unused materials.● They will then ask the students to begin cleaning up their tables:<ul style="list-style-type: none">○ No materials on the floor		
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	<ul style="list-style-type: none"> ○ No extra bits on the ground ○ All materials returned to their rightful places ● Once the students are done cleaning up, they will be asked to place their toys on a piece of paper with their names written on the paper. ● They will then leave their sculptures at their tables and if there is no time left then line up for recess. <p>In the Event of Extra Time</p> <ul style="list-style-type: none"> ● If there is a small amount of time left following clean-up, then have the students meet in an oval on the rug. ● For the remaining time teach them a French directions song as a form of brain break before having them line up for recess. 		
Day 2	<p>5 Minutes - Blog review</p> <ul style="list-style-type: none"> ● Spend first five minutes of class looking at blog ● Give student a chance to talk among themselves about what they see on the screen <p>10 minutes- Assignment intro</p> <ul style="list-style-type: none"> ● Teachers will begin by asking for a recap of what we did last week ● Based on what students answers are, I will reintroduce the concept of creating a toy with a unique purpose ● Teachers will ask students for examples of toys that students play with. When a student answers, teacher will dig further by asking what the purpose is and how it achieve that purpose ● Remind students of their goal once more (to make a toy with a purpose) before letting them begin working. ● Also remind students where different materials are, where the hot glue station is, etc. <p>30 minutes - Work Time</p> <ul style="list-style-type: none"> ● Give students plenty of time to begin working on their toys ● Remind them that we have one more week to work on it so we highly encourage they take their time with their toys ● Sarah will go around and check with all of the students, Joel will run the hot glue gun station and hand out extra materials as needed. <p>10 Minutes - Clean Up</p>		

	<ul style="list-style-type: none"> ● Once it is time for clean up, students will be asked to come sit on the rug to listen to what is expected of them ● We will show either a flier on the smart board or a poster that says what each color group is in charge of <ul style="list-style-type: none"> ○ Red group is in charge of straws and pipe cleaners ○ Green group is in charge of cardboard tubes and whole plates/bowls ○ Yellow group is in charge of paper cups and construction paper ○ Orange group in in charge of trash and cut-up materials ● Make it apparent to students that they aren't allowed to line up for recess until every table is clean, even if they've finished their part of it ● Tell students to try to write their names on their projects. If this isn't possible, have them write on a piece of masking tape and attach to project <p>5 Minutes - Discussion</p> <ul style="list-style-type: none"> ● If there is time after clean up, we will all meet back on the rug for a short discussion before recess ● During the discussion we will ask only a few questions to get students thinking for next week: <ul style="list-style-type: none"> ○ What have you noticed about the materials? ○ How does your design work toward a toy with a unique purpose? <p>In the Event of Extra Time</p> <ul style="list-style-type: none"> ● If there is a small amount of time left following the discussion, we will stay on the rug for a little activity ● For the remaining time teach them a French directions song as a form of brain break before having them line up for recess. 		
Day 3	<p>5 minutes - Blog Review</p> <ul style="list-style-type: none"> ● Teachers will review the blog and relate the prototype toy to the final toys the students have made. ● Ask the students about what ideas carried over from their prototypes to the final products. ● Talk about how the creation process can allow for changes in design among other things: color, shapes, size. 		

<ul style="list-style-type: none"> ● Ask students why they think an artist may change their ideas halfway through working. Great question! <p>10 minutes - Assignment Continuation Intro</p> <ul style="list-style-type: none"> ● For students that have finished their final toys, explain that they will be working on creating illustrations of their toys to explore how 3-dimensional can translate to 2-dimensional and help with drawing. ● Others that still need time to work on their final toys will have time to do so before moving onto the illustration part of the assignment. ● Illustration: Students that have finished both their prototype and final toy/sculpture done, will be starting the illustration(s) for their toys. These will be used to show a relation between 2-dimensional and 3-dimensional art. These will be the “advertisements” to showcase their designs. ● Finishing up: Before starting their illustrations, students will have the opportunity to finish up their final toy ideas. Materials from last week will be available in the back of the room as tables will be reserved for illustration materials. <p>25 minutes - Work Time</p> <ul style="list-style-type: none"> ● Students will have time to work on their toys and their illustrations. ● Once they are finished completely, teachers will ask the students to think about the purpose of their toy and how they’d play with it. ● They’ll then record the responses, either via video or by writing it down. <p>10 minutes - Clean-up</p> <ul style="list-style-type: none"> ● Students will be brought back to the rug and briefed on the clean-up process. <ul style="list-style-type: none"> ○ “One group will be in charge of...” “such and such can be returned to this spot.” ○ Red: Pastels and construction paper ○ Green: Markers and any straws/pipe cleaners 		
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	<ul style="list-style-type: none"> ○ Yellow: Chalk and any plates/bowls/tubes ○ Orange: Colored pencils and any trash ● They will then begin putting materials away and cleaning up their tables. ● Afterwards, they will then make sure their toys are set up on their tables before the toy exhibition. <p>10 minutes - Toy Exhibition Gallery Walk</p> <ul style="list-style-type: none"> ● Teachers will then ask the students to gather on the rug before explaining the process of the toy exhibition. ● Teachers will model this using the toy they created along with the illustration. <ul style="list-style-type: none"> ○ Explain what the toy is and describe the purpose behind it. ○ They will demonstrate how the play with the toy if possible or if they would like to. ● Members of table colors will be asked to grab their toys and then one at a time they will do the same thing. ● Once they are finished, the students will put their toys carefully into the blue tub and their sketchbooks in the box. ● The next group will then go and repeat the same process. <p>In the Event of Extra Time</p> <ul style="list-style-type: none"> ● If there is extra time, Joel will be teaching the students a French direction song. ● Students will help put their sculptures back in the totes 		
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Student reflective/inquiry activity:
Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

When the students finish their toys/sculptures along with the accompanying illustrations, we will have a toy showcase where students will be able to describe and show how to play with the toy they designed. In doing so, they will be able to play with the toys and see the ideas their fellow students came up with during this process. Before the designer describes their toy, we will have students guess what purpose their toy has.

Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?	Post-Assessment Instrument: How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.			
<p>Did the student create a toy that has never existed before that has a purpose?</p> <p>Was the student able to explain the purpose of their work of art?</p> <p>Did the student ideate through experimentation using found objects?</p>	Criteria	Advanced	Proficient	Developing
<i>Student created a toy that has never existed before using found objects.</i>	Student has made a completely original toy utilizing a variety of objects.	Student has made a toy utilizing a variety of objects with some similarities to an existing toy idea.	Student made a toy utilizing a couple objects with heavy influence from an existing toy.	
<i>Student was able to explain the purpose of their toy/found object sculpture.</i>	Student was able to describe and explain the purpose behind their toy in great depth.	Student was able to describe and explain the purpose behind their toy.	Student was able describe the purpose behind their toy.	
<i>Did the student explore/ideate with different materials to create a prototype for their toy?</i>	Student used several different materials in the prototype and exploration/ ideation process.	Student used a few different materials in the prototype and exploration/ ideation process.	Student used a couple different materials in the prototype and exploration/ ideation process.	

Self-Reflection:
After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.)

During this lesson, we truly hit our stride when it came to clean-up processes and introductions. This lesson was our best in terms of clean-up because we were far more clear than we had been in the past. Consistently clean-up went so well we were able to spend more time with the reflective activity, which was fun and engaging for them. This lesson truly taught us the most effective way to facilitate clean-up. The reflective activity was particularly good and engaging. For our activity, we had students come to the front of the room one by one and present their toys. Then, we opened the floor to every student to try and guess what the presenter's toy's purpose was. The presenter then revealed what the toys purpose was and explained a little bit about their process before taking a seat.

This reflective activity was extremely well-received by our students. The presenters were really excited to show their toys to their classmates and there was no shortage of volunteers for who was presenting next. The audience was elated to be involved and given the opportunity to guess. Most of them seemed to think of it as a game which highly increased the level of engagement.

The biggest issue we faced during this lesson was time management. Sometimes, students finished cleaning much faster than expected. Some students finished their projects early and were confused on where to go next. Regardless, this was probably our strongest lesson and the kids absolutely loved it all.

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.